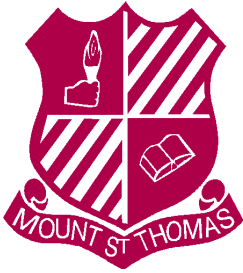


Mount St Thomas Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the school community of Mount St Thomas Public School as an account of the school's operations and achievements throughout the year. It is the result of rigorous school self-assessment practices undertaken collaboratively with staff, parent/caregivers and student leaders.

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

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

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School background

School vision statement

At Mount St Thomas Public School, we are committed to building a collaborative school-wide culture that demonstrates educational aspiration and provides a quality education for all. Through personalised learning we will develop the individual talents, interests and abilities of our students in an engaging, positive, and respectful learning environment.

This will be fostered within a dynamic culture of teaching and learning that sets high expectations for achievement and success. Every student will be empowered to reach their potential and become engaged, self-aware, productive and responsible, learners and global citizens.

"Facing the Future Together"

School context

Established in 1952, Mount St Thomas Public School serves the community of this peaceful and picturesque suburb of Wollongong. Strong community links exist to support the ongoing highly successful programs in literacy and numeracy, student welfare, technology, sport, environmental education and the creative arts.

The school has an enrolment of 329 students including 7 Aboriginal students. The school structure consists of 11 multi-grade classes and 2 straight classes.

The teaching staff is a mix of experienced and early career teachers, who are committed and actively engage in a variety of professional learning opportunities to enhance their teaching practices.

The school motto of "Facing the Future Together" underpins the ideals and practices of the whole school community. Teachers deliver high quality learning programs to maximise student learning in a supportive and safe environment. The community has high expectations for the school and its students and actively supports all aspects of school life.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework to inform, monitor and validate our journey to excellence in learning, teaching and leading. During Professional Learning sessions throughout Semester 2, teams of executive and teachers have examined the School Plan 2015–17 and monitored milestones to determine the elements of the School Excellence Framework that the plan most strongly addressed, identifying our school's areas of strength and our areas for development aligned to high level expectations.

Learning

In the domain of Learning, our school has primarily focused on Curriculum and Learning, Assessment and Reporting and Student Wellbeing. Commencing in Term 1, teachers have implemented quality English, Mathematics, Science and History scope and sequences with integrated units of work based on the NSW syllabuses K–6 with equitable learning opportunities, quality differentiated instruction and personalised learning practices to support the diverse learning needs of all students and promote learning excellence. As a result, there is a stronger student-centred focus in all learning environments with increased visibility and consistent use of negotiated learning goals in literacy and numeracy programs. Student friendly rubrics and assessment tasks designed and informed by qualitative and quantitative student achievement data, enable students to reflect on their learning and plan for their future learning.

Positive Behaviour for Learning (PBL) and Friendly Schools Program mindsets are reflected in class programs and playground procedures, and are consistent across the school. As a result, students are more able to articulate their feelings, problem solve conflict and celebrate the positive qualities of themselves and others. Students continue to have a voice to connect and contribute to the creation of a safe and happy learning environment through suggestions and ideas from the SRC and the Anti-bullying Liaison Officer's follow up from the 'What's on Your Mind Box'. At Mount St Thomas Public School, we are cognisant of the importance of students exploring the world of work through diverse learning opportunities and becoming aware of a range of career opportunities that allows them to visualise themselves in

the world of work in the future and thereby becoming more engaged learners today.

Teaching

In the domain of Teaching, our focus has been on Effective Classroom Practice, Collaborative Practice, Data Skills and Use, and Learning and Development.

Teachers consistently use internal and external student performance data and other student feedback to evaluate the effectiveness of their own teaching practices, and use assessment data for, as and of learning to ensure the best possible outcomes for students. To support these goals, school-wide systems to monitor student achievement have been developed and are key to analysing practice, as we strive for continual school excellence. School leaders and teachers regularly draw on qualitative and quantitative evidence of teacher practice and student achievement through Action Research, Quality Teaching Lesson Study Rounds, formative and summative assessment, PLAN and NAPLAN data, to determine student goals for achievement and to inform the effectiveness of teaching practice and school performance. As a result, all teachers are engaging with evidence-based research and are actively taking an inquiry-based approach to find creative solutions to contextual issues.

As a whole school, we have undertaken professional learning with a particular focus on developing teachers' knowledge and understanding of effective teaching practices in targeted aspects of literacy and numeracy, to ensure that teaching and learning in literacy and numeracy is differentiated and personalised to meet students' learning needs. All staff are actively engaged in targeted professional learning to meet the needs of our diverse learning community, which is moving student learning to a higher level.

Teachers actively engage in professional learning opportunities to deepen their syllabus knowledge, pedagogy and practice, and improve their performance. All teachers and leaders plan personalised Performance Development Plans (PDPs) that are aligned to the school strategic directions using tools such as; Australian Professional Standards for Teachers, Australian Professional Standard for Principals, NSW Quality Teaching Model, Classroom Practice Continuum and the Performance Development Framework.

Leading

In the domain of Leading, our priorities have established an evidence-driven, dynamic whole school community, school planning and evaluation process, for the systematic collection, analysis and interpretation of internal and external data, school finances, school progress and improvement. The effective implementation of our three strategic directions throughout the year is based on building the leadership capacity across the school. To this end, the leadership team has been successful in leading the projects outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

This new approach to school planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2016 and next steps in 2017 for our School Plan are outlined on the following pages.

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

Strategic Direction 1

Student Learning – Building strong foundations.

Purpose

The learning of every student in our care is at the core of what we do, and is key to our students being successful and productive global citizens.

Our purpose is:

To provide a school-wide, consistent and integrated approach to: quality learning, quality teaching, evidence-based curriculum planning and delivery, assessment and reporting practices, and extra-curricular learning opportunities, to support the diverse learning needs of all students and promote learning excellence. **C&L A&R**

To provide a quality learning environment that:

- promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner (**ESES**), and take responsibility for their ongoing learning **LC**; and
- promotes students' cognitive, emotional, social, physical and spiritual wellbeing, hand in hand with positive, respectful and caring relationships between staff, students and parents. **W**

Strong foundations support learning for students in our school and for life.

Overall summary of progress

Our school-wide, consistent and integrated approach to implementing a quality evidence-based curriculum has enabled our teachers to design differentiated instructional strategies and personalise the learning processes to support the diverse learning needs of all students in an engaging, positive, flexible and respectful learning environment.

This student-centred approach to learning has ensured increased visibility and consistent use of learning goals in literacy and numeracy programs, as evidenced in action research results, observations, and student engagement results. Students' negotiated learning goals are continuing to show more awareness of their areas of need. Learning intentions, success criteria and assessment practices are visible in learning activities, to support students to set their own high expectations to plan their own learning paths.

Students are given the opportunity to analyse their progress, make informed judgements about their successes and future learning directions through feedback in formative and summative assessment practices. This is having a positive impact on student engagement across all areas of learning.

The design and implementation of a whole school systematic approach to collect, analyse, interpret, track, evaluate and report on school based and external data across the curriculum has ensured that students receive timely feedback, using a variety of visible learning strategies.

Student wellbeing strategies delivered through our Positive Behaviour for Learning (PBL) program has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

The continued implementation of a Career Discovery Program K-6 is beginning to shape and inspire students' visions of the "World of Work" across the curriculum.

