

Mudgee Public School

Annual Report



2017



2656

Introduction

The Annual Report for **2017** is provided to the community of **Mudgee Public** 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 also outlines the School's performance in the annual NAPLAN tests that assess student performance in literacy and numeracy. The financial accounts of the School are represented in summary form and student attendance data indicates how the School's attendance rates compare to the rest of the NSW Public School system.

Towards the end of the report, feedback is provided as to the levels of parent, student and staff satisfaction as well as highlighting some significant student achievements throughout the year.

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Message from the Principal

Mudgee Public School continued to provide a quality education to each and every child in 2017, continuing this work since the school commenced in 1855. 2017 has seen the number of students at Mudgee Public continue to grow – 653 at the start of the year to just under 690 at the end of the year.

The school aims to provide a wide range of opportunities to enable every child to feel that they have achieved success in 2017. Academic, cultural and sporting activities provided a high level of engagement, supported by a dedicated staff to further the learning of each child. A highlight of the year were the excellent 'value add' results the School obtained in the 2017 NAPLAN tests. These results highlighted the overall quality progress made by students across the School.

My thanks to all who have supported Mudgee Public School in 2017. The school is well-respected in the community and enjoys a positive relationship with many organisations within the town.

My sincere thank you to our P&C who contributed in many ways to the school, supporting school events and assisting with funds for school resources. Our students also deserve congratulations for their efforts in 2017. As we progress through the 21st century, the skills they learn each day will enable a positive and productive contribution to our future society. Finally I thank all of the staff who have worked tirelessly over the year. As a group, we reflect on a successful year of learning and achievement for the students of Mudgee Public School.

Alan Kerr

Principal

School background

School vision statement

Belonging to the Learning Journey.

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

School context

Mudgee Public School has an enrolment of 688 students with 10% Aboriginal population and has a proud tradition of providing quality public education since 1855.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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 Learning Domain, the school demonstrated a high level of commitment to student learning and achievement with the 2017 NAPLAN results showing improvement from the previous year. Positive and respectful relationships are evident among staff and students to promote student wellbeing with a number of strategies implemented to ensure students are learning focused throughout the year. Examples include a *Catch Up Club* to improve attendance of indigenous students, a *Check In Check Out* Positive Behaviour for Learning initiative and the addition of an extra Deputy Principal to oversee student welfare at the school. The school's value-add trend was at Excelling for Years K to 3 and at Sustaining and Growing for Years 3 to 5 and Years 5 to 7.

In the Teaching Domain, a focus on collaborative planning and assessment was evident through twice term meetings of teachers on each stage. This enabled programming and assessment tasks to be planned and implemented. The school used the *What Works Best Reflection Guide* to evaluate teaching practice and teachers undertook professional learning to build capacity on the analysis and interpretation of student data. A Deputy Principal oversaw the professional learning of teachers with teachers allocated extra time to fully engage and benefit from the Personal Development Plan process.

In the Leading Domain, the leadership team focused on the continuous improvement of teaching and learning with reference to the *What Works Best* document from the Department's Centre for Evaluation and Education. School leaders led stages in targeted professional learning to develop consistency in curriculum delivery and assessment. The leadership team evaluated the effectiveness of major areas of expenditure to ensure the focus centred on improving student learning outcomes.

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

Partnerships in Learning

Purpose

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

Overall summary of progress

There were three main processes the school implemented in 2017 in this strategic direction. These were: Establish the expectations, roles and responsibilities of all involved in the partnership. Establish systems to support student learning and wellbeing. Professional Learning around growth mindset.

The school's self-assessment processes indicated that good progress was made in 2017. This year we focused on student wellbeing, supporting students' social and emotional learning. The school implemented *Bounce Back* a wellbeing and resilience program designed to support the general capability of Personal and Social competence, across all classes K–6 including the Support Unit. In 2017, we employed a Social Worker one day per week to support the wellbeing of students and their engagement in their learning. The social worker worked with students and parents to address identified concerns and provide ongoing welfare support. The social worker worked under the guidance of the School's Learning and Support Team and in conjunction with the School Counsellors and Deputy Principal Welfare. We also employed a welfare teacher for 0.8 of the school week. She coordinated the Learning Support team, worked closely with the Deputy Principal Welfare and the School Counsellors.

The Tell Them From Me Student Engagement survey reflected the school's focus on student engagement, showing pleasing increases in the students social and emotional wellbeing. Students who are socially engaged are actively involved in the life of the school. This involvement can give them a sense of belonging at school and increase academic motivation. On the three measures of social engagement; Sense of Belonging; Participation in Sports and Clubs; and Positive Relationships, the school saw a significant decrease in the gap between the school mean and the NSW Pilot norm with the measure of Positive Relationships surpassing the NSW Govt norm this year. 90% of Year 6 students stated they have friends at school they can trust and who encourage them to make positive choices compared to the NSW Govt norm of 87% for this year group. 76% of Mudgee Public School students from Years 4–6 said they feel accepted and valued by their peers and by others at their school.

To continue on from the establishment of a coordinated whole school approach to student wellbeing in 2016, a whole-school system review of the support we provide to our ATSI students and our students with low level disabilities in the mainstream was continued this year. This review ensured strategic resourcing in these areas. Systems to support student learning and wellbeing have been expanded to include time for teachers to work with students, parents and support staff in the development of appropriate individual learning plans; identifying SMART goals for students and strategies to support them in the achievement of these goals. All students who require an Individual Education Plan [IEP] work with support staff at the school to cater for their individual learning needs. Mudgee Public School began a partnership with Uniting Care to have a Family Connector employed one day per week at Mudgee Public School to support our families in finding services that will help them as part of the Family Referral Service. This program has been beneficial to our students and has supported parents to receive assistance from various community groups. The action research project was expanded in 2017 with each member of the initial research team from 2016, coaching a number of other teachers in the use of formative assessments. During curriculum planning days, stage teams considered how students can be integral to each step in the learning process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of targeted teachers providing effective feedback to students.	From \$318 811 Socio Economic Background	The effect the initial research team had when sharing their knowledge with their colleagues led to more teachers engaging in professional dialogue on feedback to deepen their understanding about what teachers can do to make the most difference. Much of this learning is based on John Hattie's research around maximising our impact on learning. Clarifying, sharing and understanding learning intentions with students, engineering effective discussions, tasks and activities that elicit evidence

