

Mount George Public School Annual Report



2017



2637

Introduction

The Annual Report for **2017** is provided to the community of **Mount George Public School** as an account of the school's operations and achievements throughout the year.

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

Peter Falla

Principal

School contact details

Mount George Public School

Nowendoc Rd

Mount George, 2424

www.mtgeorge-p.schools.nsw.edu.au

mtgeorge-p.School@det.nsw.edu.au

6550 6555

Message from the Principal

Another busy and successful year for the Mount George Public School community. We have enjoyed many highlights culturally, academically, creatively and personally.

In 2017, we coordinated in collaboration with the Mount George P & C, Mount George School of Arts and greater Mount George community a second successive Back to Mount George Festival. It was again a memorable day for the students of Mount George Public School. The older years 3–6 students, held their own market stall in which they designed and made innovative products as part of the Kidpreneur Program. All profits from their market stall went to a charity of their choice. The market stalls were varied, ranging from rock sculptures and plants, bracelets, recycled bikes, kites, jewellery boxes made from books and dream catchers. The students found their rhythm in the drumming workshops on the main stage with well known artist Afro Moses. They were mesmerised by an accomplished local magician who has performed in Las Vegas. Finally, the event all the students were waiting for – The Billy Cart Derby. There were again, plenty of thrills and spills in the main event of the day with another strong field of 80 billy cart entries. The Manning River Times kindly made a video of the derby highlights and put it up on social media receiving 9800 views from the greater Manning Valley community.

Our major excursion for 2017 was to the Great Aussie Bush Camp at Tea Gardens, with 19 out of the 20 eligible children attending. The Great Aussie Bush Camp was such a fantastic excursion and our kids were great. They all stepped out of their comfort zone and faced their fears on a lot of the activities which included the Giant Rope Swing, Flying Fox, Rock Climbing, Canoeing, Mud World and Archery. All the students worked really well together as a group and cared for one another. They made some enormous personal growth in their grit and determination, resilience and independence, and they were a pleasure to take away.

Our school community again participated in the Campout with Kids program. This program is an overnight event where one parent camps out at the school with one student. In the facilitated program they have one-on-one time together, participate in fun games and activities, connect with other parents, share meaningful stories, learn strategies to develop the emotional wellbeing and resilience in their child and create memories to last a lifetime. It was a successful event with 70% of the families participating in the program and lots of positive feedback received.

Our Stephanie Alexander Kitchen Garden Program continues to be a feature of our curriculum delivery and provides some meaningful experiences and delicious food. A major highlight from the kitchen garden program this year included our students growing, harvesting, cooking and serving food for 25 visitors from the Wingham Nursing Home. The students conducted a three course service, including a potato and leek soup for entrée, vegetable lasagne and fresh garden salad for main and a local citrus inspired masterpiece – citrus ice cream, set inside of an orange, and lemon tart and candied orange peel for dessert. 2017 also saw the creation of a parent inspired initiative – an outdoor classroom. Thank you also to the continued support from our fantastic parents who continue to volunteer their time to support the program.

The students participated in the NAIDOC Day activities at a combined primary school event at Wingham Brush Public School. The students participated in a variety of activities ranging from Aboriginal Elder story telling, traditional weaving methods, aboriginal bush tucker tastings and traditional painting techniques. Also this year, we enjoyed some further Aboriginal craft activities & an Aboriginal dance group from Chatham High School while participating in a small schools day with Bobin PS and Elands PS.

Some other significant learning activities and experiences in 2017 included: inter-school social learning opportunities with Bobin PS, Elands PS and the Wingham public schools, NSW PSSA State Tennis Knockout, Athletics, Swimming, Cross Country, Newcastle Transport Museum Excursion, Small Schools Public Speaking Competition, Harmony Day, ANZAC Day, Easter Hat Parade, Book Week, Education Week, Diary of a Wombat and Mr Stink Stage shows at the Manning Entertainment Centre & Glass House Port Macquarie, Engineering Challenge Day at Taree Race Course, Pine Wood Inter-School Derby, Gymnastics, Intensive Swimming, Rube Goldberg Challenge, Disco's, Reptile Visit, guitar & singing groups.

Our students also had the privilege of working with local musician and educator Ty Soupidis to re-write and compose our new school song. All the students kindergarten to year 6 were involved in the writing process. The students then auditioned for 6 spots to go to the recording studio at 2Bob FM to record our new school song. It was an amazing learning experience for all the students involved and really inspired our students.

What a year! What fantastic opportunities our children have had the privilege of participating in. We really are a 'Small School with Big Experiences'.

