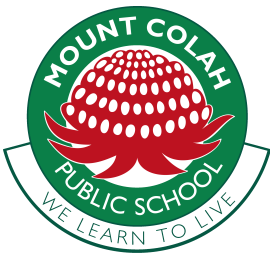


# Mount Colah Public School

## Annual Report



2016



3885

## Introduction

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

### School contact details

Mount Colah Public School

Telopea St

Mount Colah, 2079

[www.mtcolah-p.schools.nsw.edu.au](http://www.mtcolah-p.schools.nsw.edu.au)

[mtcolah-p.School@det.nsw.edu.au](mailto:mtcolah-p.School@det.nsw.edu.au)

9477 3627

## Message from the Principal

Mount Colah Public School is a vibrant and dynamic school. The staff are committed and passionate about the delivery of excellence in the school's programs. The Mount Colah Community is highly aspirational for their children and the P&C support the school by providing additional resources to deliver these programs. In addition to the Key learning Areas the school provides enhanced opportunities for students in the area of music, both vocal and instrumental, as well as dance and drama.

This report provides a detailed account of the progress the school has made in providing high quality educational opportunities for all students, as set out in the school plan. The Annual Report describes the school's high quality practices across three domains of the School Excellence Framework of Learning, Teaching and Leading. I hope you enjoy reading about the achievements of students and staff at Mount Colah Public School.

Dr John Paterson

Principal

## Message from the school community

### P&C Vice Presidents Report 2016

My name is Evelyn Pettitt, and I am one of the Vice Presidents of Mount Colah Public School P&C. I have the privilege of representing our school's P&C today.

Firstly a huge thank you goes to all the parents and volunteers who have tirelessly supported the school's activities and P&C programs in 2016. Without your continued support, activities like the sports and swimming carnivals, Ticks Seminar, Walkathon, Mother's Day and Father's Day stalls, Election Day stalls, School Discos, Book Club, School Student Banking, Ground Maintenance and in particular, the Spring Fair, would not have been the huge successes and delivered the benefits to the school and children they have done each year.

I also would like to say thank you to each member of our four sub-committees, Canteen, Uniform Shop, Music and Dance Programs. They all have admirably ensured the smooth operation of each of their areas of responsibilities – our Music and Dance Programs continued to provide creative expression for our students and entertainment for their audiences; our Uniform Shop – a one-stop-shop for all school clothing needs and our Canteen kept our children fed. Stay tuned for more information about our Canteen as it streamlines its services with an online lunch ordering system next year.

Mother's and Father's Day stalls were great events with thanks to the organisers, Jenn Riedel and Lee Scanlon, together with a number of other helpers, for sourcing and purchasing the gifts and working on these stalls. It is always a special occasion for the children to develop an understanding of the significance of these important days and have some fun choosing a personal and special gift for their mum and dad. Grandparent's Day may have topped both lists with a huge attendance by grandparents and other VIPs with children eager to show off their school and classrooms, and with book sales far exceeding 2015 sales.

Our Spring Fair was again a resounding success and just on cue we were blessed with a lovely spring day, which contributed to the strong attendance, with the school and community coming together to embrace the event. The success of the day was due largely to the efforts of the Spring Fair Coordinating Committee, along with a contingent of parents, who supported both in planning and by attending as volunteers. The team had again done an amazing job by coordinating and meeting regularly throughout the year to synchronize the large number of activities that needed to come together on the day. There is no doubt that all the commitment, hard work and tenacity shown by the fair coordinators, class stall convenors, parents and teacher volunteers were the foundation that again delivered a very enjoyable and successful Spring Fair. All in all this ensured the tradition that the Fair continues to be our school and P&C's major fund raising event for the year.

To that extent and on behalf of the P&C, I would like to take this opportunity to personally thank the many people who contributed and supported this event throughout the year and I especially like to extend a huge thank you to Michelle Pauly for her determined and selfless leadership of the Fair Committee. It is because of Michelle Pauly's significant contribution to the P&C over the past seven plus years that the Mount Colah Public School P&C were delighted to award her with Life Membership to our P&C in November this year.

As you may all be aware the P&C and our school have been working determinedly over the last two years in an effort to revamp the existing all weather shed into a multipurpose functional space the children and school can use. Last year a funding application was made to the local council for \$50,000 under the Community Building Grant Scheme. Unfortunately, the application did not make the final allocation list.