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">• At least 80% of students demonstrating expected growth per semester across DoE Literacy and Numeracy	Years 3-6 Reading	Literacy and Numeracy Funding: \$15910.40 Low Level Adjustment

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>continuums relevant to expected timeframes.</p>	<p>Growth for Year 3 to Year 5 in NAPLAN Reading from 2015 – 2016 was 66.6.</p> <p>Focus on Reading</p> <p>– explicit teaching of Super 6 Comprehension Strategies has increased students' ability to use appropriate metalanguage to interrogate text.</p> <p>Years 3–6 Writing</p> <p>Growth for Year 3 to Year 5 in NAPLAN Writing from 2015 to 2016 was not available due to change of text type.</p> <p>There was continued development and implementation of school based English Scope and Sequence and a consistent approach to the design of units that incorporate the Seven Super Sentences strategies and the Super Six Comprehension strategies.</p> <p>WOW Writing Framework</p> <p>The average growth in writing across K–6 in 2015–2016 using the WOW Writing Framework was 15%. Data incorporates aspects including sentence structure, grammar and punctuation.</p> <p>Years 3–6 Numeracy</p> <p>Growth for Year 3 to Year 5 in NAPLAN Numeracy from 2015 – 2016 was 84.1.</p> <p>3–6 Teachers consistently use:</p> <ul style="list-style-type: none"> • TOWN numeracy practices, including individual assessment and tracking of identified students learning needs; • PLAN to plot, assess and personalise student achievement; • Problem Solving Scaffold as a student thinking tool; • Mathematics Syllabus and school based scope and sequence to drive unit based learning. <p>K–2 Numeracy: TEN (Targeting Early Numeracy)</p> <ul style="list-style-type: none"> • 98% of Kindergarten students are at or above perceptual counting strategy; • 94% of Year 1 students are at or above figurative counting strategy; • 95% of Year 2 students are at or above counting on/back strategy <p>K–2 Teachers consistently use:</p> <ul style="list-style-type: none"> • TEN numeracy practices, including individual assessment and tracking of identified students 	<p>Disability Flexible Funding– School Learning and Support Teachers \$17490</p> <p>Equity Loadings: Socio–economic Background \$9168</p> <p>Aboriginal Background \$3902</p> <p>English Language proficiency \$7780</p> <p>P&C Funds to support student resources \$25000</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"> At least 80% of students demonstrating expected growth per semester across DoE Literacy and Numeracy continuums relevant to expected timeframes. 	<ul style="list-style-type: none"> Use of PLAN to plot, assess and personalise student achievement. <p>K–2 Literacy</p> <p>In 2016, the Synthetic Phonics program was implemented in Kindergarten.</p> <ul style="list-style-type: none"> 81% of students achieved at or above expected levels indicated by Hear and Record assessments, compared with 65% in 2015. 72% of students in Years K–6 are at or above cluster guidelines for 'Reading Texts' aspect on Literacy Continuum. <p>K–2 Instructional Reading Tracking Data</p> <p>Consistent Coding across K–2</p> <ul style="list-style-type: none"> 78% of Year 1–6 students meet or exceed expected school-based grade oral fluency guidelines; 73% of Kindergarten students have achieved above Level 9 by end Term 4; 80% of K students meet or exceed expected reading levels; 87% of Year 1 students meet or exceed expected reading levels; 87% of Year 2 students meet or exceed expected reading levels. 	<p>Literacy and Numeracy Funding: \$15910.40</p> <p>Low Level Adjustment Disability Flexible Funding–School Learning and Support Teachers \$17490</p> <p>Equity Loadings: Socio-economic Background \$9168</p> <p>Aboriginal Background \$3902</p> <p>English Language proficiency \$7780</p> <p>P&C Funds to support student resources \$25000</p>

Next Steps

- Implementation and continued review of the Working on Writing Project (WOW) with continued development through the creation of explicit success criteria targeted to imaginative, informative and persuasive texts. Aligned with the Literacy Continuum and utilising the NAPLAN Writing Marking Guide, the continuum is used as an assessment tool to identify and measure student achievement and improvement. Ongoing data collection informs the collaborative development of explicit programs in teaching writing K–6. Feedback (teacher to student, student to teacher, student to student) and student reflection will promote student achievement.
- Continue K–2 consistent approach to code and collect Instructional Reading Tracking data to inform teacher practice and provide feedback for students.
- Implementation of Building Blocks for Numeracy to provide quality professional learning around successful teaching practices and pedagogy based on current research. Teachers will engage with numeracy initiatives, such as the Targeted Early Numeracy Intervention Program (TEN), Taking Off With Numeracy (TOWN) and Count Me In Too (CMIT) to support the planning and development of explicit teaching practices in numeracy, informed by formative assessment. Numeracy programs will align with and track students along the Numeracy Continuum with personalised teaching and learning designed to increase numeracy proficiency.
- Following the success of the Synthetic Phonics Program in Kindergarten, the framework will be built upon and extended into Year 1 which will complement our Ants in the Apple spelling program.
- Continue the implementation of the new History and Geography syllabuses through the design of well-resourced integrated units that are inclusive of our diverse local community.
- Continue to build upon extra-curricular activities that reflect the vision, needs and interests of the school and its

community.

- Continue to expand the Bring Your Own Technology (BYOT) trial across all classes 3–6. Stage teams will collaborate to ensure that software, applications and tools selected enhance the learning.
- Our commitment to Student Wellbeing will be strengthened through the implementation of the Rock and Water Program using the student wellbeing funding.
- Review Learning and Support procedures and protocols through the School Self–Evaluation Package.
- Review development of Aboriginal students Personalised Learning Pathways.

Adjustment to Improvement Measures for 2017:

- 80% of students will achieve their year appropriate expected growth in literacy and numeracy with 25% achieving above the expected growth, across DoE Literacy and Numeracy.

Strategic Direction 2

Teacher Learning – Building strong and effective instructional expertise.

Purpose

Teacher quality and instructional expertise are key to promoting teaching excellence that inspires learning.

Our purpose is :

To ensure our teachers demonstrate deep pedagogical and curriculum knowledge and innovation in a shared and systematic approach across the school and the wider school community, through targeted professional learning, dialogue, feedback, action research, collaborative planning and systematic exchange of expertise, resources, programs and ideas. **(GTIL). T-CP L&D**

To ensure our teachers have the capacity and opportunity:

- to make informed decisions based on the analysis of collected qualitative and quantitative evidence about student achievement and their own teaching practices; and
- to identify, understand, design and implement the most effective evidence-based, proactive, differentiated instructional strategies and practices. **T-ECP T-DS&U**

Our students deserve strong and effective, expert teachers.

