

Mount Brown Public School

Annual Report



2016



4423

Introduction

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

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 information about the School Excellence Framework please visit <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Stephen Mayhew

Principal

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Message from the Principal

Academic performance across the school in 2016 was reassuring with a greatly improved performance by Year 5 students as measured by NAPLAN while Year 3 achieved better than expected in most aspects when compared with the five year average that our school measures against. (This is clearly explained later in this report under NAPLAN results). In-school data demonstrated pleasing success in early years reading progress as measured by annual L3 results. 2016 has laid the academic foundation for a stronger school focus upon using data more effectively to inform teaching and learning practices for our future growth.

School evaluations at the end of 2015 indicated that there could be an improvement in students engaging in all aspects of school life and in particular the academic areas of reading and numeracy. As a staff we decided that by better engaging children in overall school life, attitudes and values of students would be enhanced across the board, and this would lead to better focus on academic engagement and achievement. This led us to provide a rich range of opportunities for the varied talents of our children, thus improving the likelihood of more students engaging with school. In this we intentionally direct student participation towards the creative and practical arts as a means of increasing student enjoyment in school so that better engagement with overall school life would result in a stronger focus upon the academic achievement and perspectives. School Choir, Dance were strongly promoted and participation in these encouraged. Children performed across the community in choral performances at St Luke's Retirement Village and in Southern Stars. The children's excitement in dancing in previous years at Southern Stars will be capitalised upon through our plans to extend dance and performance opportunities in 2017. In 2017 we plan to provide further opportunities in the creative and practical arts by engaging in the Wakikirri creative arts performance initiative and forming a new school band.

As the interest range of our children is so broad and varied we spread our initiatives across many areas to ensure we capture the imagination and excitement of as many children as possible. The more mathematic, scientific and technological children were guided towards the gifted and talented program 'Tournament of the Minds', computer coding (all students completed module one for all children from Year One to Year Six). The University of Wollongong once again partnered Mount Brown in promoting Science as an exciting learning option through the wonderful SCIENCE DAY held in Term 3, and Mathematics in providing night-time workshops for parents in understanding how children learn at school. Our talented sports children once again had a wide range of sporting experiences arranged throughout the year.

2016 saw the retirement of two Assistant Principals— Mrs Beard and Mrs Richardson who both served our school amirably for many years. Even though sad to lose such wonderful teachers, the teaching staff has been invigorated with the appointment of a number of new teachers who bring with them great enthusiasm, expertise and a host of new ideas.

I would like to congratulate P&C for a tremendous year of achievement and thank them for their continued support of their school and Principal.

Message from the students

The SRC went to the University Of Wollongong for a leadership course. Many other schools sent students and it was a great experience. Year 6 also went to the University of Wollongong for 'In2Uni', where children and parents were made aware of the options and advantages the university provides.

Many students participated in soccer, netball, cross country, AFL, Oz-tag, athletics and swimming and some went on to represent our school to the best of their abilities.

On Anzac Day we went to Dapto for a ceremony at 6:00am. We also did a march from the Dapto Library to the Dapto Railway Station in honour for those who fought in all wars.

Ms McKenzie and Mrs Verry led the school choir this year. The choir enjoyed their visit to St Luke's Retirement Village to sing Christmas carols to the old folks.

The 2016 Market Day was a big success. We raised a lot of money that will go towards new friendship seats.

Students from Years 3 to 6 had the chance to participate in Southern Stars to perform in front of many people at WIN Stadium.

This year all students have studied Science with Miss Liberante. STEM has also been introduced to a variety of classes.

This year, Year 6 had a lot on their hands helping out with Kindergarten buddies, reading buddies and just helping teachers in general .

Captains – Abbie, Connor, Alyssa and Matthew.

School background

School vision statement

Mount Brown Public School is committed to developing confident and creative individuals through the core values of respect, responsibility and safety within a quality learning environment. As a team we challenge and inspire all students and stakeholders to be successful lifelong learners and positive contributors to the community.

School context

Mount Brown Public School is a regional school situated on the western side of Lake Illawarra near Wollongong. The school's enrolment of 382 students has been stable for a number of years after previously falling from 550 students. In 2014 there were 23 Aboriginal students and 5 students with an ESL (English as a Second Language) background. The school has consistently performed at State standards in NAPLAN in Year 3, except for Numeracy. However growth from Years 3 to 5 has placed the school slightly below State in all areas of NAPLAN with the exception of Writing which has consistently been an area of excellence above State for the previous five years.

Key to our school improvement goal is to address the lack of academic growth from Years 3 to 5 through a consistent whole school focus on delivery of quality teaching and learning programs. The development of innovative technology to enhance student engagement in teaching and learning has been a focus for all teachers. Integral in this is the school focus on improving the achievement of underperforming students in middle bands as measured by NAPLAN. Towards the end of 2016 the school began to develop a targeted approach to this through the 'Bump-it-up' process.

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, 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. Time was spent at Stage and Executive meetings determining our staff's response to our school achievement from the school plan as described by the elements from the School Excellence Framework. This helped inform directions for the specific milestones for the 2017 school plan.