The P&C resubmitted the application this year with the new condition of the P&C having to underwrite 100% of the funds required for the project prior to lodging the DA. To our delight, Mr Matt Kean, our local Member for Parliament, advised that our application was successful when he attended the September P&C meeting. A full grant of \$50,000 is now available to the P&C and school to ensure the project has the funds to continue through to completion without compromise. A huge thank you to all those who have assisted with the initial phase of this important project, as well as with extra special thanks to Heather Newland for her work on the original and second submissions and the Development Application.

How did we spend the funds raised? Besides the preparation work for the conversion of the all weather shed, we assisted with school representative sports with the purchase of new PSSA shirts, travel and accommodation costs for our Senior Boys Soccer team, and for Monica Pettitt to represent her State by playing in the National Softball Competition in Werribee, Melbourne. The P&C supported the technology area of our school with providing two screens, projectors and chairs for our computer room, a portable PA system, and netbook computers. (In fact we put aside \$15,000 each year to update our school's technology.) We also helped to set up our existing multipurpose room with kitchen equipment to all children to embrace the cooking experience. And, you only have to literally 'look up' to see our latest expenditure – our giant fan!!

At Mount Colah Public School we are very blessed to have such a strong, school and community-focused group of people involved in our P&C. A number of people are leaving us this year as their child transitions to High School. Please consider coming along and getting involved. Small or large, all help is greatly appreciated. Personally, I have found it a very rewarding experience over my seven years and have made some fantastic friends.

Finally, please join me in thanking my fellow P&C Executive members: Phil Dobrincic (President), Leigh Weinberg (Vice President), Susan Spencer (Treasurer) and Robyn Reinhardt (Secretary), who have consistently given up their time for both the responsibilities of their office, as well as endless hours of volunteering, supporting and promoting the interests of our school and its students.

Thank you.

**Evelyn Pettitt**

**Vice President**

**Mount Colah Public School P&C**

## **Message from the students**

### **Student Representative Council (SRC) Report for 2016**

In 2016, following the last year's success, class representatives nominated a variety of roles within the Student Representative Council (SRC) to be responsible for. Students received their badges at assembly after demonstrating commitment to their nominated positions for an extended period of time. For the first event of the year students wanted to raise awareness of Type 1 Diabetes as it affects one of the students at the school. It was also the focus of the World Health Day for 2016. After several brainstorming sessions, the SRC decided to hold a mufti day themed "Dress as a Jelly Bean" and run a photo booth in the hall at recess and lunch times. It was a huge success and the SRC were able to donate \$568.25 to the charity JDRF Australia to help fund medical research to one day cure Type 1 Diabetes. Next, students planned advertising campaigns and posters for the sale of Stewart House key ring torches. Several short skits were devised by the SRC and performed at several assemblies in the lead up to the sale. Stewart House is the official charity of the Department of Education and works very closely with students who are disadvantaged by a range of family situations. Finally, the SRC organised a series of one-off interest groups with the vision of providing students with an alternative activity at lunchtime. Judging by the smiles on the faces of students who came along (and the SRC members running the activities), this was a hit! It was wonderful to see the SRC serve their school with pride and enthusiasm.

**Ms Liesl Behrens**

**SRC Coordinator**

## School background

### School vision statement

At Mount Colah Public School our vision is that children leave this school with:

- a set of values — honesty, integrity and good judgement
- a complement of essential skills — linguistic, mathematical, scientific, artistic, physical and social
- an enquiring and discriminating mind and a desire for knowledge.
- strong self-esteem and high personal expectation
- tolerance and respect for others.

We value the partnership which exists between school, parents and community and the part it plays in realizing this vision.

### School context

Mount Colah Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 450 students. The NESB background of the school community is 13%. Trained and dedicated teachers deliver quality teaching programs in a caring and supportive environment. The school has experienced continuous improvement, particularly in literacy and numeracy over a number of years. The school provides a well-rounded education with the development of the 'whole child' seen as important, through its successful academic, sport, performing arts and technology programs. The school enjoys strong parent and community involvement. The P&C has generously supported the installation of technology infrastructure for learning within the school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the area of **Learning** the school is strongly delivering in Learning Culture and in the area of Wellbeing the school is sustaining and growing. The school's judgement in the area of curriculum and learning is that it is sustaining and growing also.

In the area of **Teaching** the school is demonstrating effective classroom practice, and is sustaining and growing in this element. The school is sustaining and growing in the area of professional learning and its alignment with the school plan. Teachers actively share their professional learning and plan their own professional learning to improve their performance.

In the area of **Leadership** it is evident that the school plan forms the core of continuous improvement efforts and that the school is delivering strongly in this area. The school leadership supports and delivers a culture of high expectations and community engagement. The school is sustaining and growing in the strategic use of resources to achieve improved student outcomes.