Overall summary of progress

A collaborative and inclusive learning culture exists across our professional teaching community. It is founded on the development of deep pedagogical knowledge and enhanced by contemporary research (Timperley/Hattie/William) to maximise student achievement, particularly in literacy and numeracy. High quality units of work are designed and refined to reflect new knowledge and skills required in addressing new syllabi incorporating the Australian Curriculum. Extensive use of data, internal and external, ensures that all teachers have extensive knowledge of each student and is able to personalise instruction to move learning forward. Teachers actively research their own teaching practices through cycles of inquiry, lesson study and action research protocols. Systems have been devised to more consistently track and monitor student progress and ensure learning is visible, feedback is timely and students reflect on and celebrate their learning. All staff set and review ambitious goals aligned to our school's strategic directions and are supported through coaching and mentoring. The implementation of the Performance and Development Framework has been pivotal in personalising professional support for all staff. Professional tools, which include the Australian Professional Standards for Teachers and Classroom Practice Continuum, are key reflective tools in goal-setting and reflective practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All teachers will demonstrate deeper knowledge and understanding of how to implement quality teaching practices successfully in the classroom.• 5% increase in average growth in literacy and numeracy tasks as measured by Pre and Post Assessment data from Action Research Projects.	<p>All teachers are able to reflect and gain feedback through the Quality Teaching Rounds and Lesson Study process to inform current and future practice to improve student outcomes in literacy and numeracy.</p> <ul style="list-style-type: none">• Teachers trained and effectively implementing L3, Focus On Reading, TOWN, TEN and problem solving scaffold in classroom programs.• Differentiated instruction, personalised learning and visible learning practices are evident in all teaching programs and class learning environments.• All teachers have developed a deeper understanding of Differentiated Instruction and personalisation strategies to support and engage all learners as evident from two action research cycles	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> All teachers will demonstrate deeper knowledge and understanding of how to implement quality teaching practices successfully in the classroom. 5% increase in average growth in literacy and numeracy tasks as measured by Pre and Post Assessment data from Action Research Projects. 	<p>and Lesson Study Observations.</p> <ul style="list-style-type: none"> Teachers plan collaboratively and give and gain feedback on practice using observation, feedback and tools of reflection to promote effective instructional expertise. <p>2016 Focus on Reading Action Research data</p> <ul style="list-style-type: none"> Stage 2 and 3– 13% overall growth from pre to post assessment – over 10 weeks. <p>2016 Writing Action Research data</p> <ul style="list-style-type: none"> 15% overall growth from pre to post assessment – over 10 weeks. 	

Next Steps

- All classroom teachers and support staff engage in further action research, centred on personalisation of learning. Staff will be encouraged to experiment with new learning initiatives and collect evidence to support this. 'Cycles of Inquiry' will form the framework for investigation.
- A minimum of two formal lesson observations will occur. Lesson study protocols will guide lesson preparation and delivery and be informed by Quality Teaching elements. All staff will be given the opportunity to give and receive feedback through structured dialogue.
- Revised data collection protocols will be implemented and monitored via electronic tracking. Data centralisation will ensure that all teachers have greater access and transfer of information.
- All staff will continue to access a suite of professional learning options which reflect needs, career stage and development. Whole-school initiatives include; Focus on Reading (Phase 2), Formative Assessment for Learning (Dylan Wiliam), inquiry-based learning.
- Continue to use reflective professional tools to set, monitor and reflect on aspirational goals. Build associations with a range of professional networks. For example Community of Schools, Leadership– Illawarra Networks Key Stakeholders (L-INKS).
- All staff will access professional learning in Building Blocks for Numeracy with a focus on Count Me In Too, TEN and TOWN initiatives and formative assessment practices.

Strategic Direction 3

School and Leader Learning – Building leadership capability to lead excellence in educational and organisational practice.

Purpose

School leaders are key to leading school excellence.

Our purpose is:

To build a collective and collaborative approach to whole school planning for the achievement of excellence in learning, teaching and leading; at all levels, where planning and evaluative thinking processes are accountable, evidence-based, reflective, transparent and innovative, and reflect our school vision and strategic priorities. **L-SPI&R**

To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation and sustain excellence in instructional and organisational practices across the school. **L-L**

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership **L-L**.

Our school leaders are committed to achieving educational and organisational excellence to improve outcomes for our students.

Overall summary of progress

Our commitment to the establishment of an evidence-driven, dynamic whole school community has been achieved through an inclusive school planning and evaluation process. Regular planning and evaluation meetings ensure that there is broad understanding, monitoring and support to uphold school expectations and aspirations for improving student achievement and engagement. All stakeholders are informed and there are clear processes to actively engage the school community in the decision making process. School systems for the systematic collection, analysis and interpretation of internal and external data, school finances, school progress and improvement employ evidence-based strategy and innovative thinking. We are committed to building the capability of all staff through personalised and targeted professional learning that supports our school's strategic directions and personal teacher goals. Engagement with a range of professional tools to reflect on practice, access to a broad network of support and seeking out community partnerships, strengthen our culture of continuous improvement. Contextual implementation of a range of initiatives/reforms ensures staff at all career stages are challenged and supported with a GROWTH mindset. Aligned to school priorities, our school has formed strong links in and across our local community. We have taken a proactive lead in curriculum design and development across our community of schools, which includes strong links with our local high school. A range of business partners are engaged to financially support our school and share expertise. Ongoing, is our positive relationship with the parent community, which has seen exceptional participation and inclusion at a range of school events throughout 2016.

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">• 100% of school leaders have personalised Performance Development Plans aligned to Australian Professional Standards for Teachers and Principals which are designed collaboratively and supported by supervisors.• 10% increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.• All members of the LMBR Deployment Team are able to confidently transition to LMBR	<p>Aspiring leaders have participated in and lead AP/DP Network meetings. PDP Plans are successfully meeting the PL needs of all teachers, aspiring leaders and leaders.</p> <p>Current leaders Performance Development Plans are aligned to Australian Professional Standards for Teachers and the Principals' Standard, and regularly reflect, share and discuss professional learning needs, accomplishments and leadership goals with teachers/leaders.</p> <p>Current leaders engage in targeted programs to access all levels of accreditation and promotion.</p>	\$4906 TPL Funding

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
and adapt to new systems and procedures through targeted professional learning. SR	<p>15.3% increase in parent and community support in classrooms from 2015–2016.</p> <p>Programs in place to enhance parent and caregiver satisfaction and engagement in class, school and community activities. The school, P&C and community members (groups) have worked together to support the growth and development of the students and school.</p> <p>Some of these activities are:</p> <p>School gardening group; fete helpers; school archives; classroom helpers; Library helpers; basketball teams formed for Snake Pit; games once/week; business sponsorship and support; and productive relationships with key community partners –P&C, families and community members.</p> <p>Principal, Relieving Principals, SAM, Assistant Principals, SAOs and SLSOs have all successfully trained in LMBR procedures and implementing these procedures across all school systems.</p>	\$4906 TPL Funding

Next Steps

- Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan.
- Provide opportunities for the community to give feedback on school and community activities.
- Continue to support the LMBR Deployment Team: SASS staff, school leaders and teacher(s), to implement of LMBR procedures and practices.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Additional Learning and support teacher is employed to support classroom programs for all 7 Aboriginal students and develop a Personalised Learning Pathways (PLP) for each student. All students are making progress across the literacy and numeracy continuums and are demonstrating higher average levels of progress than non-Aboriginal students. Cultural significance is included in all PLPs in consultation with Aboriginal Elders.	Learning and Support Teacher (LAST) \$3902
English language proficiency	Additional Learning and Support Teacher (LAST) is employed to support classroom programs, EAL/D programs and students with learning needs. They also provide in class and mentor support for classroom teachers.	Learning and Support Teacher (LAST) \$1026
Low level adjustment for disability	All students requiring adjustments and accommodations are catered for within class programs and other whole school strategies. School Learning and Support Officer (SLSO) supports students and classroom programs for students who are identified and assessed for immediate support. 45 students were identified by the Learning and Support Team for additional support in 2016 (includes students on recurring monitoring and newly identified students). 24 students required differentiated practices within the classroom context to support learning needs. 21 students required supplementary support, 22 students required substantial support with Individualised Learning Plans (ILPs) and 2 students required extensive levels of adjustment.	School Learning and Support Officer (SLSO) \$17490
Quality Teaching, Successful Students (QTSS)	Provide release time for a school executive member to support teachers to implement a whole school systematic approach to collect, analyse, interpret, track, evaluate and report on student learning and growth across DoE Literacy continuums in aspects of writing relevant to expected timeframes. Support teachers to develop processes for students to give and gain feedback and reflect on assessment processes to plan their current and future learning.	0.11 Teacher Allocation
Socio-economic background	Additional Learning and Support Teacher (LAST) is employed to support classroom programs and students with learning needs. They also provide in class and mentor support for classroom teachers.	Learning and Support Teacher (LAST) \$9168
Support for beginning teachers	All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors.	Teacher Professional Learning \$8473
Targeted student support for refugees and new arrivals	Additional Learning and Support Teacher (LAST) is employed to support classroom programs for refugee and newly arrived students who are identified and assessed for	Learning and Support Teacher (LAST) \$1026

