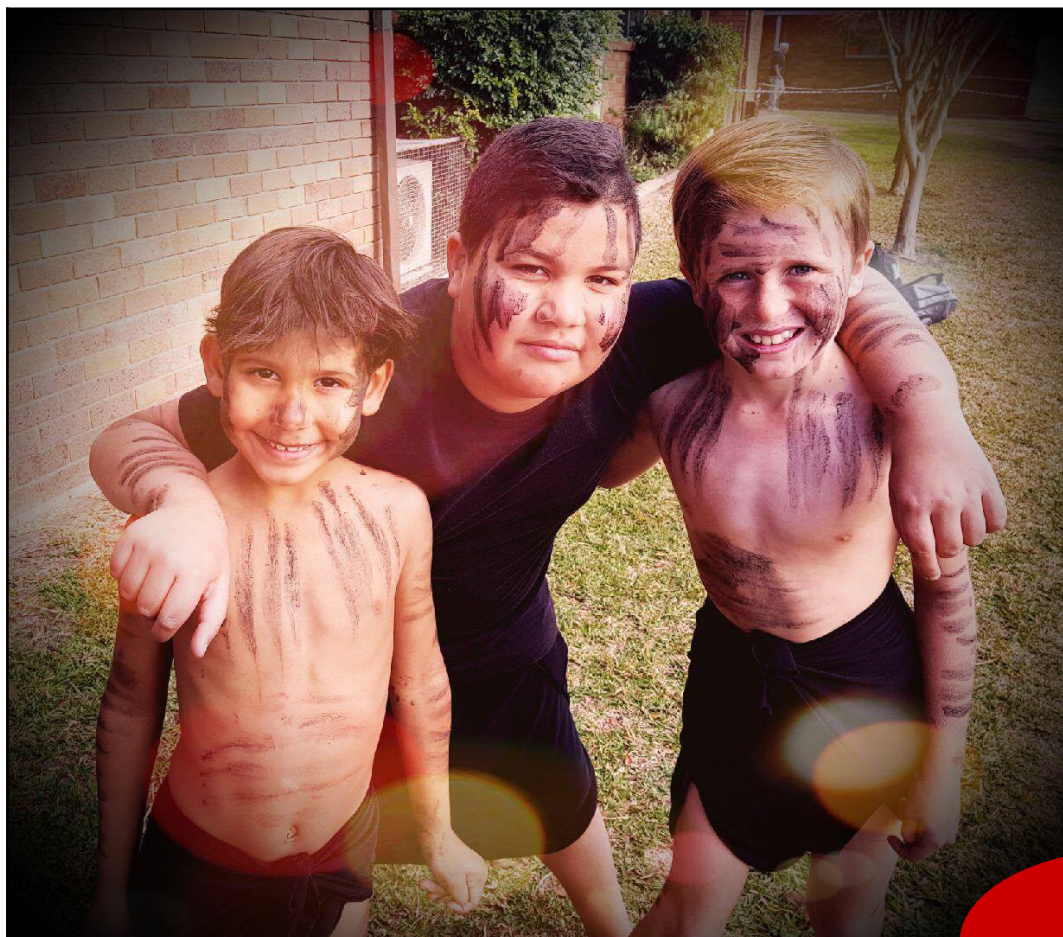


Muswellbrook South Public School

Annual Report



2017



"Building Solid Foundations for Life"

3876

Introduction

The Annual Report for **2017** is provided to the community of **Muswellbrook South 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.

Jonathan Russell

Principal

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Message from the Principal

The year of 2017 was one of innovation and opportunity for Muswellbrook South Public School. Student enrolments increased by 7% over the twelve months and therefore an additional class was formed in the primary area. The school also established an additional K–2 Multi–Categorical support class to our existing Support Unit. In 2017, the school employed four permanent teachers, a permanent SLSO in the support unit as well as two Assistant Principal positions. Due to the increase in enrolments, the school was able to advertise for a Deputy Principal position.

The school implemented engaging curriculum based programs on the basis to improve our results and engage students in the classroom. The VCOP program was implemented into the primary classrooms to complement L3 in the infants school. A specialised secondary PD/H/PE teacher was employed to provide an exciting skills based initiative to engage students as part of the RFF program. This program has been well received by students, teachers and the community. The school's technology program exploded onto the scene, with the implementation of Google Classroom, robotics and coding which created wonderful opportunities for our students to be dynamic explorers.

In 2017, the Early Action for Success reform enabled a pleasing number of students in Kindergarten to Year Two to make significant gains in literacy and numeracy. Our staff continued to benefit from ongoing professional learning in utilising PLAN data, L3, teacher mentoring and classroom teaching support. The school will be implementing the Learning Progressions into 2018 with all staff having professional learning with PLAN2.