None of this would have been possible without our incredible team here at Mount George Public School. I am extremely lucky to work alongside a wonderful bunch of talented, hard-working and dedicated people. Our 2017 Mount George Public School team includes:

- K-2 Wattle Classroom Teacher – Miss Kate Meehan
- LAST Teacher – Mrs Nicole Austin
- Cedar, Library & RFF Teacher – Mrs Jodie Lednor
- School Administration Manager – Ms Leanne Fulton
- GA Extraordinaire – Mark Hayward
- School Learning Support Officer – Mrs Samantha Wilmen
- School Wellbeing and Community Officer – Mrs Pam Taylor
- School Assistant and Community Volunteer – Mrs Cindy Smoothy

I would like to finish by thanking our fantastic outgoing Year 6 school leaders Caity Watkins & Gracie Minns. I wish them well in high school and their future endeavours.

Peter Falla

Principal

School background

School vision statement

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

School context

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

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.

In our 2017 school evaluation process, Mount George Public School staff have worked collaboratively to collect, examine, analyse and evaluate a range of quantitative and qualitative evidence. The evidence was carefully selected to support our judgments against the School Excellence Framework (SEF).

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

We have continued to place a strong emphasis on building a productive learning culture to support our teaching and learning programs at our school. Through the vehicle of the Stephanie Alexander Kitchen Garden Program, we have continued to build positive respectful relationships with our parents and the community. For example, this year in the program we coordinated a mock Café experience where the students (with the parents help) grew, harvested cooked and served a three course meal for patrons from the Wingham Nursing Home.

Our re–structured wellbeing system and our focus on engaging Aboriginal students in quality education has helped us strategically support holistic wellbeing in our students so they connect, succeed, thrive and learn. Effective consultation and communication with students and parents around our Wellbeing Policy has allowed all the stakeholders to gather a clear understanding of our behavioural expectations. We have encouraged all students to recognise and respect the Aboriginal culture and all cultures in our school through our teaching programs and initiatives such as NAIDOC Day and Harmony Day.

The teachers at Mount George Public School implement evidence based teaching strategies and are dedicated to the ongoing improvements of all the students in our care. Focusing on teacher quality and 'What Works Best' has helped us to reflect on our own practice and deliver quality, differentiated programs that meets the diverse needs of our students. We combine with schools in the COWs and small schools in the Manning area to improve the curriculum provision.

Future Directions

In the next school plan we will be looking to further strengthen our Wellbeing Policy with better monitoring, improved explicit teaching, signage and communication. In conjunction with this, we will focus on improving the learning dispositions of the children with a major focus on growth mindset and the teaching and reflecting of key learning

dispositions highlighted in the 'Futures Learning'. We will also look to improve and strengthen our evidenced base practice by implementing a three way parent–student–teacher interview once a term and "Best work folder" to hold evidence and be the basis of discussion. Finally, to further develop the students metacognition, self–reflective and growth mindset, learning we are introducing a learning journal for the students.

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

At Mount George Public School, all teachers are dedicated to improving their own practice in order to help the students learn. Teachers use a variety of learnt techniques and strategies, based on evidence, to engage students and differentiate lessons for their students.

Our focus on writing has helped our staff collaborate and use data to drive the writing lessons in our classrooms. We conduct a 5 weekly writing sample and assess it as a team, to ensure consistent teacher judgement and to identify clear writing goals for the students. This process has helped all of the staff improve their knowledge of the curriculum, assessment and teaching strategies to target these goals. We have clear evidence in the writing samples to report back to students and parents to show the growth in this facet.

Future directions

In the next planning cycle we will concentrate on the research of John Hattie and will collaborate with our COWs (Community of Wingham Schools) to implement Visible Learning. This will involve a lot of collegial collaboration and observations and peer coaching which will be a huge benefit to our small school. It will also focus on improving our data transparency for students and parents.. We will strive to develop a language of learning in our school and a shared understanding of what makes a good learner.

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

Through our rigorous and strategic approach to the school plan and projects we have led we have demonstrated a commitment to a school–wide culture of high expectations. We have carefully allocated resources and human capital to best support the students learning. Internally, we are always carefully monitoring our school planning milestones as a whole school community. As decisions and management systems are reflected against our mission statement of: At Mount George Public School "We Strive" to provide a happy, caring and stimulating environment where children will achieve personal and academic growth, so that they thrive at school and beyond. We understand the position of responsibility we are in as a school and we meticulously collect evidence that shows the growth and development in our students.