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of targeted teachers providing effective feedback to students.		<p>of learning and providing feedback to move learners forward were all focuses of the classroom research teachers engaged in.</p> <p>100% of teachers who participated in the Action Learning Project reported significant shifts in how they provided feedback to students. All teachers reported that their feedback was more effective as a direct result of the coaching from their colleagues and the curriculum days that focused on the use of formative assessments and feedback. Results from The Tell Them From Me student survey rated 8.2 out of 10 for Rigour where students find the classroom instruction is well organised with a clear purpose and with immediate and appropriate feedback that helps them learn. The Tell Them From Me Teacher survey results indicate an increase in teachers (across the school) providing students with feedback on their work that brings them closer to achieving their goals. Data analysis indicates a result of 7.7 school mean which is in line with the NSW Govt Primary Norm to the dimension of Quality Feedback.</p>
% of students in target group able to explain their position on the Literacy / Numeracy Continuums.	From \$20 518 Literacy and Numeracy Funds	<p>Over 80% of students in the target group reported that they feel better able to reflect and report on the achievement of their learning. Through the use of I Can statements and revised self and peer assessment mechanisms, students felt that their confidence as learners had increased dramatically and that they are now mapping their progress against their personal learning goals, in at least one area of learning (predominately writing).</p> <p>Students in the target group reported that they now know what the expectation, or learning intention is, the key concepts being learnt, what they can do already, what the next thing is they need to learn or be able to do (learning progression), how to make a valid and informed judgement about their successes and how they can show what they can do or know.</p>
%of targeted students with IEPs	<p>From \$86 537 Aboriginal Funding</p> <p>From \$193 417 Low Level Adjustment for Disability Funding</p>	100% of targeted students had Individual Education Plans established and implemented to sustain their learning in 2017. These students were supported by School Learning Support Officers, Welfare Teacher, Speech Pathologist, Social Worker and Chaplain.

Next Steps

In 2018 we will implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling. We will continue with our comprehensive welfare strategies, including The Bounce Back program, a wellbeing and resilience program across all classes. Our Learning and Support team and our Wellbeing team will continue to improve their processes so that every child who is identified as needing support is being referred and receiving support. We will strengthen systems to support staff wellbeing recognising time constraints and workload, resulting in staff feeling valued and supported. We will continue to welcome parents and carers to engage in their child's learning.

Strategic Direction 2

Culture of Performance and Development

Purpose

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

Overall summary of progress

There were three main processes the School implemented in 2017 in this strategic direction. These were: – effective practices are in place to build capacity of all staff and to develop leadership capacity and depth, staffing structures are implemented to foster a school performance and development culture and the school planning process empowers all stakeholders leading to high levels of trust and participation across the school community.

In 2017 two of our Assistant Principals attended The Art of Leadership training, an experiential leadership program that was designed for the NSWPPA. Leadership capacity was further strengthened with executive training days implemented each term to build the knowledge and skill of our school leaders. Professional learning to the School Executive based around the School Excellence Framework, school planning and evaluative thinking to enhance the leadership capabilities of each executive was also provided this year.

Strengthening whole school processes in supporting staff in developing effective Performance and Development Plans continued to remain a focus in 2017. Analysis of feedback from the previous performance and development processes, enabled further refinement of the system and developed the capacity of school leaders to mentor and coach their respective team members. In 2017, each class teacher was given an extra hours release, "Power Hour" to focus on an individualised professional learning plan. This was coordinated by the Deputy Principal – Teaching and Learning. This strategy was designed to support the development of a meaningful system to support teacher self-reflection and continuous self-improvement. Staff were supported to attain their professional goals with professional learning funds increasing in 2017. A process was implemented across the school based on the Australian Professional Standards for Teachers whereby teachers nominated a particular standard and focus area to receive feedback on. Teachers nominated a peer observer, who along with their supervisor, provided feedback on the lesson observed in relation to their identified focus area. RAM funding enabled release time for the peer observer as well as reflection and feedback time for each teacher. A second Deputy Principal position was created in 2017 allowing for the establishment of a Deputy Principal – Teaching and Learning. This position was responsible for leading teaching and learning within the school and overseeing professional learning for staff and data analysis of student results. This new role focused on strategies to embed our performance and development culture.

Strengthening our system of support for early career teachers was a focus for 2017. Teachers were given extra time for preparation and coaching. Mentor teachers were attached to each early career teacher and regular meetings were held to support both teachers and mentors. By the end of 2017 strong procedures were put in place to ensure a school-wide, shared responsibility for student learning and success through a culture of continuous professional improvement that included classroom based learning, mentoring and coaching arrangements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The % of staff with a professional development plan.	From \$47 465 Professional Learning Funds	<p>All staff developed a Performance and Development Plan in conjunction with their respective supervisors and a full performance and development cycle was completed by the end of the year.</p> <p>All executive reported that the professional learning provided to them around peer coaching and how to engage in positive conversations about teaching practice had a significant impact on the level of support they provided their teachers throughout the performance and development cycle. Both executive who attended The Art of Leadership course, reported that they learnt leadership skills that empowered them to be more effective as a</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The % of staff with a professional development plan.		<p>school leader.</p> <p>Staff reported that the PDP they developed in 2017 was far more useful as they had a better understanding and time to reflect on their teaching and develop more appropriate goals. Power Hour gave them the opportunity to work collegially on areas for self-improvement. A system to track teacher's professional learning goals to inform whole school professional learning needs was established. Executive reported that knowing commonalities in the professional learning needs of their teams allowed them to provide more strategic support across the team. Teachers with similar goals made a community of practice and worked together on their professional learning goals.</p>
Number of staff participating in leadership programs	from \$318 811 Socio Economic Background	<p>Analysis of the Tell Them from Me "Focus on Learning" Teacher Survey indicates a steady increase in staff satisfaction with overall Leadership increasing from 7.4 in 2016 to 7.7 in 2017.</p> <p>A significant increase can be seen in the following questions;— The School Executive has taken time to observe my teaching from 5.1 in 2014 to 7.7 in 2017.— The school executive has helped them to establish challenging and visible learning goals for students from 7.4 in 2016 to 7.8 in 2017.— The School Executive has helped me improve my teaching there has seen a steady increase over the last three years from 6.7 in 2014 to 7.6 in 2017.— The School Executive provides me with useful feedback about my teaching has increased from 6.4 in 2014 to 7.6 in 2017.— Teachers have given me helpful feedback about my teaching has increased from 5.9 in 2014 to 8 in 2017.</p>
Satisfaction levels of staff with performance and development feedback provided.	From \$47 465 Professional Learning Funds	<p>Two of the Assistant Principals completed the Art of Leadership course endorsed by the NSW PPA.</p> <p>The School Executive all participated in leadership training days coordinated at the school, as well as attending the Western Primary Principals' Association Conference.</p>