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>

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## Strategic Direction 1

### Embracing Educational Change

#### Purpose

To develop a culture that embraces educational change through collaborative planning. A conceptual framework for programming will be reflected in authentic tasks that are drawn from project based learning. The practice of explicit teaching will demonstrate a high degree of knowledge of the new curricula.

#### Overall summary of progress

Project Based Learning continued to be a focus with authentic tasks developed incorporating elements from the Creative and Performing Arts along with the integration of technology. Teachers revisited the conceptual framework as part of the planning and development phase and each grade team developed new student projects designed to extend student's creativity by drawing on the fields of drama, art, dance and music for the presentation of the final product of the project. Teachers used backward mapping to plot the skills students would need to be taught so that they could complete the projects. Teachers identified areas of the Creative and Practical Arts curriculum where they required Professional Learning opportunities and "expert" staff were identified to act as mentors for other staff to help build their expertise in the areas they identified as needing assistance. A whole staff professional learning session was presented on developing music skills in the classroom. Collegial groups supported each other in skill development specific to the grade projects developed. Growth Mindsets were investigated as a way of using a common language to talk about learning. Two extended Professional Learning sessions were conducted for teachers by Australian certified Growth Mindset trainer, James Andrew. These sessions were opened up to other local schools and a total of seventy-five teachers received training. Following on from this training, teachers used online resources 'Big Ideas' from Class Dojo to introduce Growth Mindsets to students through fun and informative videos. Growth Mindset posters were made for display in each classroom to help promote the use of a common language.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources)   |
|---|---|---|
| Evidence of students producing an authentic task (project based learning) that is technology based                              | Students used a variety of technology based techniques to produce their tasks   | P&C provides a yearly budget of \$15,000.00 to support school technology      |
| Increase percentage of students in writing in the top three bands by 5% in 2016( 3 students in Year 3 and 2 students in year 5) | Student outcomes in Writing improved in NAPLAN over the previous year. This is attributed to the introduction of the 7 Steps to Writing Success | \$3000.00 for whole school subscription to 7 Steps to Writing Success         |
| Students and teachers show evidence of use of metalanguage for Growth Mindset   | Students are able to give examples of Growth Mindset statements and make comparisons between what is Growth Mindset and what is not             | Professional Learning for staff over 2 sessions with James Anderson \$4000.00 |

#### Next Steps

Project Based Learning will continue with a focus on Creative and Performing Arts combined with a continued use of technology.

- The focus in 2017 will be on extending students' creativity through involvement in creative and performing arts activities and use of technology for the presentation of projects
- Previous projects will be reviewed and adjusted for implementation in 2017. New Projects developed if needed
- Professional Learning for staff on using Growth Mindset and goal setting in the classroom. Share templates and ideas.
- Implement use of learning intentions and learning logs to help students reflect on their learning•Purchase of online licence for Seven Steps Writing Program and use of this resource for Professional Learning for all staff on the program
- Implementation of Seven Steps Writing Program across grades two to six using school Scope and Sequence.





## Strategic Direction 2

### Being 21st Century Learners

#### Purpose

To develop learners who embrace the educative process to become engaged and motivated 21st century global citizens. Such students will be emotionally resilient, independent, cooperative and adaptive with an ability to think creatively and transform into lifelong learners

#### Overall summary of progress

Through their programming teachers continued to refine their skills in teaching the elements of Visual Literacy. Some resources were purchased.

K – 2 Teachers timetabled daily Phonemic Awareness activities. During term 1 Year one teachers revised single sounds and digraphs daily. Teachers began to record student progress on PLAN.

Justin Caban, Get Reading Right, visited the school for a day and gave a range of demonstration lessons that covered each stage. This inspired the teachers and provided a model for instruction that allowed for differentiation based on student need. Many of the teachers participated in Get Reading Right webinars throughout the year.

'Sound Waves' spelling texts were introduced for Years 3–6 and teachers attended a session of professional development.

Teachers allocated aspects of The Seven Steps Writing Programme to each year level (2–6) and a scope and sequence was developed. Some teachers attended professional development and then mentored grade colleagues.

Creative writing lessons for identified GAT students were provided by the Principal in second semester.

Teachers attended professional learning about the new History and Geography syllabuses. A scope and sequence for each subject was developed at staff meetings and implemented.