In the domain of Learning strong school emphasis upon student engagement in the arts saw that Learning Culture along with Student Wellbeing delivered excellent school growth where there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well developed and current policies, programs and processes identify, address and monitor student learning needs. The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

Strategic to improving in the domain of Teaching was our focus upon collaborative practice, using data to inform teaching and learning and overall learning and development.. At Mount Brown teachers work together to improve teaching and learning, provide and receive planned constructive feedback from peers, school leaders and their students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers actively share learning from targeted professional learning development with others with a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are also actively engaged in planning their own professional development to improve their performance.

In the domain of Leading, leadership, school resources and management practices and processes were key to our delivery of school excellence in 2016. We determined that the school solicits and addresses feedback on school performance, leadership development being central to school capacity building while the school has productive

relationships with external agencies such as the University of Wollongong, businesses, industry and community organisations which all build on the school's capability to improve educational opportunities for students. Through focus groups, parent information evenings and workshops, highly successful in-depth surveys (the Tell Them From Me suite) there are opportunities for students and the community to provide constructive feedback on school practices and procedures. The school works toward providing streamlined, flexible processes to deliver services and information and strengthen parental engagement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Teaching and Learning AND School Programs

Purpose

Continually deliver high quality pedagogically sound practices and programs across our school. To ensure curriculum and learning for all students across the school is delivered through: consistent, high standards; shared professional practices; an integrated approach to quality teaching, curriculum planning and delivery; and assessment that promotes learning excellence and responsiveness in meeting all student learning needs.

Overall summary of progress

The use of data to better inform teaching and learning has initiated renewed emphasis on student achievement in literacy and numeracy, with some promising results indicating further success will build as the school develops its strategies to respond more quickly to teaching and learning formative assessment. Greater focus upon SMART data analysis along with school-based academic analysis informed curriculum decision-making in regular collaborative planning groups.. Close adherence to the development of school curriculum based upon the implementation of the new Australian Curriculum has also been a focus for teachers working collaboratively to assess, plan, monitor and deliver dynamic learning experiences for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
95% students reach expected clusters on PLAN	Teachers identified expected progress in the early years in literacy as measured by L3 results to again be highly successful with an improvement of 39% in students achieving greater than Level 21–22 by Week 40 of the program. In TEN pleasing progress was made in Kindergarten with 20% moving up to the 'Counting–On and Beyond stage. Year One students saw 35% students move to Counting–On and Beyond from 0% in Week 1, Year 2 57% students moved to the top Facile band from 17% at the beginning of the program. Year 3 saw a 55% improvement in students reaching the top 'Facile' band while teachers indicated 82.5% of Years 3–6 students achieved expected clusters for literacy and numeracy. All teachers engaged in PL programs (L3/TEN/TOWN/POINT/BYOT/For Phase 1. All Aboriginal students engaged positively in MATHLETICS trial leading to whole school plan for 2017.	\$17,000 EQUITY Socio economic funding \$6,500 EQUITY Aboriginal funding \$1,165 EQUITY ELP funding
To increase by 2% per year from 2016–2019 in the Premier's targets for Proficiency bands	Year 3 NAPLAN results indicated achievement of PREMIER'S target of 2% annual improvement in proficiency bands in almost 3 from 5 targets (Reading– 7.7% below target, Writing– 5.2% below target, Spelling–1.4% above target, Grammar/Punctuation– 4.1% above target, Numeracy– 1.25% below target.). Year 5 NAPLAN results indicated achievement of all 5 PREMIER'S targets (Reading–11.1% above target, Writing– 10.9% above target, Spelling 0.2% above target, Grammar/Punctuation– 2.87% above target, Numeracy– 7.55% above target).	\$10,000 EQUITY Socio economic funding \$5,000 EQUITY Aboriginal funding \$2,000 EQUITY EAL funding

Next Steps

Continue the following pedagogies into 2017::

Speech Therapy, MATHLETICS, SOUNDWAVES, TEN, TOWN FoR,L3,

Build upon and extend the teacher collaboration meetings to 2017.

Build upon and extend data focus driving teaching and learning.

Build upon and extend focus on data—walls and regular professional dialogue regarding school data

Strategic Direction 2

Professional Development AND Quality Teaching

Purpose

Strengthen and continually build upon the school's culture of quality teaching and learning. To continually evaluate and respond to, as required, all school professional practices. In this, we will ensure pedagogy of the highest standard is delivered through teachers collaborating and supporting each other, providing differentiated practices which respond to every child's stage of learning development.

Overall summary of progress

Improving teaching and learning in Reading and Numeracy have been the major areas for professional development for 2016.

In directions towards specific targeted improvement in Reading and Numeracy teachers from all K–1 classes continued professional development in L3 (Literacy, Literature and Learning) and TEN (Targeting Early Numeracy) while teachers from all Year 2 to Year 6 classes focused upon Focus on Reading Phase 1– Comprehension and TOWN (Taking Off With Numeracy). Identified teachers were selected to train as accredited facilitators, funded from EQUITY sources providing us with greater academic capability providing Mount Brown with an in-school fully accredited trainer for FoR, TEN and TOWN.

As Mount Brown focused upon increasing student engagement across all facets of school so that improved literacy and numeracy outcomes would be a natural consequence, engaging programs were identified for us to gain greater professional expertise, such as MATHLETICS (particularly for Aboriginal student engagement), SOUNDWAVES to boost spelling, writing and overall literacy outcomes. Stage 3 began the school's BYOT 'Bring Your Own Technology' program and also had a teacher identified for training in POINT literacy and STEM (Science/Technology/ Engineering & Mathematics). With dynamic pedagogies developed in this way school enhanced its leadership capacity by engaging our teachers in this way.