The Warrae Wannu prior to school program continued to target Indigenous and disadvantaged preschool aged children who did not access any form of early education prior to starting kindergarten. This highly successful program was able to improve the learning and social outcomes of the young students prior to entering Kindergarten. The program also works closely with several external agencies to help support our students and families. The funding will continue into 2018.

The Positive Behaviour for Learning Program continues to embed the values of being Safe, Respectful and Responsible in our school wide processes for student welfare and quality learning. The school continues to use Sentral data to evaluate its processes and uses these outcomes to drive improvement in the classroom and the playground.

Our innovative and enthusiastic P&C committee continues to support and fundraise for the benefit of our students throughout the school. During 2017, the committee completed many successful projects including the School Fete being the major fundraising event of the year. This was a highly successful community event with many funds raised to help support our students at Muswellbrook South Public School.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff and parents and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

The school is committed to giving every student, every opportunity within a culture of growth and performance. Our aim is to provide quality education for students in an inclusive, engaging and supportive learning environment.

The school is dedicated to working as a community to support students and their families and to provide opportunities to maximise achievement for all and build capacity for success and lifelong learning.

School context

Muswellbrook South Public School is situated in the township of Muswellbrook within the southern sector of the town. We have 548 pupils attending, with approx. 33% being Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

Muswellbrook South strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers. The Early Action for Success program has enabled professional development for staff in literacy and numeracy and a rigorous accountability of data collection and analysis.

There is a strong focus on providing a range of innovative programs to support student learning and improvement, technology in learning, personalised learning and transition programs.

Being part of the 'Local Schools Local Decisions' program has provided opportunities for increased decision making at the school level based on specific school needs and priorities. This has enhanced the school's learning environment and the professional practice of teaching staff.

Positive Behaviours for Learning school values of being 'a safe, respectful and responsible learner' are embedded in programs, practices and relationships.

Our Prior to School program, Warrae Wannu, is a unique feature of the school and has been recognised for its achievements in contributing to the school readiness of Aboriginal and targeted students, as well as actively encouraging parents to become involved in their child's education.

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's judgement is that we are currently **Sustaining and Growing** in most of the themes of **Wellbeing, Curriculum and Learning**, and **Student Performance Measures**. We feel that we need to focus on improving in the area of **Assessment and Reporting and Learning Culture**.

In the **Teaching Domain**, the school's judgement is that we hover between both **Delivering** and **Sustaining and Growing** in all of the themes. This will be a focus for future directions.

In the **Leading Domain**, the school's judgement is in a variety of areas. **Educational Leadership, School Resources and Management Practices and Processes** is in the **Sustaining and Growing** area however, **School Planning, Implementation and Reporting** is **Delivering**.

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

Self-motivated lifelong learners, with the skills and knowledge for future success and wellbeing.

Purpose

Consistent with the goals of the Melbourne Declaration Muswellbrook South Public School is committed to building creative, critical thinkers and self-directed, life-long learners who are active and informed contributors to society. It believes that student wellbeing is central to success and as such operates within a framework of equity and success.

Overall summary of progress

Early Action for Success moving into Phase 2 with programs embedded within the school.

Strong academic growth in top 2 bands in Reading, Grammar and Punctuation and Numeracy (Y3).

Students set SMART goals to achieve success criteria for learning.

PBL embedded into classroom and playground structures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of Year 5 students will achieve expected growth in NAPLAN testing.	VCOP – \$9000 PLAN – \$24 785	VCOP program implemented into classes 3–6. This has provided additional professional learning for staff and provided resources for students in the classroom. Greater than 70% of Year 5 students achieved growth in reading, spelling and numeracy. A literacy and numeracy support teacher was employed to improve student outcomes for Aboriginal students. This was achieved in reading.
80% of K–6 students will be working at the expected grade cluster markers on the literacy and numeracy continuums. This will include K–2 requirements under the Early Action for Success (EAfS) program.	Interventionists – \$70 000 L3 / PLAN – as above (\$24 785)	L3K and L3S1 has continued to be embedded in classes K–2. Data talks were implemented between Instructional Leaders and classroom teachers to discuss student improvement and progress. 45% of students reached expected grade cluster or above markers in Literacy and 73% of students reached expected grade cluster or above markers in Numeracy.
Students set explicit learning goals and identify the specific strategies required to achieve them. Students will develop the skills to move from teacher assisted goal setting to independent goal setting. This will be measured by the level of independence and quality of the goals set.	Teacher relief – \$2000 Trainers – \$1000 PBL resources – \$1032	Students set their own SMART goals to define explicit learning criteria. Our Student Support Policy underpins every aspect of behaviour, student wellbeing and social and emotional literacy. We need a more consistent whole school approach toward the implementation of this document.