The RAM funding provided enabled the school to put in place targeted programs for students with disabilities, learning difficulties and students who identify as Aboriginal. Additional learning and Support Teacher time was purchased and this enabled the writing of Personalised learning Plans for identified students

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)                     |
|--|--|---|
| Students display ICT skills appropriate to their age and stage as measured by the Technology scope and sequence. | An ICT scope and sequence has been developed for the school Teachers provide guided lessons to help student achieve age appropriate skills | Low level adjustment for disability (\$60,000.00) |
| Data indicates decreased social issues on the playground. Sentral data indicates fewer negative incidents        | Fewer serious playground incidents have occurred   | School funds (\$3000.00)                          |

#### Next Steps

- Review current phonics scope and sequence
- Continue tracking student progress on PLAN
- Purchase resources to support spelling and introduce the use of decodable texts in K–2
- Introduce the Soundwaves spelling program in Year 2

- Encourage professional dialogue amongst teachers regarding the teaching of writing
- Teachers to create a consistent approach across the school by teaching the Seven Steps of writing and using meta language and building on it.

## Strategic Direction 3

Building an informed, resilient and supportive community

### Purpose

To build the capacity of the school community to create resilient, independent citizens who uphold positive values and create a school culture where students, parents and staff genuinely care for and respect others. As a result of this process, positive trusting partnerships between home and school will develop. This will further encourage advocacy of public education.

### Overall summary of progress

Two Parent Information nights were held in 2016.

A Kindergarten to Year 2 Maths information night with excellent feedback from parents and an indication that they would like another similar night as well as a Years 3–6 Maths night in 2017.

A Fathers Reading Night was also held to encourage male role models in reading. Excellent feedback was also received from this night with another to be scheduled in 2017.

There was a high level of parent awareness of the schools values and Bounce Back programs that was presented fortnightly at assemblies. This was evidenced by the great number of parents attending these assemblies. The Rock and Water Program continued to be implemented over two sessions with groups of students identified by the Learning Support Team.

Member of the NSW police force came to the school and spoke to years 3–6 about cyber safety. Healthy Harold also visited the school with each grade attending different age appropriate talks.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)                                   |
|--|--|---|
| Parent satisfaction survey for K–2 parent maths night and father student reading night.  | Resilience messages presented consistently in school communication | • Socio-economic background (\$1500.00)<br>Teacher release days |
| Teachers programs reflect strategies that target issues identified through 'Tell Them From Me' survey. E.g. Bounce Back and Rock & Water |  | Low level adjustment for disability (\$1500.00)                 |

### Next Steps

- Plan, deliver and evaluate another parent maths night in term 2, 2017
- Plan and implement another Father/student reading night
- Targeted Bounce Back/Value Assembly items delivered by class groups
- Implementation of Rock and Water program including: training of staff, newsletter items to inform parents, implementation of program
- Improve communication with parents through better use of the school Enews App.

| Key Initiatives                                     | Impact achieved this year   | Resources (annual)  |
|---|---|---|
| <b>Aboriginal background loading</b>                | Individual Education Plans have been developed and implemented for all Aboriginal students targeting their learning needs by the learning Support Team in consultation with their families  | \$2780.00<br><br>• Aboriginal background loading (\$1 200.00)   |
| <b>English language proficiency</b>                 | Additional teacher time was purchased to cater for the needs of students with emerging English language proficiency   | \$7812.76<br><br>• English language proficiency (\$7 813.00)  |
| <b>Low level adjustment for disability</b>          | Students with disabilities have been identified by the Learning Support team for specific support. Personalised learning Plans have been developed in consultation with the class teacher and parents. Additional teacher time was purchased to support the program | \$82,245.00<br><br>• Low level adjustment for disability (\$27 207.00)  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | Funds have been used to enable teachers to be released for planning in new curriculum areas and for the development of quality units in Project Based learning  | Release days for teachers and supervisors<br><br>• Quality Teaching, Successful Students (QTSS) (\$34 027.00) |
| <b>Socio-economic background</b>                    | Students from low socio-economic backgrounds were identified for support within the learning Support team structure in the school   | \$11,436<br><br>• Socio-economic background (\$11 436.00)   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 201        | 201  | 206  | 218  |
| Girls    | 199        | 218  | 222  | 231  |

School enrolments trends have been to see a slight but steady increase each year.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 97   | 97   | 94.8 | 96   |
| 1         | 96.1 | 96.2 | 95.8 | 95.6 |
| 2         | 96.3 | 96.8 | 95.8 | 96.9 |
| 3         | 95.2 | 95.4 | 96.3 | 96.6 |
| 4         | 96.5 | 96   | 94.3 | 96.1 |
| 5         | 95   | 96.9 | 96.3 | 95.3 |
| 6         | 96   | 96.5 | 96.9 | 94.3 |
| All Years | 96   | 96.4 | 95.7 | 95.9 |
| 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

Student attendance remains consistent across 2015 and 2016 and is better than the state average.