Targeted student support for refugees and new arrivals	immediate support to ease their transition into school. These teachers focus on English language and social skills for all students. They also provide in class and mentor support for classroom teachers.	Learning and Support Teacher (LAST) \$1026
Community Consultation funding	Community Liaison Officer engaged to promote our school and connect the community.	\$8233.22
Flexible Wellbeing Funding	Provide release time for a school executive member to support teachers to implement a whole school integrated approach to promote Positive Behaviour for Learning (PBL) and positive discipline for students.	\$36373

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	167	165	159	160
Girls	157	148	158	165

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	96.5	95.9	95.6
1	94.5	94	93.5	94.3
2	94.2	95	95.1	94.5
3	95.3	94.5	96	94.6
4	94.9	95.8	93.8	95.8
5	95.2	94.5	95.6	94
6	93.8	95.2	95	94.3
All Years	94.7	95.1	95	94.8
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

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

Encouraging regular attendance is a core school responsibility. Class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance.

The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought if required.

School staff:

- provide a caring teaching and learning environment which fosters students' sense of belonging to the school community;
- recognise and reward excellent and improved student attendance;
- maintain accurate records of student attendance;
- implement programs and practices to address attendance issues when they arise;
- provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance; and
- keep notes and records of verbal explanations for absences and retain these for two years from the date of receipt.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no staff who identify as Aboriginal currently at Mount St Thomas Public School.

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	10

Professional learning and teacher accreditation

All teachers were involved in a range of professional learning activities throughout the year. Professional development is strategically planned to meet the needs of all staff and is in line with whole school planning and departmental priorities.

The main areas of focus in 2016 centred on:

- The accreditation and support of beginning teachers with the NSW Institute of Teachers;
- The maintenance of accreditation of new scheme teachers at Professional Competence;
- Whole school analysis of NAPLAN, PLAN and school based data to identify areas of need in all aspects of literacy and numeracy with alignment to the new NSW English and Mathematics syllabus outcomes;
- Using PLAN data to identify and track all students' individual learning needs on the learning continuums to inform teaching practices and the design of teaching programs and individual learning plans;
- Implementation of the NSW English, Mathematics, Science, History and Geography Syllabuses, and the design of scopes and sequences and stage based units of work, for implementation;
- Cyclic assessment for learning strategy, to collaboratively plan literacy and numeracy assessment tasks, rubrics, and teaching programs, collect, analyse and consistently judge student achievement data aligned to NSW syllabus outcomes, and the NSW QTM;
- Focus on Reading Program embedding the Super Six Comprehension Strategies and pedagogies into a consistent, system wide guided reading framework;
- Action research was conducted by all staff, focusing on personalised learning. Two cycles of inquiry occurred throughout 2016 and presentations with findings were showcased;
- Explicit teaching of problem solving skills in mathematics with an emphasis on language;
- Use of technology in the classroom with an emphasis on iPads, Google Apps, Web2.0 tools, interactive programs and websites;
- Emergency Care Update; Asthma Awareness Update; ASCIA – Anaphylaxis training; Code of Conduct; Child Protection Update; and
- Mount St Thomas Public School has one new scheme teacher working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 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.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	319 624.84
(2a) Appropriation	301 922.17
(2b) Sale of Goods and Services	27.00
(2c) Grants and Contributions	17 430.44
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	245.23
Expenses	-132 716.34
Recurrent Expenses	-132 716.34
(3a) Employee Related	-61 066.01
(3b) Operating Expenses	-71 650.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	186 908.50
Balance Carried Forward	186 908.50

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 136 697.98
Base Per Capita	17 067.56
Base Location	0.00
Other Base	2 119 630.42
Equity Total	99 553.34
Equity Aboriginal	3 901.94
Equity Socio economic	9 168.43
Equity Language	7 780.45
Equity Disability	78 702.53
Targeted Total	15 706.18
Other Total	13 944.30
Grand Total	2 265 901.80

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.

NAPLAN Year 3 Literacy

Forty-four Year 3 students sat the 2016 NAPLAN test in literacy (23 boys and 21 girls). In reading, 63.6% of students were placed in the top two proficiency bands compared with 51.8% of the state. In writing, 59% of students were placed in the top two proficiency bands compared with 54.1% of the state. In spelling, 70.4% of students were placed in the top two proficiency bands compared with 54.4% of the state. 97.7% of Year 3 students scored at or above the National Minimum Standards.

Analysis of results has shown that students can identify information and main ideas and interpret information from pictures and text. A future focus area will be aspects of grammar and punctuation.

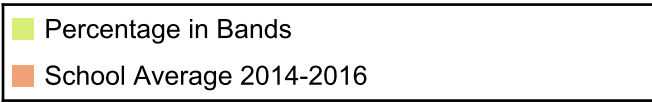
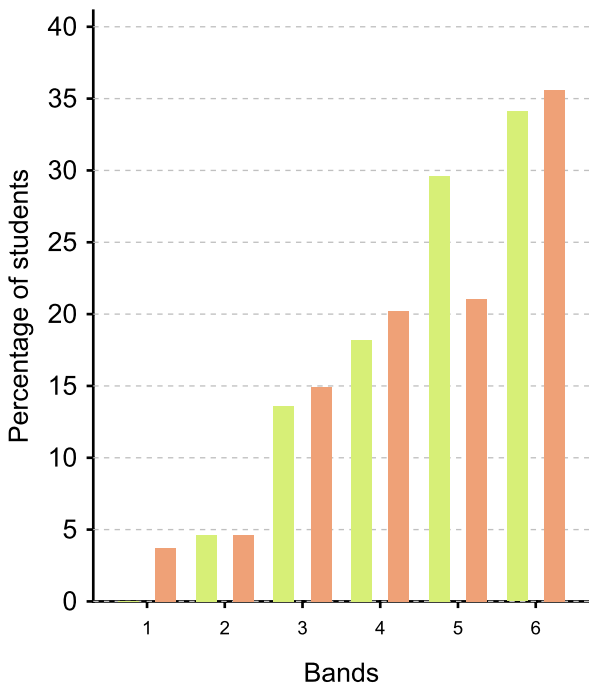
NAPLAN Year 5 Literacy

Forty-two students in Year 5 sat the 2016 NAPLAN test in literacy (26 boys and 16 girls). In reading, 53.7% of students were placed in the top two proficiency bands compared with 53.6% of the state. In writing, 26.8% of students were placed in the top two proficiency bands compared with 18.7% of the state. In spelling, 41.4% of students were placed in the top two proficiency bands compared with 33.2% of the state. 92.7% of Year 5 students scored at or above the National Minimum Standards.