Next Steps

The Early Action for Success will continue to establish strong professional learning opportunities and provide evidence

based best practice for teachers. A consistent approach with assessment and curriculum will continue to be a strong focus for future directions.

Strategic Direction 2

Strengthened capacity of leaders and staff to ensure quality learning for all.

Purpose

To develop pedagogical knowledge, quality teaching practices and curriculum knowledge.

'Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens'. (Melbourne Declaration)

Overall summary of progress

Quality Teaching Rounds implemented into school's professional learning.

Maths Building Blocks completed by all staff at Muswellbrook South Public School.

Upskilled teachers at the regional TAA panel and internal accreditation team established.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The learning environment recognises the learners as the core participants, encourages their active engagement and develops in them an understanding of their own activity as learners. This will be measured by snapshots of learning over time including learning journals and video clips.	Professional Learning courses – \$9 961 Quality Teaching Rounds – \$4 000	During the year professional training was provided during staff meetings and staff development days to upskill staff in the pedagogy of quality teaching. The quality teaching framework was revised with each learning domain linked to classroom practice. Feedback from these sessions indicated that the staff wanted to pursue QTR in 2018. Mentoring opportunities (BTR) provided Beginning teachers to participate in peer observations based on the QT framework during Semester 1 and 2. This facilitated professional dialogue and future classroom planning and the organisation of rich teaching and learning tasks.
Processes and practices are designed to deepen the understanding of the curriculum and refine instruction to improve student learning. This will be evidenced through classroom observations, walk throughs and lesson studies. Staff use the Literacy and Numeracy Continuums to accurately monitor student progress using PLAN data.	Teacher PL Casual relief – \$13 702 (combined as below) SASS PL – \$3427	Staff professional development included Maths Building Blocks and Quality Teaching. There was significant professional learning in literacy and numeracy provided by the Instructional Leaders from the Early Action for Success reform. L3K and L3S1 provided all infants staff with strong pedagogical learning with class observations from IL's and L3 trainers. VCOP was implemented into primary classes with significant training provided on a termly basis.
Staff use the AITSL Classroom Practice Continuum and the Australian Professional Teaching Standards to reflect on their own practice and set personal goals. The quality of these goals will be evidenced by the Performance and Development Framework. This will also be evident through classroom observations, walk throughs and lesson studies.	Teacher PL Casual relief – \$13 702 (combined as above) Casual cost for Don Gardiner – \$3040	Another successful year, with an increase of teachers achieving their proficient level accreditation with the support of Don Gardiner and the TAA panel. Commitment to establish a quality system internally to meet twice a term in school time to assess accreditation submissions. Two additional teachers were upskilled with TAA panel training and an internal school network was established to build the capacity and provide support for staff.

Next Steps

The Quality Teaching Rounds will continue to provide consistent and quality professional learning around the Quality Teaching Framework which provides enriched professional dialogue for teachers. The school will embed the internal TAA panel to support beginning teachers around the professional standards and accreditation.

Strategic Direction 3

Strong school– community partnerships committed to enhance student

Purpose

Partnerships between students, parents, carers, families and the broader community bring mutual benefits and maximise student engagement and achievement.

Partnerships engender support for the development and wellbeing of young people and families. (Melbourne Declaration)

To that purpose Muswellbrook South is committed to building and maintaining partnerships and common goals with parents, families and the broader community, in order to enhance student learning and wellbeing.

Overall summary of progress

Attendance at times has increased to 90% however, continues to hover around 87%.

The CLO and the AEO have been productive in promoting our school throughout the whole school community.

The University of Newcastle has made a strong connection with the implementation of the OT program.

Speech Therapy provides ongoing support for our students and much needed skills for our staff to support students in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student attendance by 5%.	Assistant Principal off class to monitor attendance – \$68 929.20	Harvest of data was at times tracking at below 90% however this was not achieved consistently on a weekly basis. Teachers were held accountable for making phone calls for students who were absent for more than 2 days. Weekly newsletter attendance tips for all parents and on the school Facebook page occurred during the year. There was Semester attendance awards at whole school assemblies and regular meetings for habitual absenteeism.
The role of the Community Liaison Officer and the Aboriginal Education officer builds increased connection between the school, the students and families, as well as the broader community. This will be evidenced through improved attendance at PLP, IEP, BMP meetings.	Community Liaison Officer – \$18000 Aboriginal Education Officer – \$65 509	Our Community Liaison Officer has been extremely effective with regular communication to our families through Facebook and the School App. The CLO had continued contact with the local newspaper, radio station and COLES where students positively showcased our school.
The school is recognised as proactive and responsive by the community as a result of its effective engagement and partnership in achieving the school's strategic direction and practices to achieve its educational priorities. School satisfaction surveys indicate that the school is creating positive	Breakfast Club – \$2559.43 Speech program – \$25 000 University Of Newcastle – Occupational Therapy – \$5000	Increased interaction and promotion at local events and positive comments on community pages has had a dramatic influence in the increase of enrolments. Tell Them from Me surveys have shown an increase in data with parents feeling welcome to come to the school and are having more interaction with teachers and the school. Speech Therapist program provides SLSO's to be upskilled and students to gain much needed speech therapy on a weekly basis. The University

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
connections with parents, the community and external agencies.		of Newcastle have established themselves in the Muswellbrook area and have provided OT students the opportunity to assess, monitor and evaluate our students.