All teachers engaged in designing their paths for professional learning through the PDP process (Professional Development Plans) where peer and supervisor feedback was provided all teachers following lesson observations. This process was enhanced through the school's 'Collaborative Planning and Evaluation' process where each teacher was released for seven half days throughout the year to work directly with their peers in Year groups. Improved CTJ (Consistency of Teacher Judgement) was a focus as our in-school formative assessment processes take more important in our overall data pool for teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teachers develop a professional learning plan (PLP), which articulates their PL needs.	.Links to the APS (Australian Professional Standards <i>for Teachers</i>) are included in PDPs. Teacher satisfaction rated 'Very high' in response to collaborative planning initiatives.	\$12,000 EQUITY Socio Economic funding \$15,000 EQUITY Low level adjustment for disabilities funding
Planned, constructive feedback from peers, school leaders and students improves teaching practice.	Positive critiquing of colleagues resulted in highly professional feedback to teachers following lesson observations.	\$1,500 EQUITY Socio economic funding

Next Steps

Following staff meetings where providing constructive feedback was targeted further more detailed cross-linking of teacher feedback to APS (Australian Professional Standards), SEF (School Excellence Framework).

Common EVIDENCE pro-formas and Lesson Observation Feedback Evidence sheets to be further explored.

Collaborative Planning to continue with expanded focus in 2017.

Strategic Direction 3

Authentic Community Partnerships.

Purpose

Authentic community partnerships and culture that promotes excellence in learning through mutual trust, respect and valuing difference. To provide a harmonious community–school culture that successfully promotes equity and excellence, educational aspiration and ongoing performance improvement in ensuring that all students are successful learners, confident and creative individuals, and active and informed citizens.

Overall summary of progress

Considerable school improvement in the collection and analysis of data relating to parent and community engagement has resulted from the schools engagement with TTFM (Tell Them From Me) surveys, focus groups, and workshop sessions where evaluations were included. This has led to improved planning for the next school plan.

Ever increasing numbers of parents engaged in a wide range of school initiatives from parent–teacher interviews, Hat Parades, sporting carnivals, special assemblies, to information workshops and evening information sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent satisfaction and involvement in the school increases as evidenced in Satisfaction Surveys.	Great detail for inclusion in school plans from Parents as Partners surveys, Tell Them From Me Surveys all indicated that their satisfaction with school was greater than State average in all domains.	\$2,200 Community Consultation funding
Increased % of parents attending parent information sessions on understanding how to support their children's learning.	In 2015 14 parents attended the School and UOW (University of Wollongong) partnership Parent workshop for Numeracy while 30 parents attended the same in 2016.	\$450 EQUITY Socio economic funding
Data explicit in programs and displayed for community	K–2 developed data–walls for reading and numeracy. This led to further plans to extend and promote data–walls as a source of information constant for parents.	\$1640 (data–wall) Socio Economic funding

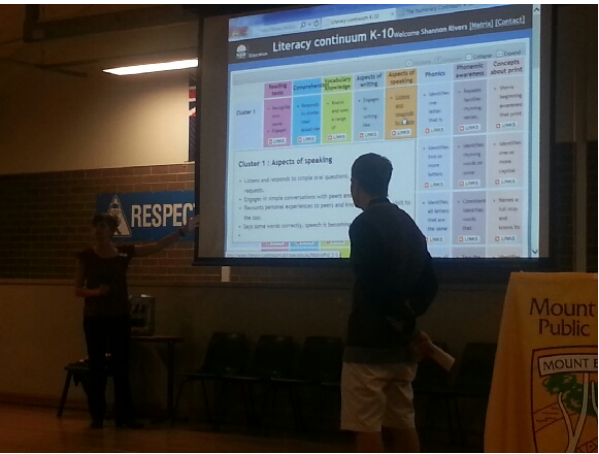
Next Steps

School will continue to pursue avenues for increasing parent engagement and involvement in school life.