Next Steps

This section includes future directions for 2018 and ensures the 3-year plan remains on track to provide high quality educational outcomes. In 2018, two more Assistant Principals will attend the 'Art of Leadership' training, an experiential leadership program that was designed for the NSWPPA. Support will be given to build teachers' knowledge and understanding of the need of 21st Century Learners and how to implement this in the learning environment. This includes having an active STEM team and Technology team to address the professional needs of our teachers and our students. In 2018, as a supplementary school, we will be accessing professional learning on the new Learning Progressions and PLAN 2, which will enable teachers to recognise their students' needs and to differentiate their teaching and learning activities.

Strategic Direction 3

Curriculum Fidelity, Delivery and Opportunity

Purpose

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

Overall summary of progress

There were three main processes the school implemented in 2017 in this strategic direction. These were: – alignment of the curriculum so that there is continuity and progression of learning across the years of school, aligning the curriculum with assessment processes that are designed to clarify learning intentions, establish where students are in their learning and monitor learning progress and extra curricula & cross-curricula learning opportunities are offered to support student development.

A Curriculum Team, to oversee this Strategic Direction, continued in 2017. This team focused on promoting learning excellence through facilitating an integrated approach to quality teaching, curriculum planning and assessment. The team consists of representation from each stage and serves as a conduit between stage team work and whole-school curriculum directions. The Curriculum Team works in concert with the Learning and Support Team to ensure that school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

Curriculum Planning days continued in 2017, to support teachers in developing curriculum that is locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds. These days were also used to work on whole school scope and sequencing of new curriculum in order to ensure the school has an explicit, coherent, sequenced plan for curriculum delivery which makes clear what and when teachers should teach and students should learn. This increased resourcing allowed teachers to collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Each term's assessment day will support teachers to consider how to develop the capabilities of their students to use assessment, feedback and reporting processes to reflect on their learning. In 2017 there continued to be a planned and coordinated approach to teacher professional learning around new curriculum. The Curriculum Team investigated whole-school, as well as stage based, need in regard to understanding and implementing new curriculum and devised an action plan to ensure these needs were met. A system where teachers actively share learning from targeted professional development with others was strengthened.

In 2017 the Deputy Principal – Teaching and Learning took on a coaching role supporting school leaders to establish and communicate clear expectations concerning the use of effective teaching strategies throughout the school. The school worked to embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Throughout 2017 extra curricula opportunities were again extensive, with students extended in areas such as music, dance, public speaking, debating, drama and sport. This included the opportunity for students at Mudgee Public to participate in up to ten different team sports as well as three sporting carnivals. Opportunities in music in the creative and performing arts included three choirs, a senior concert band, a junior beginners band, an ensemble group, drumming and percussion groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of classes with explicit, sequenced coherent curriculum plans	From \$ 86 000 Socio Economic Funds	<p>Program data indicates that all class programs incorporate an explicit, sequenced and coherent plan in most curriculum areas.</p> <p>Anecdotal records from curriculum planning days indicate that all teams reviewed curriculum requirements and revised teaching and learning programs with evidence based teaching and aligned assessment and reporting practices embedded.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% of classes with explicit, sequenced coherent curriculum plans		Classroom observation processes confirmed that curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of students, using evidenced-based teaching practices and innovative delivery mechanisms where appropriate.
% of teachers using planning proforma	2016 Funding	All teams used the unit planning proforma when developing units of work in English and History. A sample day book proforma was developed and many teachers are using it, incorporating learning intentions, key concepts and big ideas, as well as a sequence of teaching and learning strategies to support early career teachers in effective planning at the individual lesson level. Teacher feedback confirmed that this proforma assisted in more effective planning at the lesson level.
Teacher satisfaction with whole school curriculum planning and programming	2016 Funding	<p>All teams are adhering to the whole-school assessment strategy that is underpinned by the evaluation and reporting of student performance data.</p> <p>Tell Them from me Teacher Survey indicates an increase from 7.1 to 7.6 regarding teacher satisfaction of school leaders providing them with useful feedback about their teaching/programming.</p> <p>Tell Them from me Teacher Survey indicates an increase above the NSW Govt Norm from 7.8 to 8.2 regarding teachers working together in developing common learning opportunities. This increased opportunity for teams to engage with new curriculum, plan effective teaching and learning sequences and develop consistent assessment strategies/tasks was highly evaluated by staff.</p> <p>Feedback mechanisms for teachers around programming were strengthened with supervisors providing feedback on whether programs met curriculum planning and programming requirements as per school policy.</p>
% of teachers meeting Board of Studies requirements re subject teaching time.	No funding required	Whole school data analysis of class timetables and teacher conferences indicate that all teachers are meeting Board of Studies requirements.