Future Directions

In the next planning phase, we look forward to engaging our parents in a shared sense of responsibility for student engagement, learning, development and success. We will plan to achieve this through the three way student–parent–teacher termly discussions. We will also focus on improving the quality of the evidence to back up the implementation of our school plan. Furthermore, we will communicate more effectively with our school community our progress towards our school planning goals.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

DYNAMIC, CREATIVE & PRODUCTIVE LEARNERS

Purpose

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

Overall summary of progress

Early Action for Success

In 2017, the focus for our Early Action for Success (EAFS) program remained on building teacher capacity to implement quality literacy and numeracy programs. We adapted to a new model of implementation this year. We had a new instructional leader appointed who worked closely with our school, building assessment capabilities and consistent teacher judgement. This also provided peer coaching opportunities, support and professional learning on site.

Targeted support for Literacy and Numeracy programs

We continued a whole school 5 weekly writing summative assessment. This involved the teaching staff analysing writing samples, assessing them against the Literacy Continuum, utilising the writing assessment tool, plotting the children and establishing a goal to improve their writing. This process has helped our understanding of the Literacy Continuum and improved our consistent teacher judgement.

Quality Education for Aboriginal Students

At Mount George Public School this year we have continued to employ a number of measures to engage our Aboriginal students in quality education and focus on closing the gap. We have engaged parents in the learning process through Personalised Learning Plans (PLP's), ensured an Aboriginal perspective is present in all of our teaching and learning programs, Aboriginal culture's celebrated in the school and extra support provided for Aboriginal students with learning needs. Unfortunately, due to the health of our Aboriginal Elder and her family, we were unable to collaborate with her in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">In Literacy: Kindergarten to reach cluster 4, year one to reach cluster 6, year two to reach cluster 8 by the end of the year.In Numeracy: Kindergarten to reach cluster 2, year one to reach cluster 4, year two to reach cluster 6 by the end of the year• ATSI student attendance improvement to 90%• 70% students to achieve stage appropriate progress as evidence by the continuum markers.	<p>Aboriginal Background Loading \$4347</p> <p>Low level Disability \$23064</p> <p>Socio-economic Background \$16000</p> <p>These loadings have been used to employ an SLSO to further support students with specific and diverse needs particularly in numeracy and literacy development K-6. We have also purchased resources including texts that help to support our students in curriculum delivery.</p>	<p>70% of K-2 students achieved at or beyond the targets set for literacy and numeracy.</p> <p>Currently 58% of K-6 students achieved stage appropriate progress evidenced by continuum markers.</p> <p>At the conclusion of the 2017 school year our ATSI student attendance was 87.75% and our overall was 96% our best in years.</p> <p>5 weekly writing assessment schedule established. Consistent teacher judgement has been achieved through this process of collaboration. Professional dialogue has helped set writing goals and informed differentiated practice.</p>

Next Steps

Early Action for Success

In 2018, we will continue to build capacity through quality professional learning and peer coaching. We will also continue to further support our young learners to achieve the minimum EAfS benchmarks with strategic tiered interventions. The new Learning Progressions will provide a new assessment tool for staff to learn and utilise for continuous student tracking, assessment and feedback as to where next, for our students. We will continue to access and collaborate with the EAfS collegial professional learning community to consolidate the teaching of early numeracy and literacy. Using the PLAN data and standardised test data from 2017, the school has set targets for student achievement in 2018:

- 80% of K–2 students to achieve proficiency levels as indicated by EAfS benchmarks on the Literacy and Numeracy Progressions
- 70% students to achieve benchmark writing outcomes on the Literacy Progressions
- 90% students to reach RR level 9 by the end of Kindergarten, RR level 16 by the end of year 1, RR level 22 by the end of year 2 and RR level 26 by the end of year 3.

Targeted support for Literacy and Numeracy programs

- Continue to embed the 5 week whole school writing assessment program to monitor the students progress in writing. Support this process with effective conferencing with the students to highlight gains and set goals for improvement.
- Combine with other small schools in our collegial network group to further develop a deep understanding of writing assessment, planning for and the teaching of writing. In 2018 we have joined a collegial network led by our regional Curriculum Leader to form a writing team that analyses, evaluates and plans for writing improvements in our community of schools. This professional learning in writing will build our capacity to support our students.

Quality Education for Aboriginal Students

- Continue to work with parents, community members and our Aboriginal Elder in providing quality, meaningful and culturally appropriate learning programs.
- Continue to implement the 8 ways pedagogies in the classroom and support each other through peer coaching and professional observations.
- Improve our Aboriginal students' attendance from 87% to 95% by working with the families, ASLO and a recognition award system of good attendance.