TTFM and Parents as Partners surveys, focus groups, parent workshops, and parent information evenings will continue to build on parent engagement with school.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Unanimous student approval based on feedback to specialised teacher. Aboriginal behaviour records indicate fewer detentions than non indigenous students– engaged students.	Feedback survey. MATHLETICS online program. PLPs. SENTRAL records for behaviour.
English language proficiency	Strong performance from students with non–English speaking backgrounds in	ILPs reviewed by LAST
Low level adjustment for disability	LAST provision for support led to greater in–class engagement. SLSO assistance also boosted engagement of students with learning needs.	NCCD data collection– LAST. NCCD data, Reading resources AND 2X LAST teachers trained in McQUARRIELIT/MINILIT • (\$0.00)
Quality Teaching, Successful Students (QTSS)	Review all PDPs and determine improvement measures for informing 2017 goals.	Evidence proformas. Teaching Observation proformas. Time provided to teachers to observe and complete feedback and PDPs through QTSS allocation.
Socio–economic background	End of year feedback regarding collaborative planning evaluation in grade groups. Parent engagement increased through evening workshops. Focus on data–wall to inform community. Higher teacher satisfaction from significant professional learning programs.	19X 1/2 day release (\$4,275) Funds for catering evening workshops. Funds to purchase and install a data–wall. FoR/L3/ TOWN/TEN/SOUNDWAVE S/ POINT PROGRAMS ALL FUNDED • Socio–economic background (\$4 275.00)
Support for beginning teachers	L3 professional learning assisted with data use in guiding teaching and learning. Teacher MENTOR and COACH program increased beginning teacher confidence and capability. Satisfaction from attendance at Beginning Teacher conference.	Attendance at L3 program PL and purchase extra reading materials to enhance L3 (\$3,500). Mentor and Coach programs. Beginning Teacher conference attendance. Release time for teacher (colleagues) observations and professional dialogue AND planning and reflection time. • Lit/Num funds (\$3 500.00)
BUMP IT UP	End of year assesment of all trials 10 week program for ATSI students 10X 1/2 days \$225010 week program for BUMP IT UP students 10X 1/2 days \$2250 demonstrated improvement in student confidence and engagement as per survey and records.	RFF teacher used to target ATSI students in trial of MATHLETICS. SLSO utilised to support identified students • Aboriginal background loading (\$2 250.00) • Socio–economic background (\$2 250.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	184	196	202	189
Girls	180	174	181	180

Enrolments have been consistent over the last four years, maintaining close to 360–370 students. Strategies to boost enrolment over the next few years include promoting the school more openly in the community through professional brochures and literature, performances in the community and initial stages of formation of a school band.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	95.8	94.4	94.2
1	93.2	94.8	93.6	92.7
2	94.7	93.6	94.4	94
3	95.2	94.7	93.4	94.7
4	94.4	94.7	94.4	93.6
5	94.5	94.7	93.2	92
6	93.7	94.3	94.3	92.3
All Years	94.5	94.7	94	93.3
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

School attendance for Mount Brown has been slightly below State averages during 2016. This in part has been due to the isolated but chronic in-attendance of a couple of students whose attendance has been of such concern that it has led to disciplinary measures through the Department of Education's Home-School Liaison

program which has led to court appearances to address the issue. Generally attendance at Mount Brown mirrors State averages however strategies are planned for improving attendance in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	2.97
Other Positions	0.14

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Mount Brown Public School currently has no Aboriginal teachers. One Aboriginal Support Learning Officer is employed through the 'Djingga' program. Mount Brown staff regularly attend the local Aboriginal Educational Consultative Group and are building a close relationship with that structure and community.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	12.5
Postgraduate degree	87.5

Professional learning and teacher accreditation

Significant school emphasis on meaningful professional learning resulted in a vast array of learning for all staff members. The introduction of the new Professional Development Planning process saw significant focus on teachers working together on their own professional learning journeys, including one teacher who completed accreditation in 2016.

Major professional learning in 2016 focused heavily upon the following:

- Focus on Reading Phase 1– (all grades)
- Taking Off With Numeracy (Years 2–6)
- Targeting Early Numeracy (Years K–2)
- SOUNDWAVES Spelling (all grades)
- BYOT (Bring Your Own Technology) (grades 5 and 6)

Significant school funds were allocated throughout 2016 for teacher professional learning with \$10, 357 from global funds and \$42,400 from EQUITY sources..

Three Staff Development days covered mandatory CPR practices, Soundwaves Spelling, Focus on Reading, Taking Off With Numeracy, Targeting Early Numeracy and Professional Development Planning.

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	\$
Balance brought forward	270 924.49
Global funds	225 915.18
Tied funds	168 110.47
School & community sources	93 207.60
Interest	5 303.39
Trust receipts	11 741.90
Canteen	0.00
Total income	775 203.03
Expenditure	
Teaching & learning	
Key learning areas	28 657.89
Excursions	21 290.59
Extracurricular dissections	55 979.54
Library	1 509.34
Training & development	4 723.69
Tied funds	127 207.44
Short term relief	51 819.58
Administration & office	41 288.69
School-operated canteen	0.00
Utilities	32 999.26
Maintenance	12 248.96
Trust accounts	9 905.12
Capital programs	0.00
Total expenditure	387 630.10
Balance carried forward	387 572.93

The information provided in the financial summary includes reporting from 30 November to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	404 294.43
(2a) Appropriation	387 572.93
(2b) Sale of Goods and Services	628.61
(2c) Grants and Contributions	15 798.73
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	294.16
Expenses	-130 029.44
Recurrent Expenses	-130 029.44
(3a) Employee Related	-73 893.14
(3b) Operating Expenses	-56 136.30
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	274 264.99
Balance Carried Forward	274 264.99

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	2 403 554.66
Base Per Capita	20 738.47
Base Location	0.00
Other Base	2 382 816.20
Equity Total	187 907.80
Equity Aboriginal	14 361.06
Equity Socio economic	47 320.92
Equity Language	3 165.02
Equity Disability	123 060.79
Targeted Total	17 019.99
Other Total	70 619.89
Grand Total	2 679 102.34