Next Steps

This section includes future directions for 2018 and ensures the 3-year plan remains on track to provide high quality educational outcomes. The focus for 2018 –2020 is on developing practices to build the level of student understanding of their learning. Tracking systems will be established to monitor student progress across all KLAs and capabilities. Learning programs are structured to address and support the capabilities, strengths and needs of all students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$86 537 Aboriginal Funding	<p>A School Learning Support Officer was employed in 2017 to exclusively work in classrooms supporting Aboriginal students. Teachers reported greater engagement by the Aboriginal students in their learning and this strategy received favourable feedback at the end of year evaluation. NAPLAN results will continue to be monitored but initial results indicate this is a positive strategy for Aboriginal students.</p> <p>The SLSO ran a special breakfast club for Aboriginal students only and attendance rates improved as a result of this.</p> <p>The Aboriginal funding also contributed to the employment of a Welfare Teacher at the school. This enables individual education plans to be developed as well as liaise with parents and support agencies in Mudgee.</p>
English language proficiency	\$2363	<p>This small amount of funds was able to employ an ESL teacher for 2 days a week to enable English lessons to occur for identified students. During the year, several students enrolled at the school from non-English speaking backgrounds, so the allocation of time was increased to meet the student needs.</p> <p>Evidence from the ESL teacher indicates a great improvement of the English language skills of the identified students.</p>
Low level adjustment for disability	\$61 371	<p>A School Learning Support Officer [SLSO] was employed to support students across the school. The annual staff evaluation confirmed positive expenditure of funds.</p> <p>The SLSO worked with individual and small groups of children predominately supporting acquisition of literacy and numeracy skills. Year 3 NAPLAN results indicated the success of this initiative over a number of years.</p> <p>The SLSO was also in charge of the 'Infant's Playhouse', a directed play facility in the Infants to assist targeted students with their social skills. As a result, these students developed greater social awareness and were able to interact positively with their peers.</p>
Quality Teaching, Successful Students (QTSS)	\$49 162 QTSS Funding	<p>These funds enabled the five Assistant Principals at Mudgee Public a day released from class teaching duties to provide in class and professional support to the teachers within their stage. This enabled a greater engagement in the Professional Development Plan process.</p> <p>Assistant Principals were able to visit classrooms to provide instructional leadership as well as identify students who would require extra support with their learning.</p>

Socio-economic background	<p>From \$318 811 Equity Funding</p>	<p>The funds were used to employ an extra Deputy Principal as the incumbent Deputy was employed outside of the school with a district initiative for two days a week. This enable one deputy to focus on the development of teaching and learning whilst the other focused on student welfare and attendance.</p> <p>Other funds were used to provide teachers with an extra hours release to enable them to fully engage in their Professional Development Plans [PDPs]. This process was overseen by the Teaching and Learning Deputy Principal and enabled teachers to develop strategic goals and be supported with the time to focus on these.</p> <p>Stage planning days were another area of expenditure with stage teams meeting once or twice a term to plan collaboratively a range of curriculum and assessment resources.</p> <p>A speech pathologist was also employed for two mornings a week to identify students with receptive or expressive language delays. The speech pathologist also provided professional learning to staff around developing student language skills.</p> <p>At the start of the year, the 25th mainstream class teacher was initially funded by this area until numbers increased to receive an increased staff allocation from the department.</p> <p>Annual staff meeting evaluated all programs as to teachers' opinions of the effectiveness of these programs to improve student outcomes.</p>
Support for beginning teachers	<p>\$28 325 Beginning Teacher Funding</p>	<p>Beginning Teachers were supported with an extra release and teacher mentors were also released to work with beginning teachers.</p> <p>In 2017 temporary beginning teachers were funded for the first time to enable better support being provided. Beginning teachers received extra release and mentors were also released off class to provide support for their colleagues.</p> <p>Professional learning conducted for the school's beginning teachers included Positive Behaviour for Learning Reload training and Language Literacy and Learning training to enable the school's beginning teachers to address key school programs.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	282	301	318	359
Girls	283	287	300	327

Student enrolment continued to grow throughout 2017. From just over 650 at the start of the year, numbers increased to just under 690 at the end of the year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	94	94.7	93.8
1	95	94.4	93.7	95
2	93.9	94.7	94.4	93.7
3	93.2	94	93.5	94.2
4	91.5	92.3	93.2	94.8
5	93.8	92.4	92.3	94
6	92	93.2	92	93.6
All Years	93.6	93.6	93.5	94.1
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

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

Overall attendance figures compared favourably with 2016 results and the NSW State average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	27.14
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.88
Other Positions	1

*Full Time Equivalent

No staff in 2017 identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Teacher Professional Learning was overseen by the Teaching and Learning Deputy Principal in 2017 with professional learning linked to the professional development goals of teachers. Staff attended a variety of professional learning which included use of technology in classrooms, literacy intervention and student welfare support. School executive staff attended several extensive leadership courses.

There were three teachers who achieved accreditation in 2017.

In 2017 the teaching staff engaged with the 'What Works Best: Evidence Based Practices' document to guide staff professional learning.

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.

In 2017 the School requested payment for student workbooks and 80% of potential income was received.

In 2017, the School transitioned its financial accounting system from the old OASIS system to the new SAP system. Staff were trained for the new system, with one staff member taking on a lead trainer role for support staff.

Receipts	\$
Balance brought forward	272,916
Global funds	608,880
Tied funds	807,593
School & community sources	130,702
Interest	5,087
Trust receipts	23,876
Canteen	0
Total Receipts	1,576,138
Payments	
Teaching & learning	
Key Learning Areas	61,413
Excursions	67,626
Extracurricular dissections	42,990
Library	5,949
Training & Development	11,320
Tied Funds Payments	478,846
Short Term Relief	106,012
Administration & Office	102,746
Canteen Payments	0
Utilities	63,987
Maintenance	28,046
Trust Payments	35,542
Capital Programs	0
Total Payments	1,004,476
Balance carried forward	844,578

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	904,477
Appropriation	860,320
Sale of Goods and Services	1,841
Grants and Contributions	42,212
Gain and Loss	0
Other Revenue	0
Investment Income	104
Expenses	-480,701
Recurrent Expenses	-480,701
Employee Related	-351,332
Operating Expenses	-129,368
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	423,777
Balance Carried Forward	423,777

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.