Strategic Direction 2

QUALITY PRACTICE & SYSTEMS

Purpose

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

Overall summary of progress

Organisation and Systems

Our school wellbeing system continues to develop and grow through consultation with staff, students and the P&C. In 2017, we evaluated our current wellbeing policy against the Wellbeing Framework and built on suggestions from the relevant stakeholders. The teaching of core values and expectations was also a strong focus in supporting the system. In addition, we continued to employ a Wellbeing and Community Officer for 3 hours a week to further support the emotional wellbeing of our students and provide an additional link between the school and the wider community. This resulted in a decrease in the amount of negative incidences recorded in Sentral.

Our assessment and recording system continues to grow using a whole school mapping tool based on the literacy and numeracy continuums. This tool allows us to pull up on a spreadsheet exactly where all the students are along the continuum at any point in time. It also shows us the growth in the children over the year. So in 2017 the literacy and numeracy continuum continues to be utilised as a clear blueprint for tracking student progression and is complemented by Australian Council for Educational Research (ACER) online assessments for comprehension and maths, diagnostic tests and other standardised tests.

Teacher Quality

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">60% students to achieve proficiency bands in Literacy and Numeracy NAPLAN resultsAll students to demonstrate appropriate growth in Literacy and Numeracy achievement as indicated by Year 5 and Year 7 NAPLAN data.	<p>Awards and prizes to support Wellbeing system. ACER Online Reading Comprehension and Mathematics Assessments. Wellbeing and Community Officer employed.</p> <p>Maths & English Assessment \$515</p> <p>Awards and Prizes to support Student Wellbeing system \$662</p> <p>Student Wellbeing Officer \$4503</p>	<p>Value Added NAPLAN Results:</p> <p>K-3: Sustaining and Growing</p> <p>3-5: Delivering</p> <p>5-7: Delivering</p> <p>80% of our Students are At or Above NMS in NAPLAN</p>

Next Steps

Organisation and Systems

- Continue to modify our school wellbeing policy through consolidation and evidence.

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

Teaching Quality

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

Strategic Direction 3

COMMUNITY PARTNERSHIPS

Purpose

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

Overall summary of progress

Stephanie Alexander Kitchen Garden Program

Stephanie Alexander Kitchen Garden Program continues to be a feature of our weekly school routines, based on strong project based learning and cooperative learning principles. The parents, local communities and businesses continue to support our program. In 2017 we provided a mock café experience for a local nursing home. This was a huge success with rich learning outcomes achieved from paddock to plate. In addition, the teaching and learning programs and curriculum integration continue to improve, There is high engagement from the students in activities and attendance is high on kitchen garden days. We modified the program from weekly to fortnightly structured lessons.

Community Events

The community project for 2017 was the second Back to Mount George Festival large scale collaborative event. Some of the community achievements from the event include:

- 100% student participation
- 800–1000 visitors
- Magic Show that featured a local magician
- Billy Cart Derby with 80 participants including 90% of our students and students from the local high school
- Successful collaboration between school, P&C and school of arts
- Large involvement from local community and surrounding communities in the event
- Mount George Public School Students involved in African Drumming Workshop.
- Students held their market stall as part of the Kidpreneur program

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Families and community members contribute to the life of the school as determined by the School Assessment Matrix.• Increased participation and engagement in meaningful extra-curricular activities with other schools as verified through school community feedback.	SAKG expenses \$5000 BTMGF Expenses \$1500	<p>Against the Families and Community Matrix we are currently working at the Sustaining phase of providing our families and community members with opportunities to participate in the life of the school, especially when working with the P & C and local community to organise and run the Back to Mount George Festival.</p> <p>Collegial networks and working partnerships with the COWS and Manning Small Schools has continued to provide extra opportunities for the students and additional professional learning opportunities for teachers.</p> <p>Community survey feedback indicated that 95% of students enjoyed the extra-curricular activities we had with other schools.</p> <p>Another successful year in the kitchen garden with significant growth in the delivery of lessons with</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Families and community members contribute to the life of the school as determined by the School Assessment Matrix. Increased participation and engagement in meaningful extra-curricular activities with other schools as verified through school community feedback. 		<p>more structure and curriculum integration. Volunteers continue to support the program which has helped to foster more positive relationships in the community.</p> <p>Public Speaking continues to be a success within the small schools group.</p> <p>Our transition initiative with our year 6 students was a success this year. The students made friends and felt more comfortable going to the high school orientation day.</p> <p>The second Back to Mount George Festival and Billy Cart Derby which was again a great success – 80 billy cart entries – magic show, live music, drumming work shop, markets and a huge positive response on social media with 10 000 people viewing the manning river times highlights video of the billy cart derby. Which will set it up nicely for next year.</p>