## Class sizes

| Class | Total |
|-------|-------|
| KP    | 18    |
| KOB   | 18    |
| KN    | 18    |
| KL    | 19    |
| 1A    | 21    |
| 1E    | 21    |
| 1C    | 20    |
| 2P    | 24    |
| 2MS   | 25    |
| 2SF   | 24    |
| 3/4P  | 31    |
| 3/4J  | 31    |
| 3/4C  | 32    |
| 3/4B  | 32    |
| 5/6T  | 29    |
| 5/6L  | 29    |
| 5/6C  | 29    |
| 5/6B  | 28    |

### Structure of classes

Classes are structured in Stages to provide the optimum learning conditions for students and to take into account the diversity of their needs and teacher expertise.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Assistant Principal(s)                | 4     |
| Classroom Teacher(s)                  | 15.56 |
| Learning and Support Teacher(s)       | 0.6   |
| Teacher Librarian                     | 1     |
| School Administration & Support Staff | 3.38  |
| Other Positions                       | 0.16  |

\*Full Time Equivalent

There are no Aboriginal staff at the school.

### Workforce retention

A number of staff are on Long Service or Maternity leave. These positions are being filled by temporary teachers.

### 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             |            |

### Professional learning and teacher accreditation

One teacher successfully submitted her Accreditation requirements and received notification that she was accredited at Proficient Teacher level. Several other temporary teachers have begun the Accreditation process.

All staff completed the Mandatory Child Protection Training as well as CPR and Anaphylaxis training. Teaching staff completed

Syllabus PLUS K–6 History –Historical inquiry – concepts,skills, sources and evidence. All teaching staff have learning logs on MyPL.

Key staff completed training in the 7 Steps to Writing Success with the aim of training other staff.

Rock and Water Training was also undertaken by key staff with a view to implementing this program in 2017.

## 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.

| Income                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>168 325.00</b> |
| Global funds                   | 177 547.00        |
| Tied funds                     | 59 539.00         |
| School & community sources     | 121 932.00        |
| Interest                       | 2 215.00          |
| Trust receipts                 | 25 920.00         |
| Canteen                        | 0.00              |
| Total income                   | 555 478.00        |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 26 220.00         |
| Excursions                     | 50 334.00         |
| Extracurricular dissections    | 57 408.00         |
| Library                        | 7 387.00          |
| Training & development         | 7 955.00          |
| Tied funds                     | 49 036.00         |
| Short term relief              | 32 390.00         |
| Administration & office        | 42 545.00         |
| School-operated canteen        | 0.00              |
| Utilities                      | 23 299.00         |
| Maintenance                    | 45 517.00         |
| Trust accounts                 | 25 425.00         |
| Capital programs               | 0.00              |
| Total expenditure              | 367 516.00        |
| <b>Balance carried forward</b> | <b>187 962.00</b> |

The information provided in the financial summary includes reporting from 29 January 2016 to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 561 106.58              |
| (2a) Appropriation                    | 407 806.73              |
| (2b) Sale of Goods and Services       | 1 358.86                |
| (2c) Grants and Contributions         | 150 578.40              |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 1 362.59                |
| <b>Expenses</b>                       | -373 466.14             |
| Recurrent Expenses                    | -373 455.64             |
| (3a) Employee Related                 | -120 058.16             |
| (3b) Operating Expenses               | -253 397.48             |
| Capital Expenses                      | -10.50                  |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | -10.50                  |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 187 640.44              |
| <b>Balance Carried Forward</b>        | 187 640.44              |

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

### Financial summary equity funding

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

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 2 840 876.62            |
| Base Per Capita       | 23 101.41               |
| Base Location         | 0.00                    |
| Other Base            | 2 817 775.21            |
| <b>Equity Total</b>   | 104 274.88              |
| Equity Aboriginal     | 2 780.70                |
| Equity Socio economic | 11 435.89               |
| Equity Language       | 7 812.76                |
| Equity Disability     | 82 245.53               |
| <b>Targeted Total</b> | 14 409.99               |
| <b>Other Total</b>    | 20 337.34               |
| <b>Grand Total</b>    | 2 979 898.83            |