The School's finances are overseen by the Finance Committee which comprises the Principal, Deputy Principals and School Administration Manager. The committee met regularly in 2017 to monitor the school budget and allocate funds to address the strategic directions of the school.

In 2017 funding went in areas such as additional staff to

support student learning; these included a part time speech pathologist and a social worker.. Teaching resources were purchased to meet student needs and towards the end of 2017, funds were allocated for the construction of a shed to house the gross motor equipment used in the Support Unit and a shade structure to cover the primary sandpit.

Other major purchases throughout 2017 included a class set of notebook computers and literacy resources required owing to the increased enrolments at the school. Equity funds were also used to subsidize school excursions to enable more students to attend and also assisted with visiting performances to allow all students to participate. Each class is also allocated a small amount of funds to purchase specific resources.

Funding supported the operation of the school's bus which is used regularly to transport students to sporting events or excursions.

P&C funding in 2017 and into 2018 will be used to replace ageing airconditioners in classrooms with more modern and efficient split wall systems.

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	4,111,966
Base Per Capita	99,310
Base Location	16,585
Other Base	3,996,072
Equity Total	601,128
Equity Aboriginal	86,537
Equity Socio economic	318,811
Equity Language	2,363
Equity Disability	193,417
Targeted Total	934,316
Other Total	385,572
Grand Total	6,032,981

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

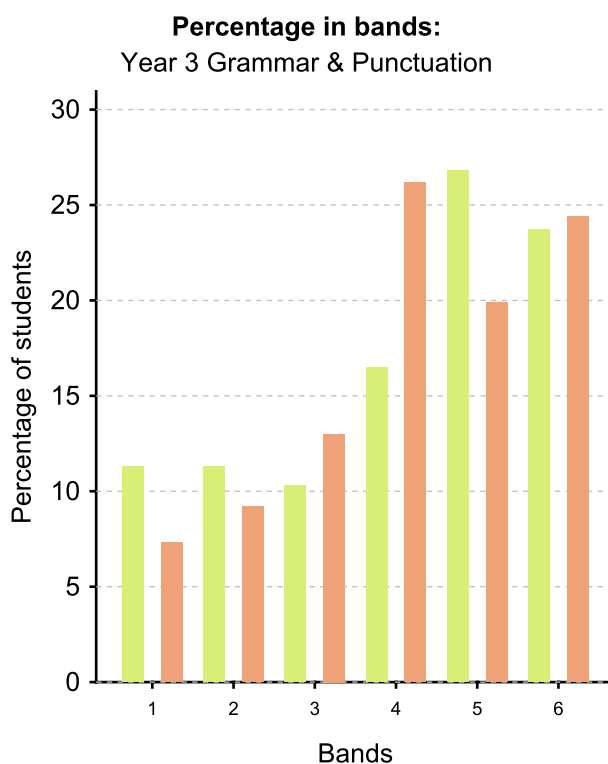
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2017 NAPLAN results in Reading, Writing, Spelling and Grammar and Punctuation generally showed an improvement in performance compared to the previous year. The School scored on average above the 'Statistically Similar School's Group across all of the literacy categories in Years 3, 5 and 7. The performance of ATSI students was varied with Year 3 and 5 ATSI students performing better than Year 7 students.

Greatest improvement came in Year 3 Writing and Year 5 Reading and Spelling results. Areas for future focus are Year 3 Spelling, Year 5 Grammar and Punctuation and Year 7 ATSI Reading and Writing results..

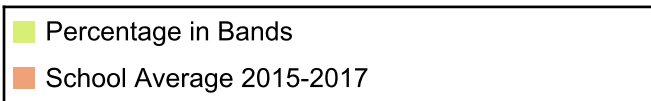
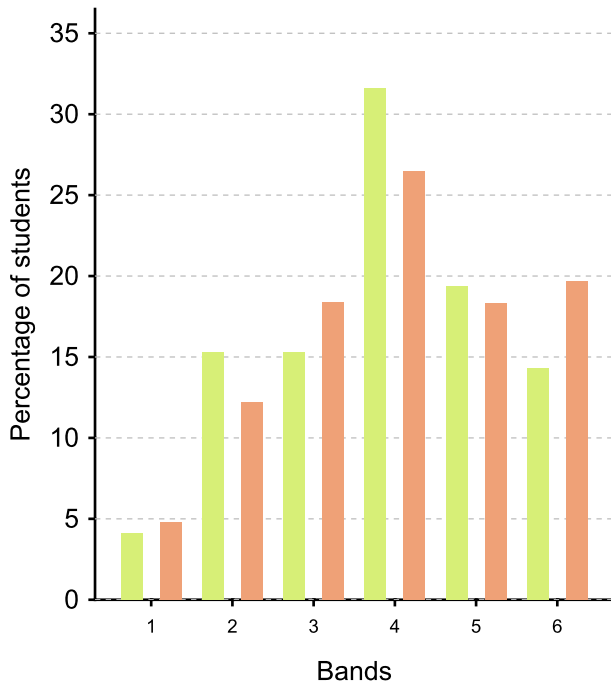
62.9% of students reached expected growth in Reading from Years 3 to 5 with an average growth score of 93.7 compared to the State average of 78.2..

Teachers across the stages received professional learning based on the 2017 NAPLAN literacy results to highlight areas of future focus and deepen their knowledge and understanding of interpreting NAPLAN data.