Next Steps

The school will continue to create strong links with the University of Newcastle and the OT program. The Community Liaison Officer will continue in the role and endorse, promote and support the school in a positive way. Attendance continues to be of concern however, increased engagement of students within the classroom and ongoing professional learning of best teaching practice will have a positive impact on attendance.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer – \$65 509</p> <p>3 x Aboriginal SLSO's – \$41,000</p> <p>Literacy and Numeracy Teacher and SLSO support – \$86 500</p> <p>Bangarra Dance excursion – \$2300</p> <p>Washpools Excursion – \$2300</p> <p>MGoals Teacher relief – \$800</p> <p>NAIDOC Week – \$2500</p> <p>Smoking Ceremony Circle upgrade – \$3000</p>	<p>Aboriginal Education Officer worked closely with students and families in learning and well-being.</p> <p>Additional SLSO's worked with our students to improve literacy and numeracy outcomes and in our Prior to School program.</p> <p>Teacher supported Stage 2 and 3 students in improving literacy and numeracy outcomes.</p> <p>Aboriginal and non-Aboriginal students took part in the Bangarra Dance and Washpools excursion.</p> <p>The school trained three staff members in the implementation of MGoals. This was a Muswellbrook Community initiative.</p> <p>NAIDOC Week celebrations with the employment of Aboriginal guests to support our students.</p>
English language proficiency	0.2 Teaching Allocation Semester 1 and 0.2 Teaching Allocation for 2017 Equity Funding – \$15657	Withdrawal and in-class support for students that qualify for assistance through the ESL program. There was a Stage 2 RFF component that was included in these funds.
Low level adjustment for disability	2 x SLSO's – \$72 000	Allocation of additional SLSO's to support and maximise the learning of students both in the classroom and the playground.
Quality Teaching, Successful Students (QTSS)	Staff allocation provided by the Department of Education utilised to release Assistant Principals.	Utilised the allocation against teaching staff for the implementation of the PD/H/PE program.
Socio-economic background	<p>6 x additional teaching staff – \$367 884</p> <p>1.2 x additional SAO staff – \$56 000</p> <p>0.4 x CLO – \$18 000</p> <p>7 x SLSO – \$284 880</p> <p>VCOP Resources – \$9 000</p> <p>Technology – \$50 000</p> <p>iPads Support Unit – \$7 981</p> <p>Kindergarten Transition/Resources – \$8 530</p> <p>Mathletics and Reading Eggs – \$10 559</p> <p>Quicksmart – \$17 000</p>	<p>Staff allocated for additional educational purposes across the school e.g. classroom teachers, technology teacher</p> <p>School Administration Officer employed to provide additional administration role in the office.</p> <p>Community Liaison Officer employed to promote the school positively in the local newspaper and social media sites.</p> <p>Allocation of additional SLSO's to support and maximise learning of students in both the classroom and the playground.</p> <p>Implementation of the VCOP Writing program including teacher relief and resources.</p> <p>Technology included the installation of Neo panels, as well as the implementation of Google Classroom with spheros and iPads. This included teacher relief to research schools with technological best practice.</p>

Socio-economic background	<p>Language Speech program – \$25 000</p> <p>Guided Reading Aids – \$52 000</p> <p>Boys and Girls Education program – \$700</p> <p>Learn to Swim Program (Term 3 Sport) – \$10 000</p>	<p>During Term 4, the Kindergarten Transition program was allocated a casual relief day for one day a week during the transition period. This allowed our teachers to build strong links and relationships with the families before their arrival at school.</p> <p>Costing for additional programs included Mathletics, Reading Eggs, Quicksmart and the employment of SLSO's to support the students in Guided Reading.</p> <p>The boys and girls education programs allowed teachers to work with challenging students to implement engaging lunchtime activities to decrease incidents on the playground.</p>
Support for beginning teachers	<p>7 x temporary teachers received one year of funding – \$13 450</p> <p>1 x permanent received second year funding – \$4063</p>	<p>Teachers were supported through additional day release for planning, collaborative learning and mentors. Teachers were given additional professional learning and training to build the capacity of staff.</p> <p>Mentors and supervisors were allocated to support and observe classroom practice and programming.</p>
Early Action for Success	<p>1.6 x Deputy Principal Instructional Leaders – \$248 620</p> <p>1 x Interventionist – (carried over) \$70 000</p>	<p>Deputy Principal Instructional Leaders to provide ongoing professional learning in Literacy and Numeracy as well as in-class support and mentoring of staff. The interventionist was utilised for additional teaching support for students below benchmark as well as for releasing staff for data talks.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	229	281	267	300
Girls	207	237	239	249