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

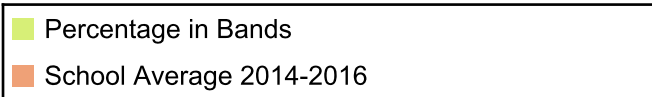
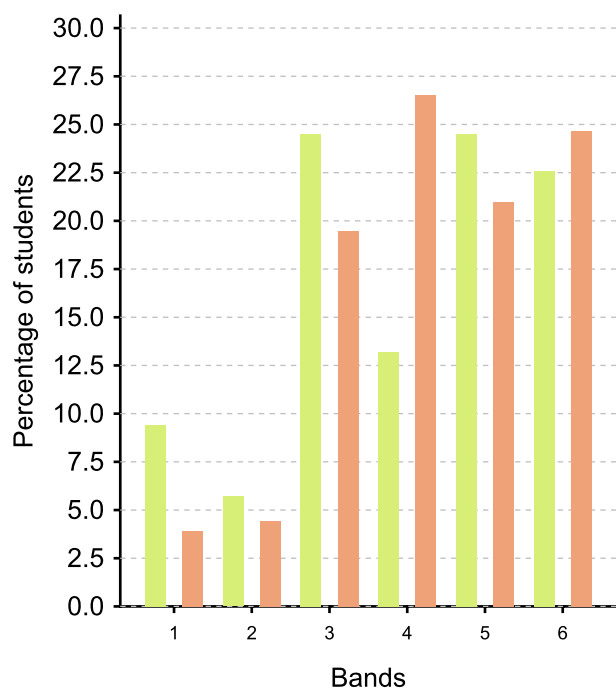
NAPLAN

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.

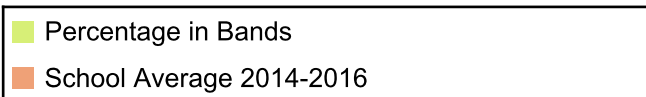
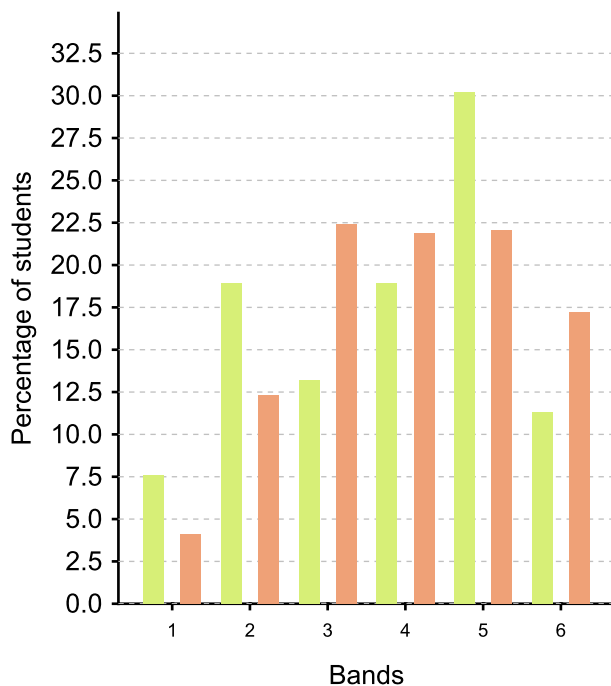
Year 3 literacy results overall were consistent with school assessment data. 2016 results were academically poorer overall than the previous few years, however our targets were met for both Spelling and Grammar and Punctuation. Numbers in bands were similar to overall averages however there are greater numbers of students requiring extra support—reflected in the graphs.

Year 5 literacy results proved most pleasing in there was improvement in top bands in Writing, Reading, Spelling and Grammar and Punctuation. The improvements made in Reading were substantial with significantly more students in top bands compared to the last three years. Year 5 targets set were all achieved for literacy in 2016.

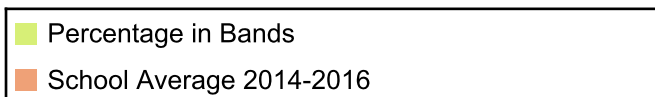
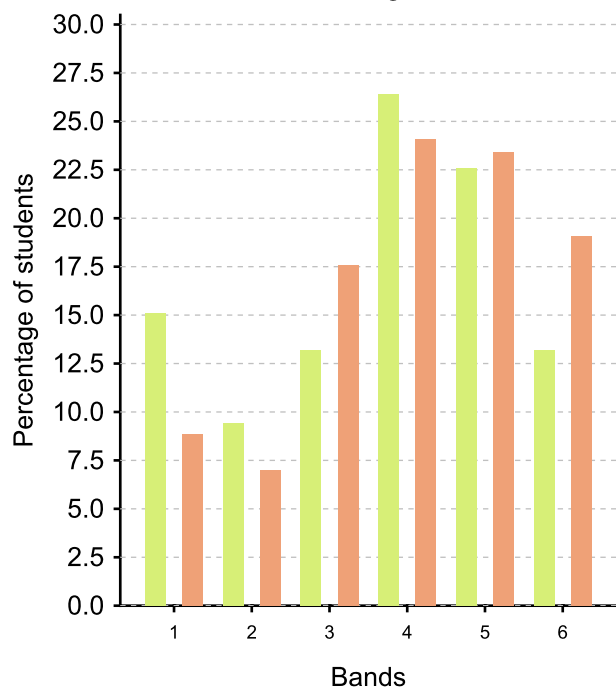
Percentage in bands:
Year 3 Grammar & Punctuation