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

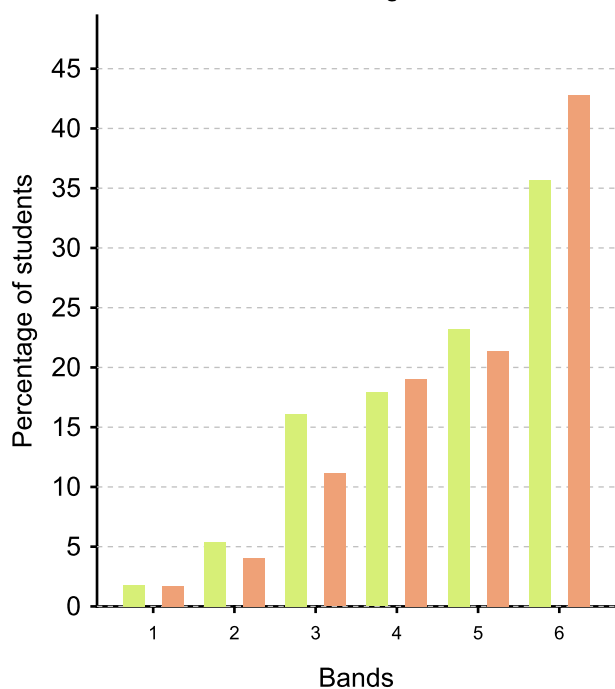
### NAPLAN

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.

Year 3 results for reading were above the state

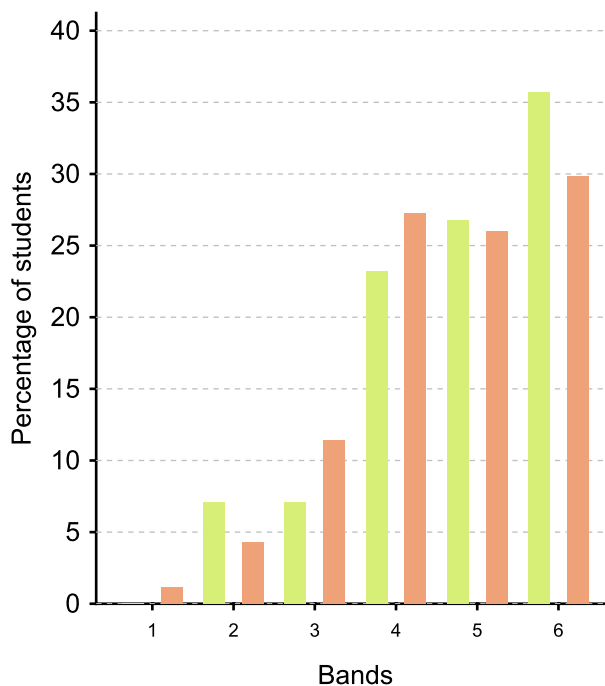


**Percentage in bands:**  
Year 3 Reading



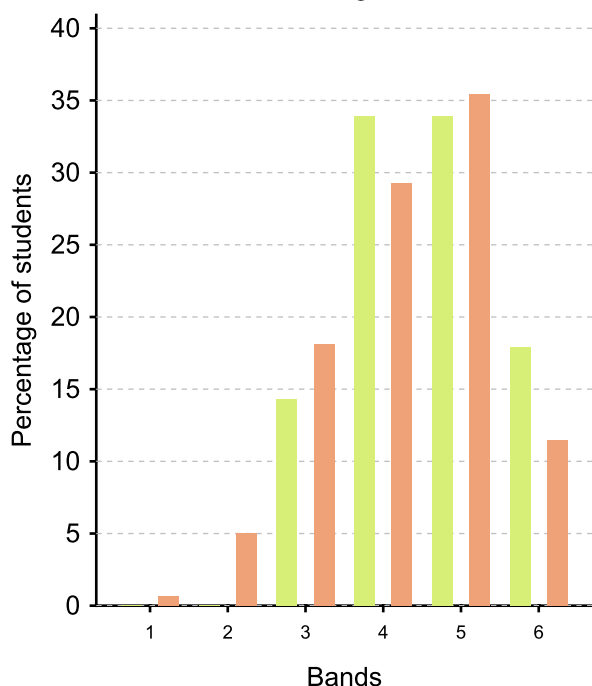
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Spelling