Over past twelve months, student enrolments have increased by almost 7%. The school has a strong reputation for literacy and numeracy programs as part of the Early Action for Success reform and caters extremely well for a diverse range of students with additional support needs. The two public schools in Muswellbrook are enforcing the zoning regulations so that the school can continue to build into the future.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.8	89.9	91.1	92.1
1	92.1	89.7	90.2	90.2
2	90.9	90	89.8	90.6
3	92.6	89.2	88.1	90.8
4	89.4	88.9	84.9	86.8
5	90.6	86.3	89.7	88.1
6	89.6	87.8	88.4	87.6
All Years	91.2	89	88.9	89.7
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

Muswellbrook South Public School has an Assistant Principal assigned to the monitoring of attendance. The Assistant Principal has established many incentives for students including 100% weekly attendance raffle draws and awards for 100% attendance. The Assistant

Principal works closely with the district Home School Liaison Officer to monitor and pursue regular cases of absenteeism. Attendance is a key project area within Strategic Direction 3 of our three year school plan. In 2017, the school reviewed its attendance policy and was extremely proactive in making contact with families to ensure students were attending school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	24.06
Teacher of Reading Recovery	0.95
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.96
Other Positions	0

*Full Time Equivalent

Muswellbrook South Public School has 94 fulltime and part-time teaching, support and administration staff. It is quite a diverse staff with some experienced teachers mixed with approximately 70% of staff been teaching for less than 10 years. This makes the school a dynamic place to work and it enables staff to share knowledge and ideas to benefit our students. There are two teaching and three support staff that identify as being of Aboriginal descent and this has certainly contributed to the successful Aboriginal programs that are embedded at our school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff completed mandatory Professional Learning (PL) in Cardio Pulmonary Resuscitation (CPR), Child Protection, Code of Conduct, Asthma and Diabetes awareness and Anaphylaxis training and e-Learning. All staff participated in professional learning in the Choose Maths lead by our consultant from the University of Melbourne and teachers were also upskilled in Maths Building Blocks.

Our infants staff continue ongoing external training and observations in the L3 program. All staff received ongoing training in the input and analysis of PLAN data, as well as training in the understanding and use of the literacy and numeracy continuums. Most of the professional learning throughout 2017 has been linked to the 2015–2017 School Plan and the Early Action for Success reforms.

Twelve staff members took part in Quality Teaching Rounds throughout the year. Two teachers from Singleton Public School joined in the lesson observations and professional discussions. This was a valuable program that will continue into 2018.

In 2017, there were 5 staff members who achieved accreditation at the Proficient Level. A number of others, including 5 beginning teachers are working towards the Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient Level. Approximately 14 teachers are maintaining accreditation. All beginning teachers at our school are supported by a mentor. The school provides professional development opportunities to assist beginning teachers to complete their accreditation. These staff were further supported by a regional mentor who visited the school at least twice a term. The school has an Assistant Principal and a teacher who is part of the local schools Teacher Accreditation Authority (TAA) team. The school also established its own accreditation team to support staff through the process.

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.

Voluntary school contributions consisted of \$3670 for the year of 2017.

Expenditure through technology came to \$50000 which included the installation of Neo panels, as well as the implementation of Google Classroom with spheros and iPads. This included teacher relief to research schools with technological best practice.

Receipts	\$
Balance brought forward	1,156,430
Global funds	478,165
Tied funds	1,644,894
School & community sources	90,048
Interest	18,318
Trust receipts	10,499
Canteen	0
Total Receipts	2,241,924
Payments	
Teaching & learning	
Key Learning Areas	20,146
Excursions	63,295
Extracurricular dissections	75,827
Library	2,540
Training & Development	4,362
Tied Funds Payments	1,440,759
Short Term Relief	64,975
Administration & Office	82,142
Canteen Payments	0
Utilities	58,996
Maintenance	34,247
Trust Payments	10,645
Capital Programs	44,571
Total Payments	1,902,504
Balance carried forward	1,495,850

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	1,524,168
Appropriation	1,497,242
Sale of Goods and Services	768
Grants and Contributions	26,159
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-548,307
Recurrent Expenses	-548,307
Employee Related	-443,445
Operating Expenses	-104,862
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	975,862
Balance Carried Forward	975,862

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.