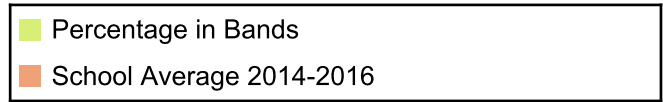
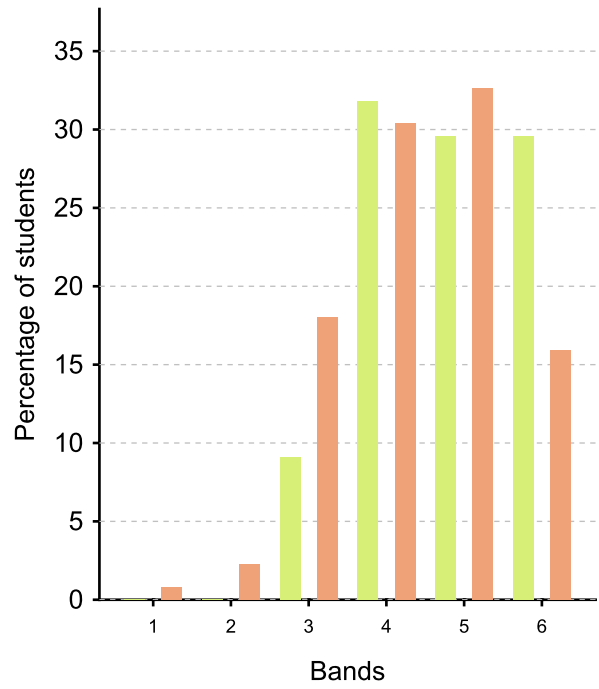
Analysis of results has shown that students can identify events, purpose and main ideas, but need further development interpreting emotions, actions and opinion.

In 2016, growth in spelling and grammar and punctuation exceeded the state average.

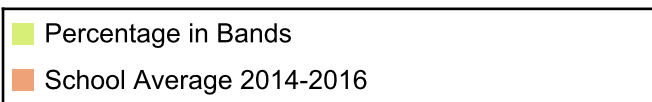
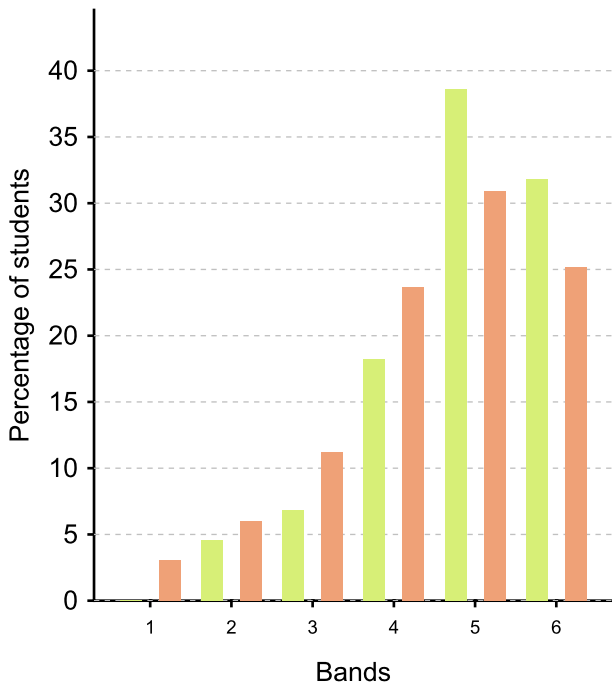
Percentage in bands:
Year 3 Reading



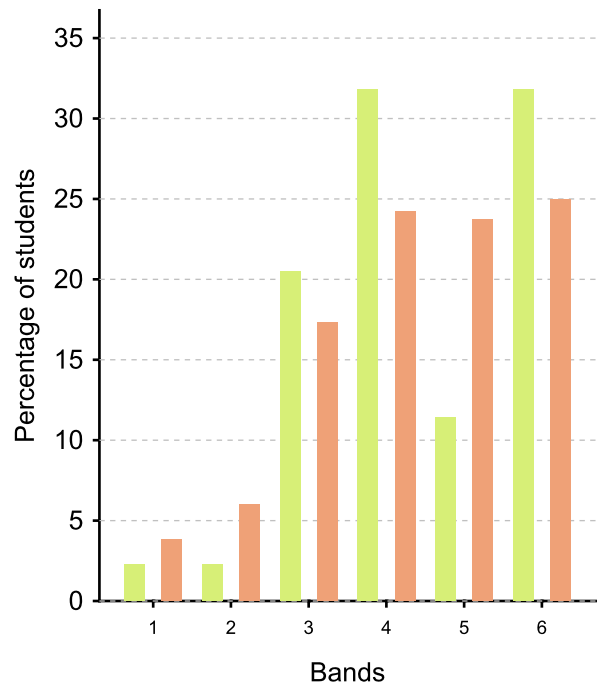
Percentage in bands:
Year 3 Writing



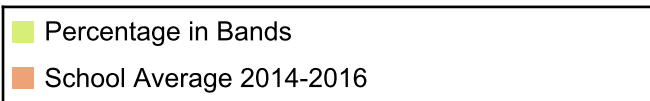
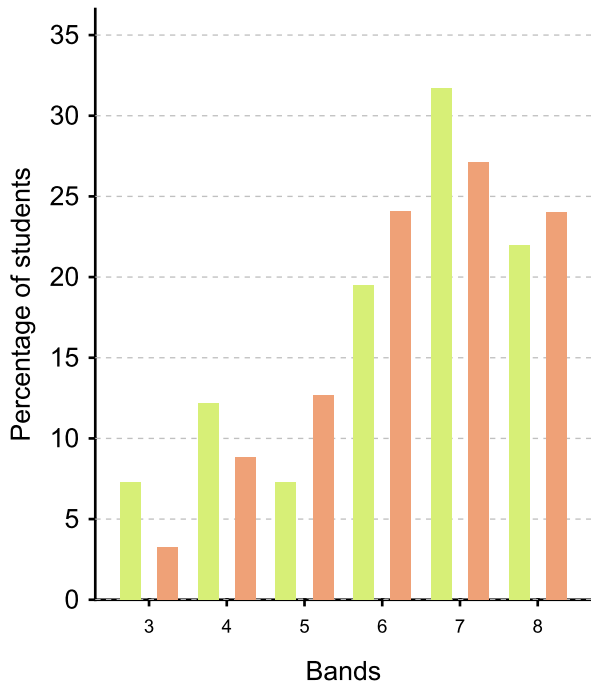
Percentage in bands:
Year 3 Spelling