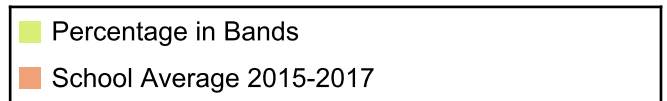
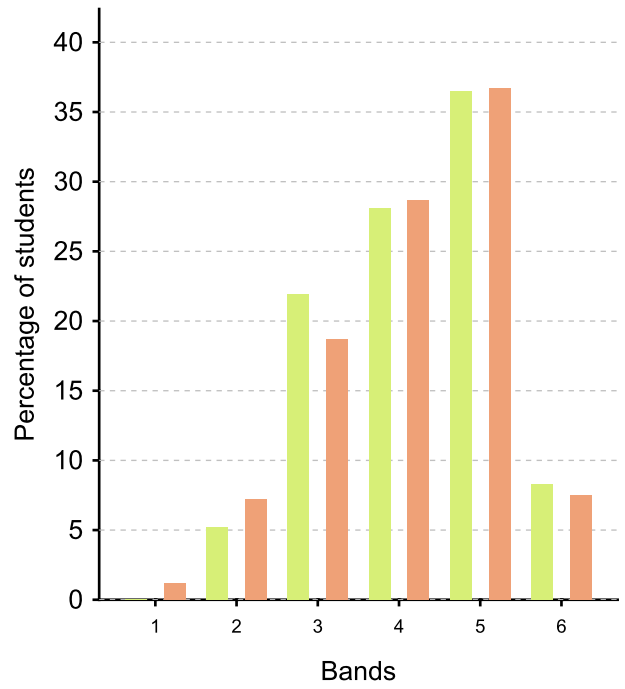


Percentage in Bands
School Average 2015-2017

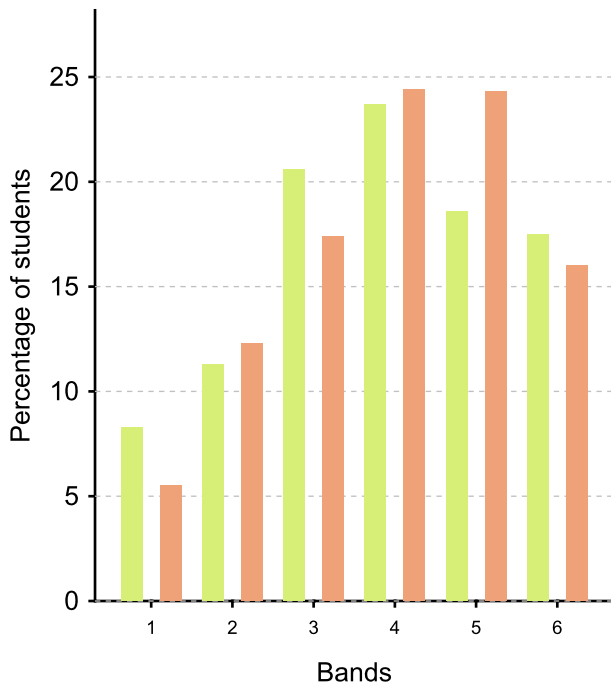
Percentage in bands:
Year 3 Reading



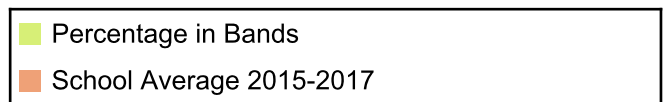
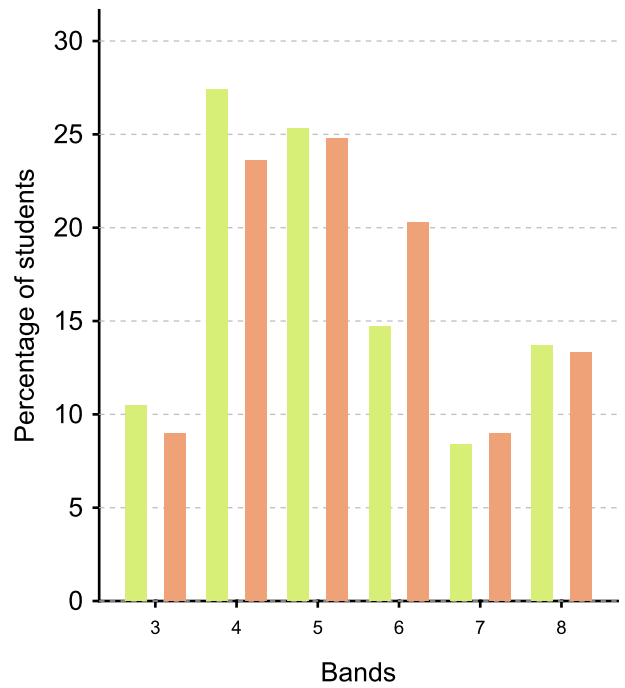
Percentage in bands:
Year 3 Writing



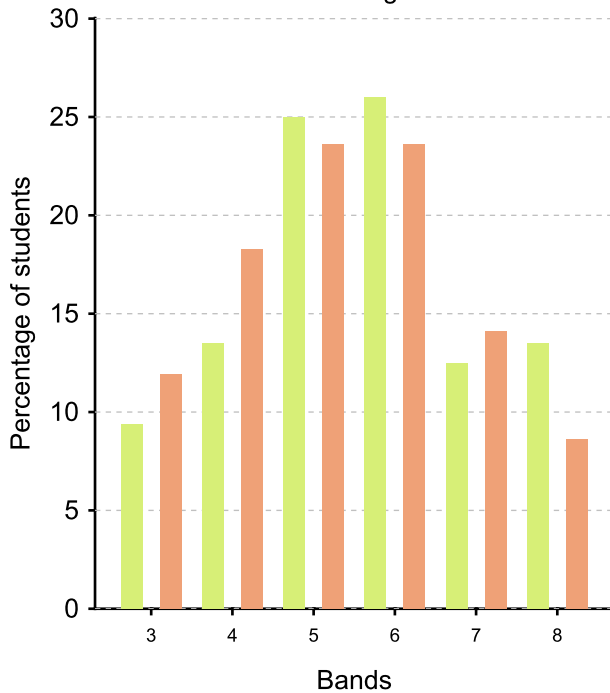
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