Funds have been allocated for an increased number of laptops and iPads for students in both infants and primary. A technology room has been allocated once a space in the school becomes vacant. The school is in the process of installing an LED sign to promote the successes and school activities for its students.

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	3,562,896
Base Per Capita	80,879
Base Location	10,142
Other Base	3,471,875
Equity Total	1,467,423
Equity Aboriginal	267,744
Equity Socio economic	950,296
Equity Language	15,657
Equity Disability	233,725
Targeted Total	896,493
Other Total	491,958
Grand Total	6,418,771

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

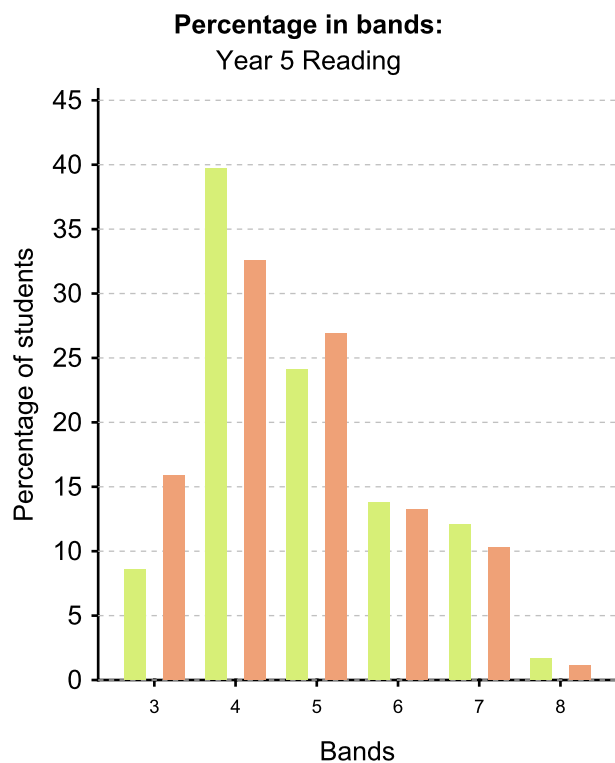
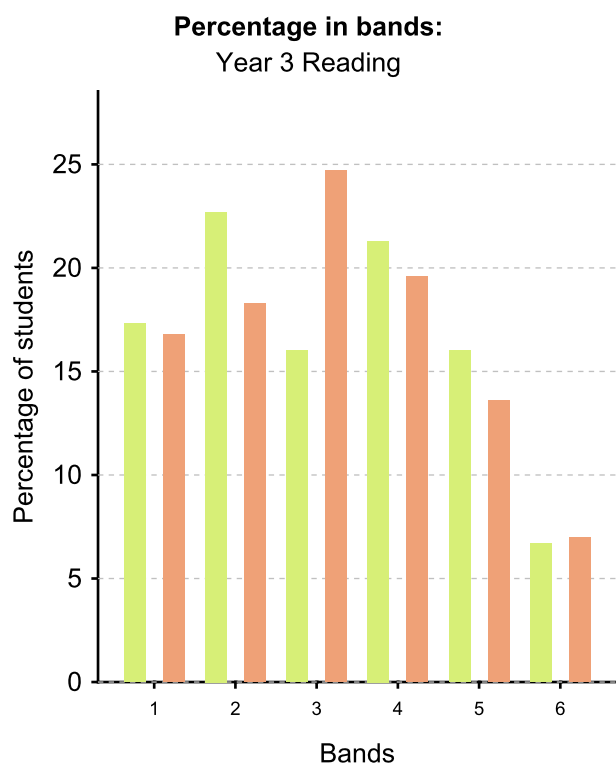
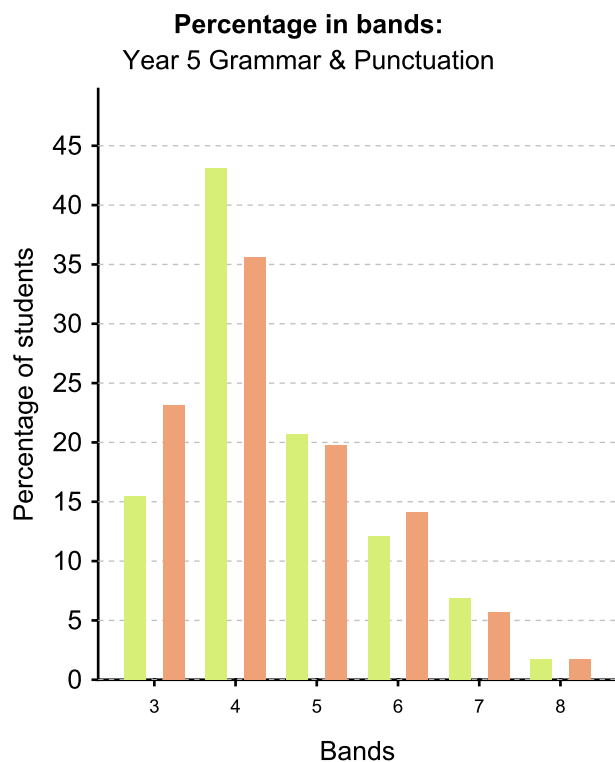
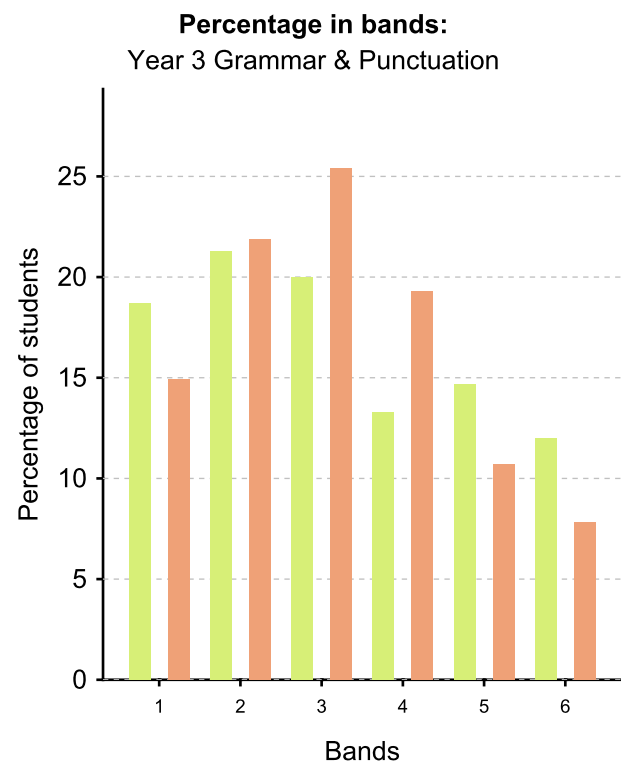
NAPLAN