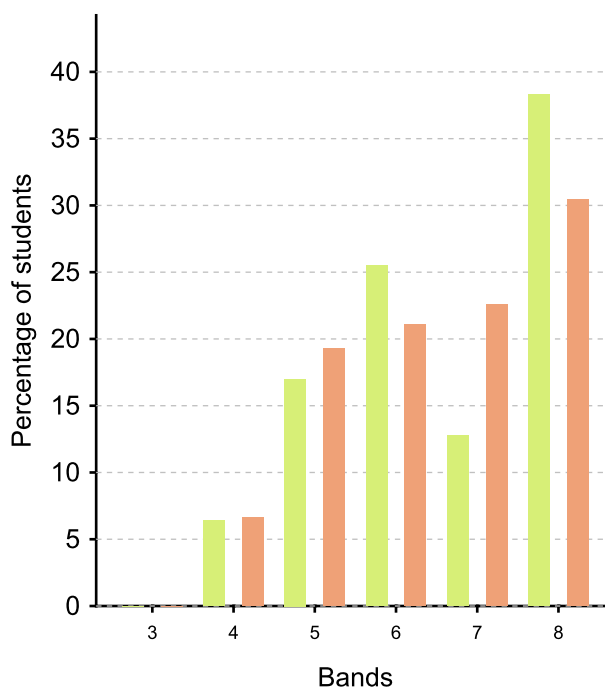
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

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.

## Parent/caregiver, student, teacher satisfaction

Parent, Student and Teacher satisfaction were surveyed using the Tell Them From Me Survey instrument. In 2015 there were only 29 parent responses to the survey. In 2016 there were 100 parent responses to the survey as students and the newsletter were used to encourage parent responses. Parents felt a high degree of satisfaction with school expectations of behaviour but were less satisfied with the amount of homework given. The greatest number of survey responses were from parents with children in grades 3–6.

Students responding to the survey expressed a high degree of positive relationships which was above the NSW Government Schools norm. 97% of girls and 94% of boys valued school outcomes according to the survey. Positive behaviour at school was higher than the norm for NSW Government schools.

Teachers commented positively on the Performance and Development Plan process, saying that it made them more mindful of the whole school strategic plan. Others found it more challenging and required them to embrace change. Teachers found classroom observations challenging but felt that it was valuable to see and gain from the expertise of their colleagues.

## Policy requirements

### Aboriginal education

Aboriginal education

There are six students at the school who identify as Aboriginal. Each parent is given the opportunity to be part of the Personalized Learning Plan process for their child. The school has had an Aboriginal person as the guest speaker at the school assembly during NAIDOC week. The school displays the Aboriginal flag in the playground and the assembly hall alongside the Australian flag. Aboriginal themes are incorporated into all the Key Learning Areas.

### Multicultural and anti-racism education

School programs are culturally inclusive and foster students' understanding of culture, cultural diversity, racism and citizenship within a multicultural society

School wide activities were planned by the Harmony Day Committee showcasing cultural diversity and acceptance of difference. Classes celebrate cultural diversity with specific units that explore beliefs, celebrations, customs and foods from around the world. The school has appointed an Anti-Racism officer in 2016 to proactively inform staff and students about issues relating to racism and reducing incidents that relate to misunderstandings of other cultures.

## Other school programs

### Waratah Choir

2016 has been a fantastic year for the Waratah Choir! The choir is made up of children from year two and three. This year I have been fortunate enough to have some year four children join who are presently in both the Waratah Choir and the senior choir. There were 34 children participating, including 8 boys, which brought a lovely balance to the group.

This year the Waratah choir performed at our weekly assembly, the annual Grandparent's Day Concert, the Spring Fair and the Performing Arts Concert. Each performance gave the children the opportunity to learn the lyrics to several songs, overcome nerves and rise to the occasion. Every time the choir sang in front of an audience they responded enthusiastically, tried their best and improved their performance technique.

At the end of term three 15 students were lucky enough to perform at the Sydney Town Hall in the Primary Proms 'Daintree' concert. These children sang in the combined choir that is made up of students from many schools across the state. After many rehearsals at school and a combined rehearsal in the city, the children were very enthusiastic and performed brilliantly. Parents and friends came along to see the children sing and were thrilled that their children had the opportunity to participate in a concert of such quality. Some parents were even moved to tears at the beautiful sound of the combined choir singing. It was an experience that the parents and children will treasure for many years to come.

The Waratah Choir have enjoyed learning the repertoire and participating as a group this year. I hope this is just the beginning of a lifetime of singing that will continue for each child and that they will always fondly remember the fantastic experience of being in the Waratah Choir at Mount Colah Public School. Maybe one day I will see their name up in lights!

**Mrs Jennifer Conroy**

### Waratah Choir Director

### The Primary Choir

The Primary Choir consists of children from Years 4, 5 and 6 and rehearsals are held at school on a weekly basis at 8am on Monday mornings, a challenging time!