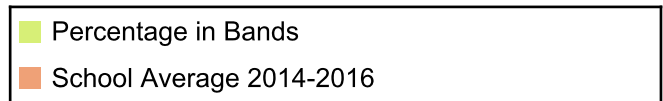
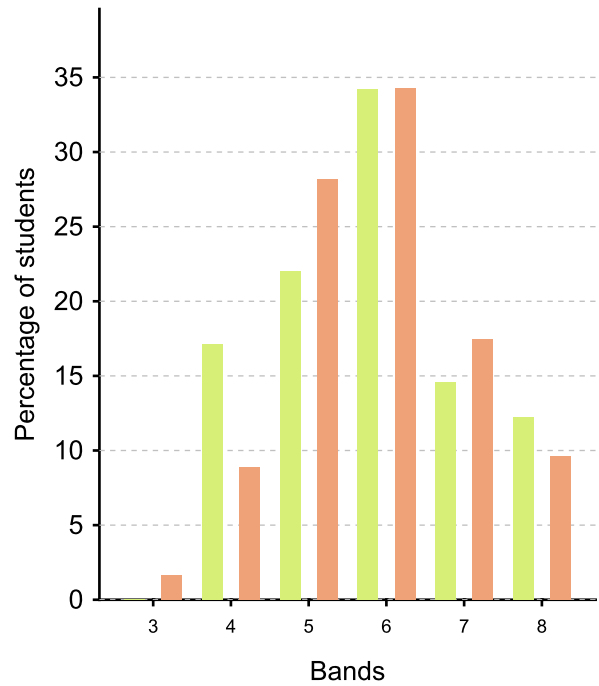
Percentage in bands:
Year 3 Grammar & Punctuation



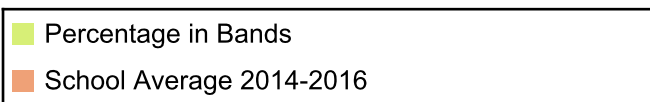
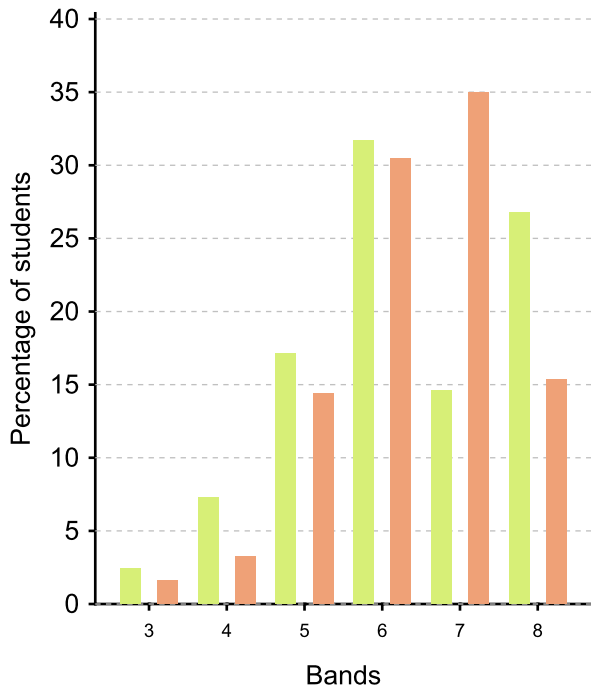
Percentage in bands:
Year 5 Reading



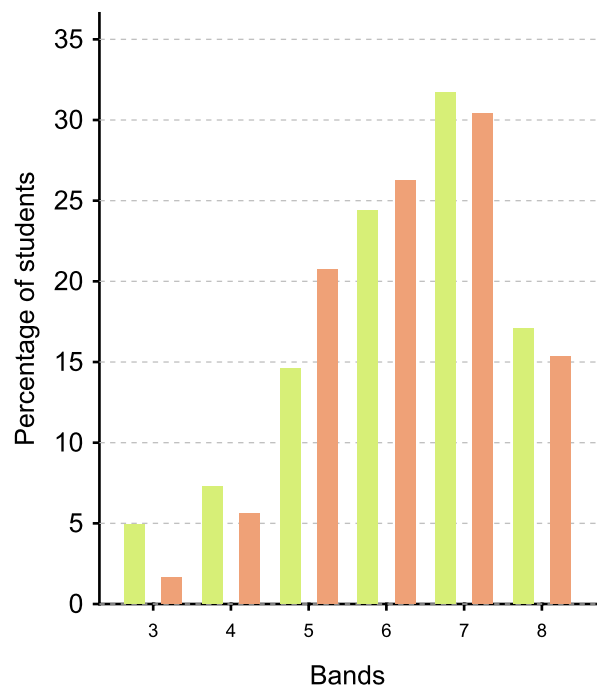
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



NAPLAN Year 3 Numeracy

Forty-four Year 3 students sat the 2016 NAPLAN test in numeracy (23 boys and 21 girls). In numeracy, 65.8% of students were placed in the top three bands and 52.2% of students achieved in the top two bands (Proficient Standard). 98% of Year 3 students scored at or above the National Minimum Standards.

Analysis of results has shown that students have good number skills across each of the operations. A future focus area will be measurement concepts; time, area, length, mass and volume and capacity.

NAPLAN Year 5 Numeracy

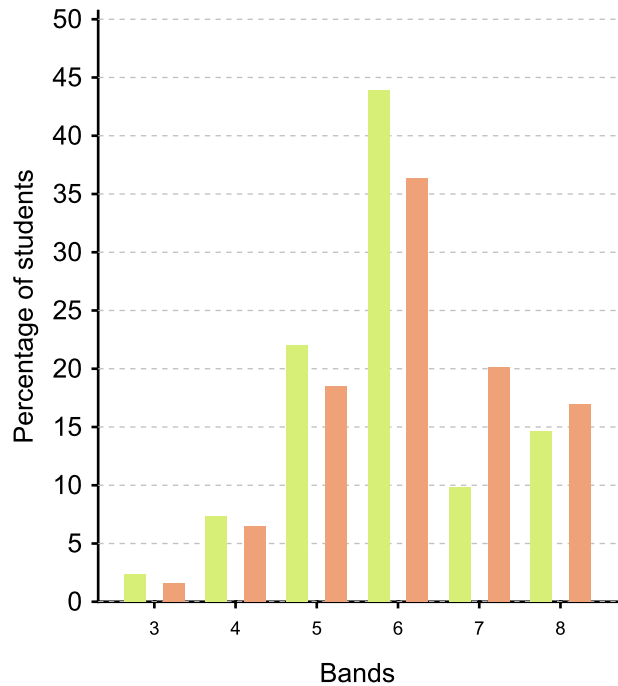
Forty-one students in Year 5 sat the 2016 NAPLAN test in numeracy (26 boys and 15 girls). In numeracy, 68.3% of students were placed in the top three bands and 24.4% of students achieved in the top two bands (Proficient Standard). 98% of Year 5 students scored at or above the National Minimum Standards.

Analysis of Year 5 numeracy results indicated that our future areas of focus include matching equivalent fractions and decimals; multi-step problem solving; and comparing masses using balance scales.

In 2016, a total of 39 students (95.1%) students were matched from Year 3 to Year 5. Of these students 48.7% of students achieved growth of equal to or more than expected growth in numeracy.