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.

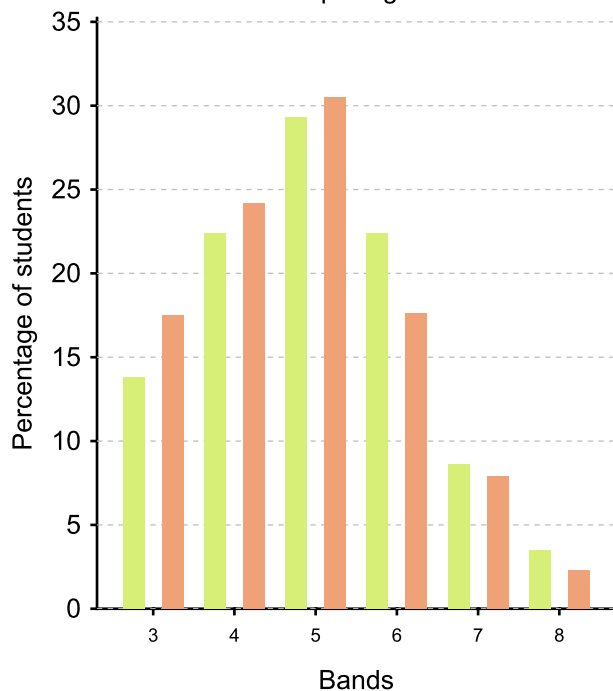
Our Year 3 literacy results this year showed that 22.7% of our students were in the top 2 bands in Reading. This has increased from the previous year by 3.3% and it has been our highest achievement in the past five years. Another outstanding result was in Grammar and Punctuation where 26.7% of students were placed in the top 2 bands. Again, this is an increase of 15.6% in 2016 and 8.1% in 2015.

Our Year 5 literacy results have displayed a significant decrease in the amount of students in Band 3 Reading. In contrast, 13.8% of students were placed in the Top 2 bands in reading which is a steady increase since 2014. Grammar, Punctuation and Spelling have also had significant growth in NAPLAN results over the past twelve months.

10% of our Year 5 Aboriginal students were in the Top 2 bands in Grammar and Punctuation. This is a standout achievement for our school.