For the last few years they have auditioned to be part of the Festival of Choral Music, held at the Opera House each September. Sadly, this year they were unsuccessful but auditioned successfully for Arts Alive which saw them singing at the Sydney Town Hall in August. A repertoire of 12 songs was learnt by all and twenty four children had the opportunity to perform as part of a massed choir at this magnificent venue. It was an exciting and memorable moment for all involved. Hopefully they will be able to be involved in future years so more children can enjoy the experience.

The Senior Choir was also part of the massed choir for the Hornsby District Music Festival held at Hornsby RSL in September this year. Five schools from the local area were involved and Mrs Pugh conducted a bracket of songs.

The choir also performed at school assemblies, Grandparents Day, the Spring Fair and our Performing Arts Assembly held in November.

A huge and heart-felt thanks goes to Mrs. Christine Freer who gives freely of her time and talents each week as piano accompanist for both our choirs even though she no longer has children at Mt Colah. Many choirs do not have the luxury of rehearsing with a pianist and Mt Cola Public School are indeed very privileged to do so.

Well done and thanks for another good year in 2016!

**Mrs Pugh –Senior Choir Director**

**Miss Behrens – Assistant Director**

### **The Veggie Patch 2016**

Wednesday lunch begins and the school's budding green thumbs, with the help of Miss O'Brien, Mrs Auditore and myself, meet to work in the school veggie patch. We put on our hats, gardening gloves and venture out into the great outdoors. This year about 30 children from Years 3 –5 have formed teams to look after a particular garden bed. They have full responsibility and work cooperatively to water, weed, decide what to plant, harvest, sample or sell the fruits of their labour. Nothing pleases them more than selling their produce and receiving cash in its place. This is then used to purchase more seeds or seedlings. The gardens have produced many herbs such as parsley, mint, oregano, thyme, rosemary, tarragon and lemongrass. We have also harvested carrots, radishes, snow peas, tomatoes, beans, strawberries, rocket, lettuce and spinach. Thank you very much to Priority Tree Services for their donation of \$2000. We are very appreciative and thrilled to now be able to improve our veggie garden. To make our life easier a shed has been erected near the garden. We share it with BASC. It houses our tools, watering cans, buckets, mulch and a huge supply of leaves for the compost. It has been great to use the school compost to add nutrients to our beds. Every class in the school has had a turn collecting and emptying the compost buckets and observing the changes from veggie scraps to usable compost. It has been very enjoyable and productive year in the garden.

**Mrs Velta Lacis**

### **LIBRARY 2016**

#### **Assistance in the Library**

Thank you to the school community members who help with covering, fund raising, organise Book Club, or take part in the myriad of activities that enable MCPS library to provide students and staff with a wealth of resources, a wonderful learning environment and an enjoyable

reading space. Thank you also to Mrs Therese O'Hara for her work in the library. MCPS Library Monitors (LMs) (29 trained student volunteers from Years 4 and 5) are essential to our wonderful library. The LMs develop leadership skills as they assist with tasks such as shelving, creating displays, supervising lunch time activities and helping students and staff locate and borrow resources. Event Highlights of 2016 Term 1 always begins with a focus on the enjoyment of reading by celebrating Library Lovers Week. The LMs decorated the library in red and white and put together a Love and Friendship book display. The inviting library space encouraged many students to do additional borrowing outside their library lesson time. In Term 2 students participated in the Great Book Swap Challenge which is a fundraising event for The Indigenous Literacy Foundation. Every year there are many smiles as children choose their swap book and see their donated book being chosen by one of their peers. This activity not only benefits others but motivates our students to read as well! A win-win situation! Term 3 was very busy this year. In the lead up to Book Week 2016 we held our annual Book Fair on Grandparents Day in the library. Visitors enjoyed perusing the display of student's work and the library was filled with anticipation as students chose the book they would donate to our library. Our generous school community donated 330 new fiction and non-fiction books which the students are enthusiastically borrowing. Thank you for your amazing support! Book Week 2016 was celebrated with "book readings" of the award winning books and a colouring competition. The K-2 students attended a performance called "Fair Dinkum" which explored some of the award winning books through drama. Term 3 also signals the end of the Premier's Reading Challenge. This year 268 students will receive a Certificate of Completion. Of these, 7 students are Platinum Award recipients and 22 students are Gold Award recipients. Congratulations to these dedicated students! During Term 4 the students enjoyed "theme weeks" in the Library such as Puppet Show Week and Quiz Week where they used books to learn about new interests and showcase their new skills to an "audience." The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr Suess

**Jennifer Fryer**

**Teacher Librarian**