Next Steps

Stephanie Alexander Kitchen Garden Program

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

Community Events

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4347	<p>Improve attendance among Aboriginal students. Up to 96% all students.</p> <p>Improved learning outcomes for all Aboriginal students as determined by internal and external assessments</p>
Low level adjustment for disability	\$23 064	<p>Students achieved learning goals they set with additional support.</p> <p>SLSO supported early literacy development through the Multilit program. 90% of students who participated in the program showed growth in English assessment data.</p>
Quality Teaching, Successful Students (QTSS)	\$1930	<p>Principal was released from face to face teaching to strategically evaluate assessment data and impact of the last school plan to plan for the new school plan.</p>
Socio-economic background	\$21 375	<p>High participation in excursions and all school activities.</p> <p>School Wellbeing Officer helped students and families with diverse needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	11	12	13	7
Girls	10	13	14	18

Student attendance profile

School				
Year	2014	2015	2016	2017
K	78.6	95.6	94.1	92.7
1	93	81.7	91.4	96.2
2	94.2	88.1	84.9	96.2
3	90.8	91.6	89.1	95.1
4	91.3	81.9	86	95.1
5	92	91.8	94.6	98.1
6	96.5	92.7	86.4	99.7
All Years	91.4	89	90	96.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

When an attendance concern is noted the following procedures are followed:

- Teacher phone or face to face contact with parents. Information diarised and entered in Sentral Student Profiles.
- Teacher provides feedback to Principal.
- If attendance continues to be unjustified, below 80% and parents are not engaging with the school to improve attendance, a letter of concern is posted to the family and a meeting is requested.
- When attendance continues to be of concern then a second letter of concern is posted indicating that a HSLO/ASLO referral will be made.

Referral to HSLO/ASLO

- Ongoing communication has not be successful
- Principal informs Child Wellbeing Unit around Educational Neglect
- Principal completes HSLO referral with attached attendance records
- Referral scanned and emailed to Student Services – Forster district Office
- Student Services determine strategy and communicate with school

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.37
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

Although we have no employed Indigenous members of our staff, we do have regular local Indigenous volunteers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

Mount George PS has three new scheme teachers, all

of which are maintaining accreditation at Proficient level from NESAs. The teaching staff at Mount George Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. Teachers had professional learning in the following areas:

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

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	81,310
Appropriation	74,664
Sale of Goods and Services	16
Grants and Contributions	6,603
Gain and Loss	0
Other Revenue	0
Investment Income	27
Expenses	-36,472
Recurrent Expenses	-36,472
Employee Related	-18,341
Operating Expenses	-18,130
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	44,839
Balance Carried Forward	44,839

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	394,290
Base Per Capita	4,126
Base Location	1,967
Other Base	388,197
Equity Total	48,785
Equity Aboriginal	4,347
Equity Socio economic	21,375
Equity Language	0
Equity Disability	23,064
Targeted Total	0
Other Total	1,943
Grand Total	445,018

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

All respondents (teachers, students and parents)

enjoyed going to school in 2017. The main reasons, excellent care for the students and the fun activities including extracurricular activities the students participated in.

All students enjoyed the lessons they participated in 2017.

Parents identified some areas to improve on including notice given for upcoming events and behaviour on the bus.

The students indicated that they wanted to learn more about bullying.

The activities the students enjoyed the most in 2017.

- Excursions
- Sport
- Kitchen Gardening
- Disco
- Extra support in the classroom
- Computers

Policy requirements

Aboriginal education

Aboriginal education is of major importance at Mount George Public School. An Aboriginal perspective is provided when Australian history is studied by students in HSIE units, with a view that all students develop an informed understanding of Australia's Indigenous people, their culture and the importance of the reconciliation perspective. We celebrated NAIDOC week with our school neighbours Bobin PS, Elands PS and Wingham Brush Public School. On this day we delivered a range of Aboriginal cultural activities ranging from traditional rock art, music, boomerang making, and indigenous games.

Multicultural and anti-racism education

Multicultural education is taught in all Key Learning Areas including HSIE. Anti-racism principles are explicitly taught as well as built into our school wellbeing system. In addition, we integrated Harmony Day into our Kitchen Garden day. The students dressed with a culture they identified with and we learnt and cooked different cuisine from around the world before further learning about their culture.