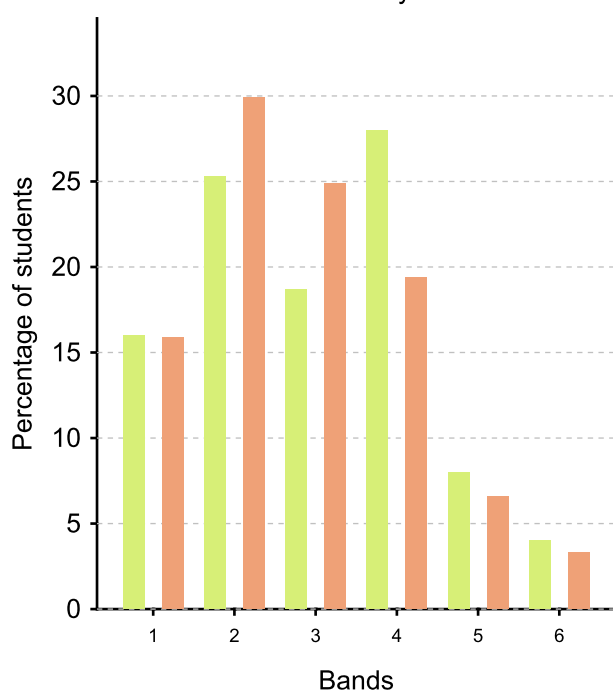
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Year 3 students have achieved significant gains throughout 2017 with 12% of students placing in the Top 2 bands in numeracy. This has been an increase of 7.4% from the previous year. 9.5% of students in Year 5 were placed in the Top 3 bands in Numeracy. Again this has been a significant increase since 2016.

Percentage in bands:
Year 3 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.

Muswellbrook South Public School students in NAPLAN made significant gains in the areas of Reading, Grammar and Punctuation, Spelling (Year 5) and Numeracy (Year 3). As stated earlier, 22.7% of Year 3 students and 13.8% of Year 5 students were placed in the Top 2 bands in Reading for 2017. 10% of our Year 5 Aboriginal students were placed in the Top 2 bands in Grammar and Punctuation. This had not occurred since 2012.

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them from Me surveys during 2017. There were many positive outcomes. 70% of the students have a strong sense of belonging while 81% of students in Year 4 are interested and motivated in their learning at school. 70% of our Aboriginal students feel good about their culture while they are at school.

The following scores out of 10 were applied to the parent survey in regard to parents feeling welcome at Muswellbrook South Public School. Parents Feel Welcome = 7.6; I feel welcome when I visit the school = 7.7; I can easily speak with my child's teachers = 8.5; I am well informed about school activities = 8.2; Teachers listen to concerns I have = 7.8; Written information from the school is in clear, plain language = 7.9; The school's administrative staff are helpful when I have a question or problem = 8.2

The following scores out of 10 were applied to the teacher survey in regard to the 8 drivers of student learning at Muswellbrook South Public School. Leadership = 6.8; Collaboration = 7.5; Learning Culture = 7.6; Data Informs Practice = 7.4; Teaching Strategies = 7.5; Technology = 5.1; Inclusive School = 8.0; Parent Involvement = 5.9.

"When you walk into Muswellbrook South Public School, it has a welcoming feel to the place!" – L3 Trainer.

Policy requirements

Aboriginal education

Muswellbrook South received Aboriginal background funding in 2017. Our plan included:

- One AEO (Aboriginal Education Officer) to monitor student wellbeing, attendance, student learning and support families and two Aboriginal SLSO's to support student learning in our Warrae Wannu prior to school program.
- Ochre was employed once a week, across the school, to improve the learning outcomes for all students in

Aboriginal culture and dance. Our students performed at COLES and on our Presentation Day.

- NAIDOC Day celebration took the format of workshops for students in art, didgeridoo playing, storytelling and traditional games. These were conducted by various Aboriginal people including the Girl's Academy students from our local high school.

- Aboriginal funds were also used to employ a teacher to support Aboriginal students in Literacy and Numeracy. This support has contributed to improved student learning. Funds were also used to support students to access excursions and cultural shows. Our student leaders in Year 6 represented the school at historic cultural events such as the local Sorry Day commemorations and flag raising ceremonies.

Multicultural and anti-racism education

Students participated in a number of multicultural education programs in Human Society and Its Environment, Personal Development and Literacy helping to develop the skills of tolerance and acceptance and how to build and maintain respectful relationships within the community.

Harmony day was celebrated in Term 1 with teachers organising activities that acknowledge and promote multiculturalism. Parents from a variety of countries were approached to guest speak to promote their culture. Classes created multicultural posters which promoted compassion, respect and tolerance. Much value is placed on these days as a means of creating an awareness and appreciation of our multicultural society. Students learn how different cultures and religions contribute to the Australian identity.

Students learn how different cultures and religions contribute to the Australian identity and the need for compassion, tolerance and respect. Two staff members were trained as an Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Student participation in school and community Anzac Day Services and Remembrance Day Services supported the development of a historical and ethical perspective of world events.