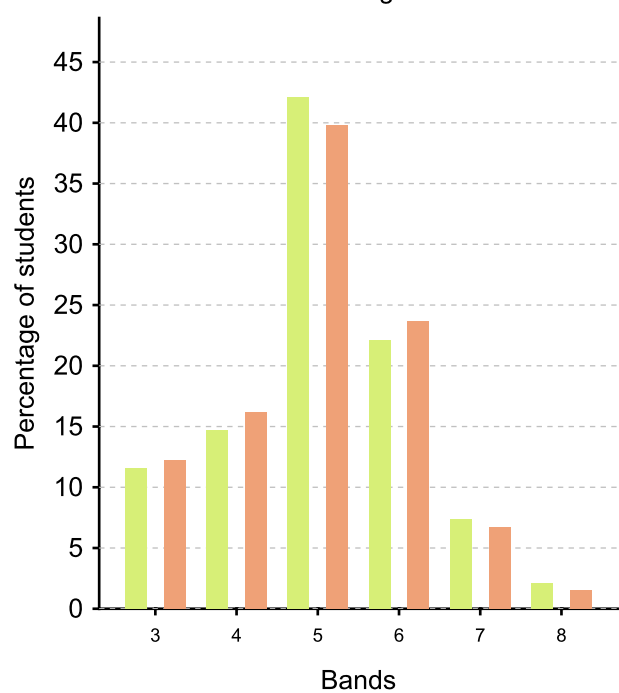


Percentage in bands:
Year 5 Reading



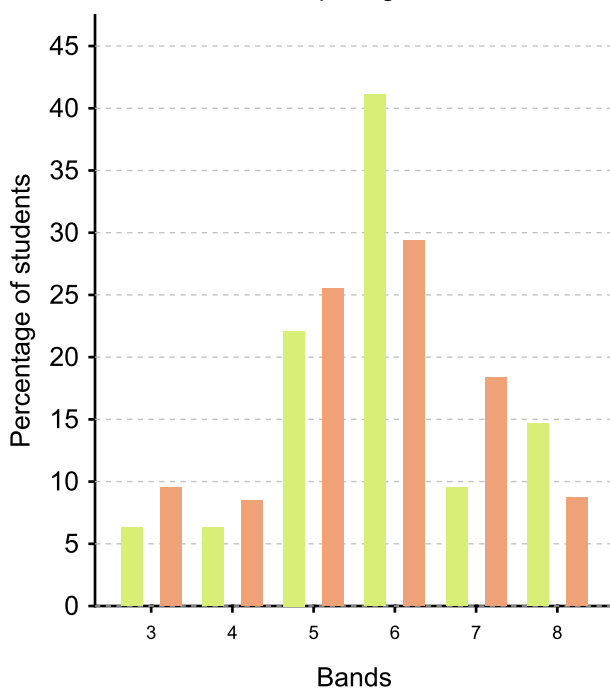
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

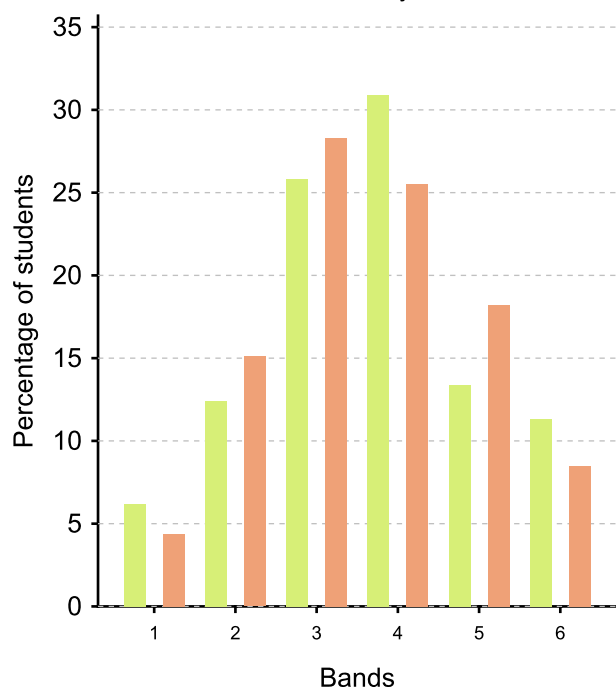
The 2017 NAPLAN Numeracy results also showed consistent improvement from the 2016 results with Years 3, 5 and 7 showing positive increases in average scores. The most notable were the Year 5 results which showed a marked increase in performance. The performance of ATSI students in Numeracy was at or above statistically similar schools in Years 3 and 5 but below in Year 7.

In Numeracy 55.8% of students reached expected growth from Year 3 to 5 with the average growth score 101.2 compared to the state average of 96.8. From Year 5 to 7, 67.7% reached expected growth with the average growth 62.8 compared to the State average of 61.1

In Year 3 51% of students were at the proficient level, in Year 5 22% and in Year 7 18%. In Years 3, 5 and 7 the percentage of students in the top three bands have increased over the past three years and percentage of students in the bottom three bands has declined..

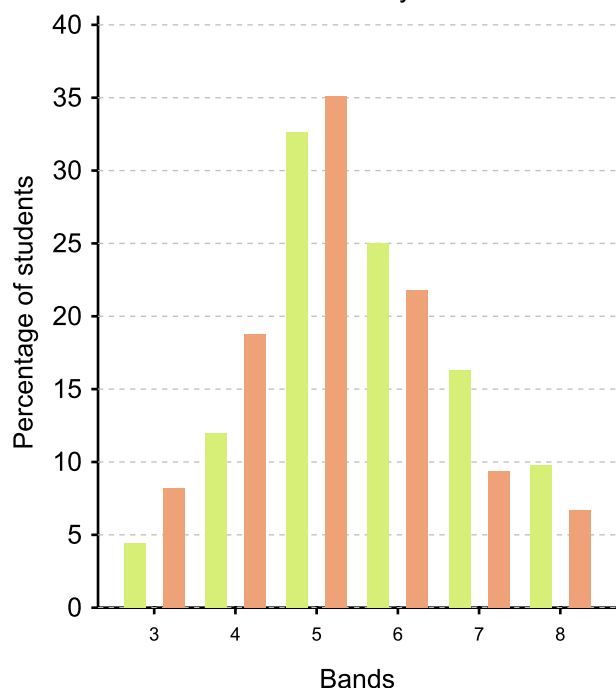
Teachers across the stages received professional learning based on the 2017 NAPLAN numeracy results to highlight areas of future focus and deepen their knowledge and understanding of interpreting NAPLAN data.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

Improving Aboriginal education outcomes for students in the top two NAPLAN bands, students at Mudjee Public results were strongest in Year 3 with excellent improvement evident 40% in Reading compared to the State Average of 23% and 60% in Writing compared to the State Average of 25.1%.