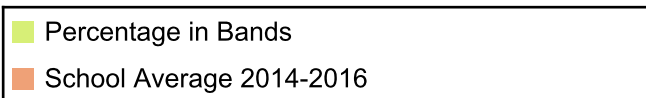
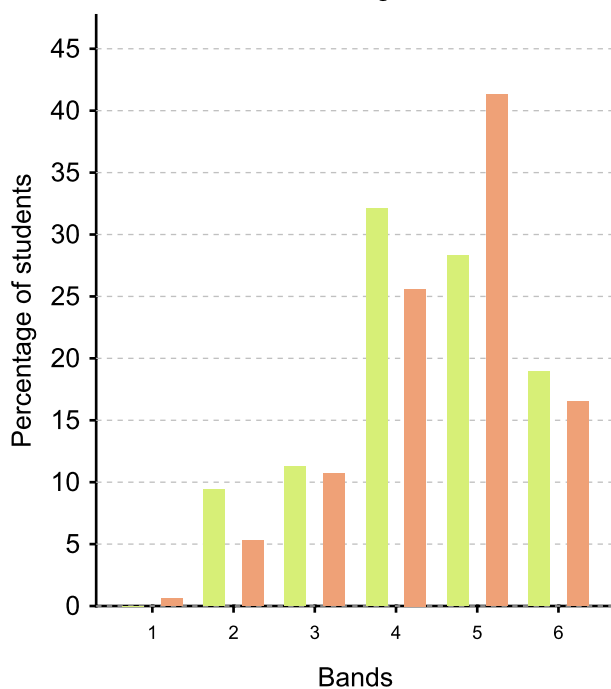
Percentage in bands:
Year 3 Spelling



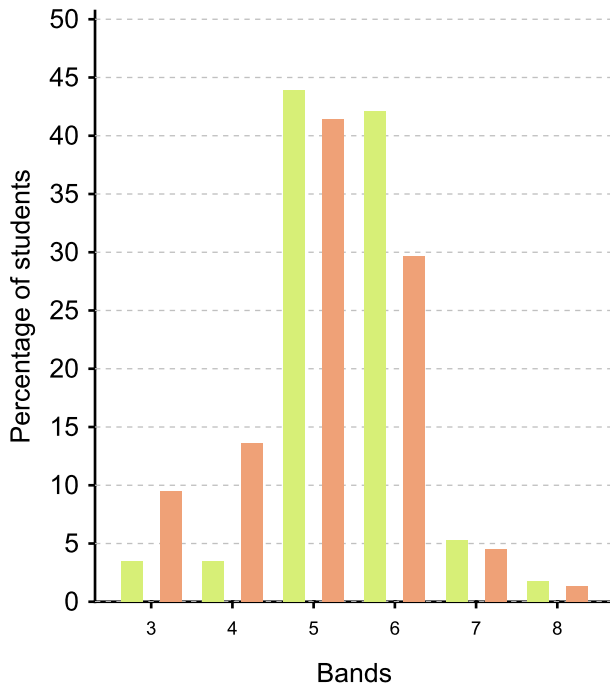
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

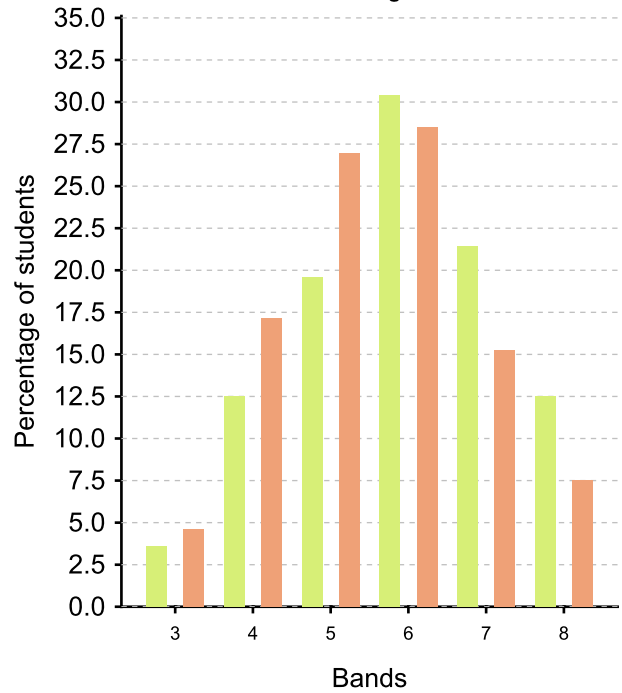


Percentage in bands:
Year 5 Writing



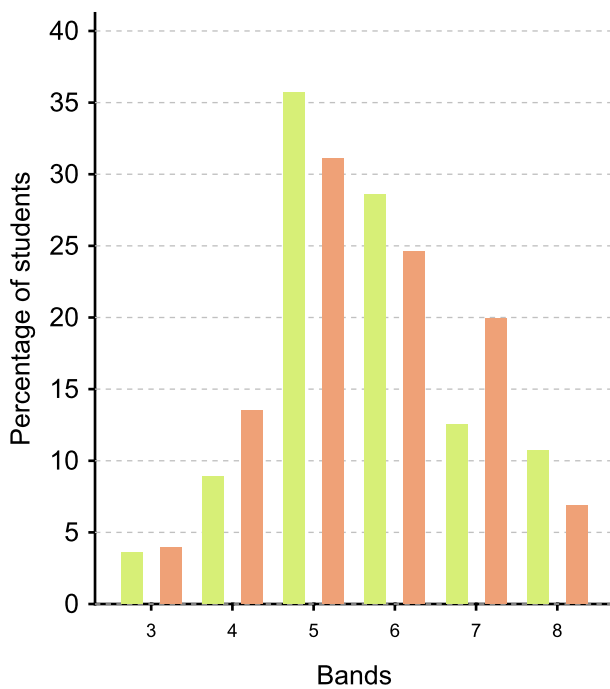
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