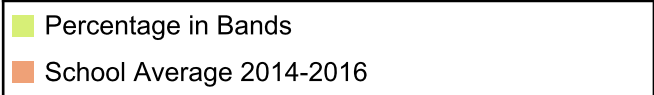
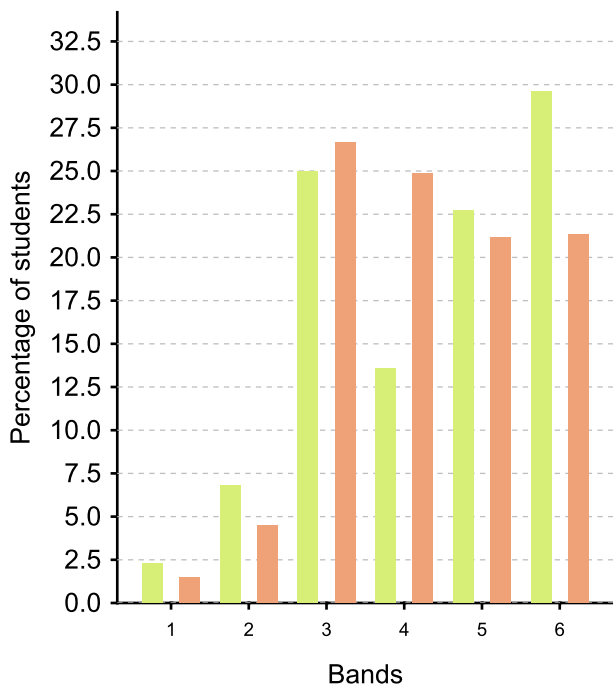
Percentage in bands:

Year 5 Numeracy



Percentage in bands:

Year 3 Numeracy



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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

- 96% of parents agree that they receive adequate notice of school events;
- 98% of parents are pleased their child/ren attend Mount St Thomas PS;
- 84% of parents agree that the school has high expectations of its students;
- 96% of parents agree that the school provides helpful information about their child's progress;
- 92% of parents agree that teachers provide a stimulating and challenging environment for their child/ren;
- 91% of parents agree that the school has a safe and secure environment;
- 100% of parents agree that the school regularly praises and rewards students when successful; and
- 95% of parents agree that the school values their support and that they can talk to their child's teacher.

Policy requirements

Aboriginal education

Mount St Thomas Public School continues to develop Aboriginal programs to enhance the learning outcomes of our seven Aboriginal students. These programs have been achieved through the continuation of the design and implementation of Personalised Learning Pathways (PLPs) for each of our Aboriginal students. These PLPs continue to support the students in the further development of a strong commitment to learning and increased performance and achievement of outcomes. The PLPs were designed for each Aboriginal student with specific learning goals and are aimed to target each student's academic, social and behavioural needs.

Mount St Thomas Public School continues to focus on the teaching of Aboriginal Education across the curriculum. Teachers provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture. Human Society and Its Environment, History, Creative and Performing Arts, and Science and Technology units allow for the study, celebration, appreciation and understanding of Australian Aboriginal culture.

As a sign of respect, students commence assemblies with the traditional Acknowledgement of Country and our National Anthem is sung to Aboriginal music.

Multicultural and anti-racism education

Mount St Thomas Public School continues to actively promote multicultural education through a range of initiatives and events. Through teaching programs, school systems and a range of events throughout the year, we strive to promote a shared vision of Australia based on cultural understanding and community harmony. Multicultural education aims to equip all students with the necessary skills, knowledge and values to participate successfully in our diverse society.

- Teachers recognise and respond to the cultural needs of the school community;
- Teachers, librarian, Learning and Support teachers and English as a Second Language teachers work cooperatively to develop strategies for students' individual needs;
- Tolerant attitudes and understanding towards cultures were promoted through our school Harmony Day activities and assembly, including members of our parent community who spoke to the students about their experiences as migrants and refugees;
- Students were presented with inclusive teaching practices that recognise and value the backgrounds and cultures of all students;
- Teaching and learning programs supported the particular learning needs of targeted students from

culturally and linguistically diverse backgrounds; and

- One staff member is trained as an Anti-Racist Contact Officer. The school is committed to the elimination of racism and discrimination through our school's curriculum, policies and working environment.

Other school programs

Arts

Creative Arts is a key learning area that is boundless, and when combined with other key learning areas opens the door for children to express themselves as enthusiastically as they see fit. All forms of artistic expression encourage students to use life skills, such as cooperation, risk taking, tolerance and promotes self-esteem. In 2016, our students enjoyed great success in all areas of the arts.

Visual Arts

Every school in New South Wales is invited to participate in Operation Art 2016, an initiative of The Children's Hospital at Westmead in association with the New South Wales Department of Education. The Operation Art Competition provides a forum for schools and students to demonstrate their visual arts achievements through exhibitions, at the Newington Armory Gallery, Sydney Olympic Park and the Art Gallery of New South Wales. Every year Mount St Thomas PS selects children's works to enter the Operation Art Competition in Sydney. To choose our pieces of art to represent Mount St Thomas Public School, we select some works from each class across the school and then vote for the winners.

The two children whose work was selected by popular vote to represent our school in the Operation Art Competition were: Ella and Tyler. Their artworks were professionally framed and hung at Newington Armory Gallery, Sydney Olympic Park.

Choir

Our Senior Choir, consisting of children from Years 3 to 6, has taken part in a number of choral festivals and events this year. 45 children were part of the Southern Illawarra Music Festival that performed successfully at the Wollongong University Grand Hall in September. They also performed for our parents at our Kindergarten Orientation and at Presentation Day. 30 children performed in the choir, as part of the 2016 Southern Stars "Ignite" spectacular, at the Wollongong Entertainment Centre in August. Our Junior Choir have performed at our Kindergarten Orientation and at Grandparents Day. This year, we have had an average of 30 very enthusiastic singers attending practice once a week.

Band

Mount St Thomas Public School, in conjunction with the Wollongong Conservatorium of Music, continued the Years 3–6 Band Program in 2016. Ten students

participated in music lessons each week. The school band had many opportunities to perform at school and community events, including Figtree Grove to celebrate Education Week, school assemblies, nursing homes, and the 47th Combined Schools Instrumental Festival. Many thanks to our Wollongong Conservatorium of Music teachers: David Rooney and Jenny Cook, and the many parents who have supported their children to participate in this exciting music program.

Dance

This year, 28 students from Years 3 to 6, performed in mass dance items for 2016 Southern Stars at the Wollongong Entertainment Centre in August. As part of the theme, 'Ignite', our school danced to *Bad Habits*, *Mmmm Bop*, *I am Australian* and the show's finale, *Supernova*. The students enthusiastically attended weekly rehearsals at school and three massed dance rehearsals at other venues.

Sport

Mount St Thomas has had a very successful and rewarding year with sports in 2016. Students took part in the three major carnivals for the year – swimming, cross country and athletics, and participated in various in-school programs. The following is a summary of our achievements:

Swimming

96 students competed at our school swimming carnival. 36 students then went on to represent our school at the District Swimming Carnival. Overall our school came third and Cooper, Jack, Dannika and the senior girls relay, Dannika, Mia, Charlotte and Elsie, went on to compete at the South Coast Area Swimming Carnival. Dannika was runner up South Coast girl champion and competed at the NSW State Swimming Carnival coming 10th and 11th in her events.

District Cross Country

53 students represented our school at the District Cross Country Carnival held at Kembla Jogggers Track. Our 12/13 girls placed very high in the teams event and our school came second overall. Five students qualified for the South Coast Area Cross Country Carnival.

District Athletics

42 students represented our school at the District Athletics Carnival. The carnival was held at Kerryn McCann Park (Beaton Park). Our school came third overall and was highly commended for good behaviour and sportsmanship. Five students went on to participate in the South Coast Area Cross Country Carnival. Tobias and Gabriel were both awarded Boys Champion in their respective events. Four students went on to compete at the NSW State Athletics Carnival at Homebush.