No ATSI students were in the top 2 bands for Numeracy in Years 3 or 5.

Parent/caregiver, student, teacher satisfaction

In 2017 parents/carers, student and staff completed the Tell Them from Me surveys. These highlight areas of strength and areas for improvement across the school.

In 2017 the responses from the Mudjee Public Parent/Carer survey outperformed the state average responses on each of the 7 measures – *Parents Feel Welcome, Parents are Informed, Parents Support Learning at Home, School Supports Learning, School Supports Positive Behaviour, Safety at School and Inclusive School*. Highest scores were in questions such as 'I feel welcome when I visit the School, I can speak easily with my child's teachers and My child is clear about the rules for school behaviour.' Lower scores were recorded against questions such as – 'Parent activities are scheduled at times I can attend, Parents discuss how well their child is doing in his or her classes and I am informed about opportunities for my child's future.'

Overall, results were on par with the Parent/Carer survey from previous years. The school continues to have a focus on developing close home–school connections linked to the strategic direction of 'Partnerships in Learning form the 2015–17 School Plan. Major events in 2017 that involved parent/carer participation included the introductory parent –teacher meeting and BBQ, parent –teacher interviews, Education Week Open Day, Grandparents Day , Positive Behaviour for Learning assemblies held each term and Presentation Evening at the end of the year. Many parents/carers volunteered for P&C fundraising events and assisted in classrooms throughout 2017.

Students in Year 4 to 6 completed the student Tell Them from Me survey twice in 2017 – in March and then again in October. The survey indicated that students try hard to succeed in their learning and that students developed positive relationships with their peers and teachers at school. Students reported that effective use was made of learning time and the curriculum was relevant to their everyday lives. Importantly less students were subject to bullying against the state average.

Areas where students' feedback scored below state average were in areas such as positive homework behaviours, and participation in extra–curricular activities..

In the teacher survey responses were at or above the state average in the areas of leadership, inclusive

school, teaching strategies, data informs practice, learning culture and collaboration. They were below state average in parent involvement and technology. The latter remains an area of focus for professional learning into 2018.

A Staff Welfare Survey was also conducted in 2018 with teachers reporting that practices that support staff welfare were; school leadership, professional support, caring staff and social gatherings. Areas that impact on personal welfare included workload, report writing and time constraints as well as concern for students at the school. A wide variety of suggestions were made to support staff welfare at Mudgee Public and a Staff Welfare Committee has met to discuss the survey findings.

Policy requirements

Aboriginal education

Mudgee Public students incorporated many aspects of local Aboriginal culture into units studied throughout the year – Stage 2 students studying the role of Aboriginal women in a history unit one example. The school has a significant Aboriginal population and has a good relationship with the local AECG. A highlight of the year was the annual NAIDOC Week celebrations which highlight Aboriginal culture. NAIDOC Week featured our 'bushtucker BBQ' with students sampling various indigenous foods.

On local excursions, Year 3 students visited Aboriginal sites at Dunns Swamp and learnt about the history of local inhabitants. A senior indigenous student was elected to the Student Representative Council [SRC] each term, their role to represent indigenous students at weekly SRC meetings and lead the Welcome to Country at all School Assemblies.

Each identified Aboriginal student also had an individual education plan developed and Aboriginal student results were closely analysed in the 2017 NAPLAN data. A School Learning Support Officer was appointed throughout 2017 to support Aboriginal students with their learning, this predominately focusing on literacy and numeracy in line with the Premiers Priorities.

Multicultural and anti-racism education

A new Anti-Racism Officer was appointed in 2017. Issues around racism were very few in 2017, however an area of focus considering the growing indigenous population of the school.

In 2017 the school entered the Multicultural Public Speaking Competition with one student making it through to the Regional Final in Wagga. Students in Years 3 to 6 participated in this competition.

In classrooms, students studied multiculturalism predominately in History and Geography with Stage 2 students studying *Our Asian Neighbours* and Stage 1 *Christmas around the World*.

Other school programs

The School continued to offer a wide variety of educational opportunities for its students in 2017. These included:–

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

- Creative Arts opportunities at the Gulgong Eisteddfod with the school entering three dance groups, choirs, concert band and verse recital sections.– Mudgee Public participated for the first time in the annual Schools Spectacular held at Allphones Arena in November.

- The Senior Band, Rock Band, advanced singing group and Senior Dance group toured in the Port Macquarie area, visiting 4 schools and a nursing home.

- Sporting opportunities with Infants athletics, cross country and ball games carnivals conducted. In the Primary, the school participated in the Primary School Sports Competition Knockouts in sports such as netball, league, cricket, basketball, soccer, touch and tennis.. The Boys' Rugby League Team were the most successful PSSA team in 2017 being regional champions before bowing out to Wagga South in the State Quarter Final.

- The School participated in several sporting gala days to promote participation by students in sport. These included two cricket gala days, a touch gala day and rugby league carnival.

- The school hosted several visiting performances in 2017 – these included the Brainstorm Productions with their *Lil and Archie* anti-bullying show, and Musica Viva with the group *Teranga*.

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

- The School conducted its annual Open Day during Education Week and its Grandparents Day in October to showcase the educational activities and opportunities available at the school. A wet Grandparents Day saw an impromptu concert occur showcasing the talents of our School Band as well as other class performances.

- The Student Representative Council were very active in 2017 with students attending the Young Leaders Day in Sydney and a local leadership training day at the Red Hill Environmental Education Centre. The School conducted end of term assemblies to reward students under the Positive Behaviour for Learning Program with large numbers of parents and community members attending.