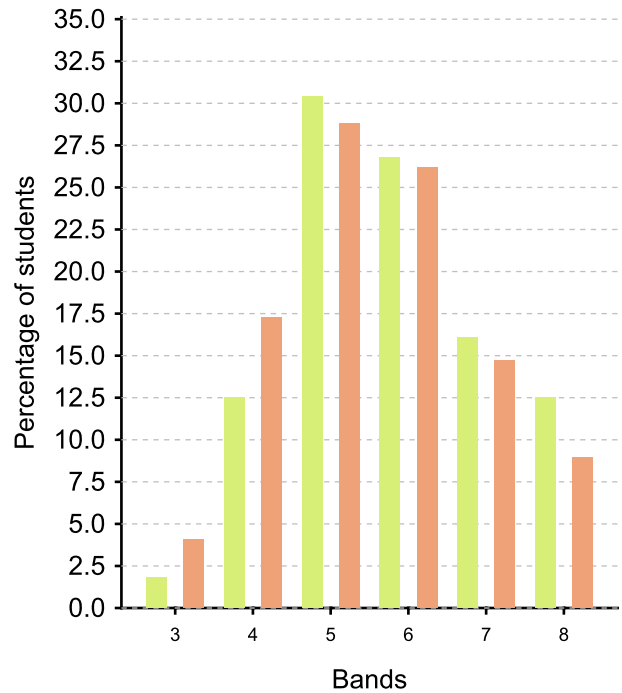
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

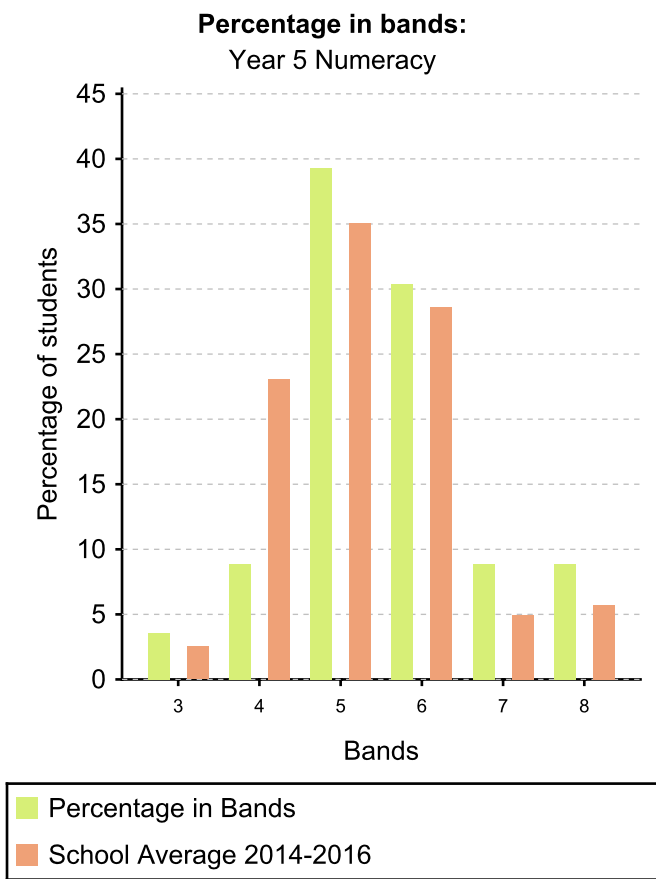
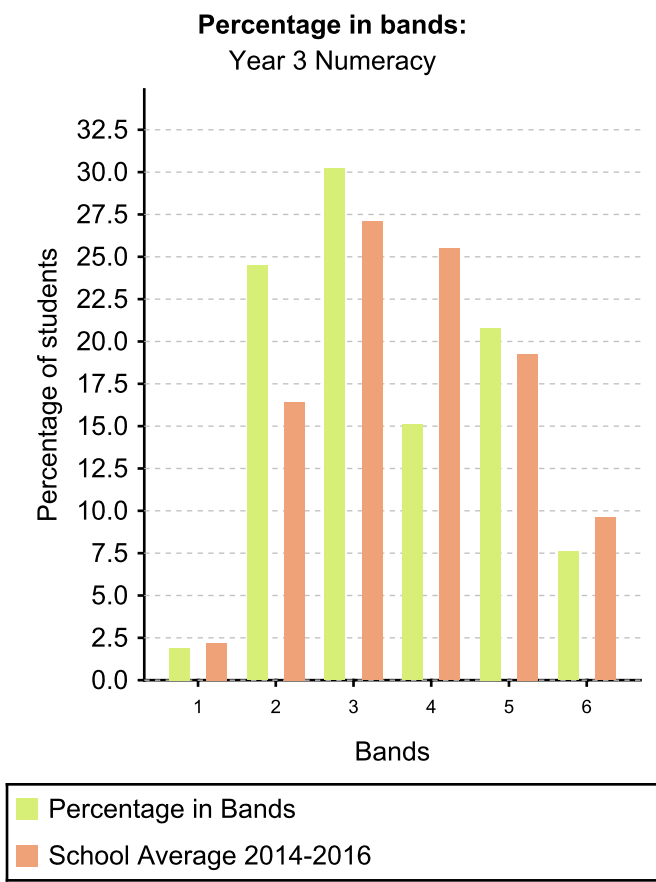
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Year 3 numeracy results were similarly slightly lower overall than the previous three years, however the increased number of students in second top band determined that overall target for proficiency bands was almost achieved in 2016. The extremely large number of students in middle bands is the focus for the school's 'Bump-it-Up' strategy to improve achievement over the next three years.