Team Sport Representation

32 primary students were involved in trialling for district

sports teams. Both Ash and Tobias were successful in selection into the district basketball team. Tobias was also successful in being selected in the South Coast Basketball Team. Rayner, Tyrrell and Ella made the district boys and girls soccer teams. Sam, Samson, Noah, Will and Flynn made the district boys rugby league team, with Will also making the district touch football team. Mia and Austin also qualified in the Northern Zone hockey team.

Hot Shot Tennis

Mount St Thomas students K–6 participated in the Hot Shots Tennis Program. The program was funded under a Federal Government Sporting Schools Grant. As part of this Tennis Partnership the school received \$1,500 worth of free tennis equipment. Three coaches from Collegians Tennis Club provided coaching on tennis and the use of the equipment.

Gymsport

All students K–6 participated in the Gymsport gymnastics program. The program was run over seven weeks.

Surf Sense

Wollongong Council lifesavers visited the school in August and ran the Surf Sense program with students in Years 2, 4 and 6.

Premiers Sporting Challenge

During Term 3 and 4 the whole school K–6, took part in the Premier's Sporting Challenge which encourages students to participate and improve in the amount of time spent doing physical activity. This year our school as a whole achieved Gold Level in the challenge. Our school also continued to be involved with the Figtree Community of Schools Premier's Sporting Challenge initiative. We had twelve Year 5 and six Year 6 students participate in a variety of sporting activities to help build their sports leadership skills. These activities were led by the students from Figtree High School.

Special School Swimming Scheme

Sixty students, mostly from Years 2 and 3, participated in a ten day intensive learn to swim and water safety program in Term 4.

Life Education

Happy Harold came in the Life Education Van to visit our school in Term 4. Students learnt about nutrition, drug education and anti-bullying strategies.

Premier's Reading Challenge

Mount St Thomas Public School has been participating in the PRC for a number of years and it has become an important part of our ongoing promotion of literacy within the school community. This year 39 students from Kindergarten to Year 2, completed their challenge of reading 25 books. Students in Years 3 to 6 had to

complete 20 books up to and including quite difficult novels. Eight children completed this challenge.

Public Speaking

Students from K–6 participated in the annual Public Speaking Competition again this year. Each class' nominated representative participated at the stage final. The winners of these finals then presented their speech at our Education Week Assembly. Congratulations to our 2016 finalists: Kindergarten – Oliver, Taj, Joely; Stage 1 – Charlize, Zali and Rocco; Stage 2 – Esme, Evelyn, Daisy; Stage 3 – Maddison, Callum, Samuel. The first and second placed Stage 2 and 3 representatives then went on to present their speeches at the 2016 Multicultural Perspectives Public Speaking Competition. Evelyn won the district level competition and went on to speak at the Regional Multicultural Perspectives Public Speaking Competition.

Debating

In 2016, Mount St Thomas entered two teams into the Premier's Debating Challenge. Each team was made up of four interested Stage 3 students. Both teams, the Gryffindors and the Mockingjays, were very successful in the initial round of debates against three other schools. The Gryffindors won all of their initial debates and the Mockingjays won all but one. The Gryffindor team then progressed to the Regional Finals Knockout day. We also had three teams enter into the Figtree Community of Schools (CoS) Debating Competition for 2016.

Gifted and Talented

Students from our school have the opportunity to participate in a wide range of extra-curricular activities that are designed to support the needs of our gifted and talented students. Our Stage 2 and 3 students again competed in the Illawarra Zone Chess League during Terms 2 and 3. Nine students participated in this event and four competed at a one day chess tournament in Term 3.

In 2016, the Figtree Community of Schools (CoS) again offered a range of activities for gifted and talented students. These included: debating, science and sports. Stage 3 students participated in the Premier's Sporting Leadership program and expo day held at Figtree High School. Eight students from K–6 participated in the Figtree CoS Science Competition. We had a number of successful students, with one of our Kindergarten students winning their competition and our Stage 2 students placing first and second in their challenge. Three of our students from Year 5 were selected to attend the Figtree CoS Enrichment Class at Figtree High School.

Additionally, two of our Year 5 students attended the Wollongong Academically Gifted Class for one day per week throughout the year.

Our school also sent two finalists each from Stages 2 and 3 to the Premier's Spelling Bee Regional final.

Code Club

Code Club met once a week at lunch time. Students participated in programming activities from the Code Club Australia curriculum. As part of the curriculum, students completed set tasks using Scratch. Coding strengthens problem solving skills and logical thinking, and supports key academic subjects such as Science, Mathematics and Technology. Students thoroughly enjoyed this extra-curricular opportunity and their skills are advancing rapidly.

Techsperts

Techsperts met once a week at lunch time. Students participated in learning activities linked to technology use that is planned for classroom teaching and learning programs. Techsperts familiarised themselves with new skills and then played a leadership role in class to support their class mates and the teacher. This year, techsperts have been working on Adobe Spark, computational thinking, Google Apps, iMovie and Dolnk greenscreen app. Students' skills and dedication to learning new things is commendable and their enthusiasm is infectious.

Environment

This year Mount St Thomas Public School has continued to maintain their environmental initiatives:

Class Gardens

Classes take time out of their busy schedules to plant and water the 10 class gardens in the school grounds. Everyone regularly enjoys the fruits of their labour at harvest time.

Chickens

Our school chickens are looked after by volunteer Keith, who has an extensive knowledge and experience with poultry. At times during the year school families have volunteered to feed and care for the chickens when needed.

Community Outreach

Our school has a strong community link with volunteers of all ages, who form our school Garden Group. The volunteers are from the school community and surrounding suburbs. Their collective commitment is to maintain and improve our beautiful school environment. The volunteers work every Wednesday for 3 hours, with Mike coming in 3 days a week, on weekends and school holidays to continue maintenance and improvements. Our school gardens look absolutely spectacular from their efforts, and their ability to propagate and access a wide range of plants from Wollongong City Council and donations from the community.

The Garden Group

The school Garden Group now in its 9th year, runs plant stalls at school community events such as The

Family Fun Night, Smart Start BBQ and Election days with money raised funding purchase of tools, equipment, seeds, plants, stakes and soil. There are always plants for sale at the front office. This amazing group cooks BBQ lunches at school events such as the K–Yr 2 Christmas Party at local parks, the regional Cross Country at West Dapto and end of Year 6 sausage sizzle. Members of the Garden Group have been involved in many school and community activities including:

- Ongoing collection and storage of donated items for the school fete, and organising and running 3 stalls on the day;
- Cleaning out and reorganising storerooms and storage areas;
- Using recycled materials in the school environment;.
- Organising World Tree Day at school where School Council Representatives planted 40 native bushes on the bank under the guidance of 3 Wollongong Botanic Garden horticulturalists;
- Attending a Bokashi Composting workshop at school, a Composting Information Session at Wollongong Botanic Gardens and an invitation to tour the grounds and liaise with Coniston Public School;
- Completing major projects around the school including rejuvenation and renovation of the Rainforest Walk behind Ousley and nearby pond areas, and the huge bank area which has been cleared and planted with native flora identified by yellow stakes;
- A donated working worm farm has been located in a shaded position near Ousley building; and
- Setting up the School Archive Room in Nebo building where extensive archives are accessioned and stored as valuable records of our school's history.

Volunteer Hours:

2008–176

2009–226

2010–353

2011–476

2012–525

2013–729

2014–1105

2015–1250

2016–1262