Year 5 numeracy results were encouraging with pleasing increases in the percentage of students in top bands, AND decreases in percentage in lower bands. This tends to over-represent our school in middle bands however this factor is now our school's major focus in the 'Bump-it-Up' strategy over the next three years— moving more students from mid to upper bands.



The 2015–2017 school plan included a set of targets set by the Premier of NSW. For the improvement in proficiency (top two bands) the Premier's target to be achieved by 2019 is an 8% increase in Reading and Numeracy. At Mount Brown we have broken this target down to four incremental increases of 2% per year over the four years AND have applied the target to all areas of NAPLAN.

Year Three achieved two targets:

- Spelling Target–40.1%– achieved 41.5%
- Grammar & Punctuation Target– 43%– achieved 41.7%

Year Three almost achieved their Numeracy target –29.25%– achieved 28%, Writing Target– 52.4% achieved 47.2% , however fell well short in their Reading Target– 43.7%– achieved 36%.

Year Five achieved all five targets:

- Reading Target– 23.1%– achieved 34%
- Writing Target 7.18%– achieved 18.7%
- Spelling Target–27.8%– achieved 28%
- Grammar & Punctuation Target– 25.87% –achieved 33%
- Numeracy Target – 10.45% –achieved 18%

Overall, Year 3 appear to not have performed as well as Year 5, however to keep things in perspective, as Year 3 results from Mount Brown have been so successful over a considerable period of years, their targets were substantially higher than Year 5 targets. Never-the-less, even when considering that Year 5 targets were substantially lower than Year 3, their actual achievement was considerably higher than the Mount Brown Year 5 achievement over a significant number of years, turning around the pattern of underperformance after Year 3. This is something we will work very hard to maintain at Mount Brown.

Parent/caregiver, student, teacher satisfaction

To help determine our school's parent satisfaction the Tell Them From Me surveys were utilised. With 69 parents responding, the data is most trustworthy in providing us valuable information to plan future directions for Mount Brown Public School.

In all seven domains parents at Mount Brown scores our school higher than State. This was most satisfying and provides further motivation to strive for even greater engagement from our community.

The survey indicated that there was overall pleasing parent satisfaction with a few pointers to direct our attention to be even more successful. Generally we scored very well in:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- School supports learning
- School supports positive behaviour

- Safety at school and Inclusive school
- AND still provided pointers for improvement such as:
- Parent activities are scheduled at times when I can attend
 - Parents talk to their children about the importance of schoolwork
 - Parents are well informed about opportunities concerning their children's future

The 2016 Tell Them From Me surveys also provided us with future directions for parent workshops. Surveys indicated that the parents would most likely attend the following workshops:

- Cyber-safety
- Supporting children's mental health and wellbeing
- Mathematics

The results from the Tell Them From Me surveys have informed milestones for the 2017 school plan.

at St Luke's Retirement Village, Harmony Day, Presentation Day and numerous school assemblies throughout the year.

Once again the school's anti-racism contact officer met with students in proactively guiding a tolerant school culture and was also available for any cultural or racially based issue so all students feel listened to, supported and accepted.

Policy requirements

Aboriginal education

Mount Brown Public School received Aboriginal background funding in 2016. Our plan included:

- The appointment of an Aboriginal Support Learning Officer two days per week to work across all grades
- Trial of the engaging technology program MATHLETICS to increase student engagement in mathematics
- The appointment of a special teacher for 1/2 day per week for all Aboriginal students, aimed at increasing student engagement in literacy and numeracy
- Personalised Learning Plans for all Aboriginal students

As a result of the initiatives :

- Aboriginal students were supported in literacy and numeracy by the SLSO
- Aboriginal students indicated that they found Mathematics more exciting when using engaging technology, especially the interactive games from MATHLETICS
- Aboriginal students indicated they felt better supported following the 1/2 day special teacher intervention program

Multicultural and anti-racism education

2016 saw the commencement of the review of all curriculum scope and sequences and curriculum plans. In this, culturally sensitive and inclusive classroom and school practices will be imbedded in all curriculum areas. Further to this, the review will help ensure all programs foster student understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Our music programs included cultural songs and instrumentals through choir and drumming performances throughout the year. The choir performed