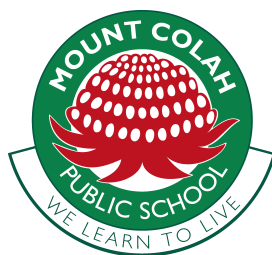


Mount Colah Public School

Annual Report



2017



3885

Introduction

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

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

Dr John Paterson

Principal

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Message from the Principal

Mount Colah Public School is a growing and dynamic school. The staff are committed and passionate about providing programs of excellence to the students of the school. The Mount Colah Community is highly supportive of the school and the school's P&C support the school by additional fundraising activities that result in the school being well equipped. The school has a vibrant Music program with three bands and two choirs that provide instrumental as well as vocal training for students. In addition there is a dance program for senior and junior students and there are opportunities for students to participate in performances outside the school. Students are exposed to a wide range of educational experiences ranging from incursions, excursions and camps. Specialist sporting programs such as gymnastics are taught by trained professionals. The school also features a drama and public speaking program to enable students to become confident and articulate presenters.

I am pleased to present the Annual School Report for 2017 and to also refer you to the School Plan 2015–2017. This report describes the schools achievements in the domains of Learning, Teaching and Leading. I hope you enjoy reading about the achievements of students and staff at Mount Colah Public School.

Message from the school community

P& C President Report

This year saw the P&C head into their second full term as a committee, which brought stability and fluency to the P&C program and way the we interacted with the school and community. It also saw an increased number of new attendees to the committee meetings which allowed for a wider representation of views. To this end a number of objectives were achieved throughout the year including, the forming of committees to coordinate the refurbishment of the All Weather Shed, planning of the Pierre close upgrade and a wonderful mural.

As many of you will be aware, at the end of last year the P&C & School worked determinedly and secured \$50,000 in funds under the Community building grant scheme to revamp the existing All Weather Shed. This project is now in its final stages with quoting complete, funds allocated with the building works being completed into next year. Again, thank you to all those that have assisted with this ongoing and important project.

With funds having been raised & collected to specifically spend on the children and school, the last term had been dedicated to determining how these funds could be spent. After a number of suggestions were made to the committee, two have been carried forward in an effort to beautify the school and provide the children with additional healthy entertainment opportunities. The first was a suggestion of a Mural, which was keenly discussed over a number of meeting sand after a number of designs was finally passed and completed in early November. The painting of the mural was a fascination for the children with many spending their recess and lunch intrigued by the special talents of the artists.

What a difference and talking point this makes to all!

Next year will see an addition to the school play equipment in the form of an all-natural timber play course which should provide endless hours of entertainment opportunities for the children.

Our aim at Mount Colah is to promote the interests of the school by bringing parents, citizens, pupils and teaching staff into close co-operation. By doing this we were able to assist in providing equipment that is required by the school. We primarily do this through the generation of funds all of which contribute to delivering a higher educational experience to the children at MCPS.

I am thankful that the contribution of the P&C throughout the year has managed to deliver on the above, so again a huge thankyou needs to go out to all parents & volunteers who have tirelessly supported the activities in 2017 – you know who you all are and without your continued support, activities like the Sports carnival, Colour run, Mother's day & Father's Day stalls, School Discos, Music & Dance programmes, Canteen & School Banking would not be possible and the huge successes they are in delivering the benefits to the school & children that they do each year.

SPECIAL THANKS

Finally, the P&C Exec need a special mention for consistently giving up their time and putting in the effort behind the scenes on a weekly basis, promoting the interests of the school & community by bringing parents, the local community and teaching staff together.

To this end the P&C has had a great year with special thanks to the Executive, Leigh Weinberg (VP), Evelyn Pettit (VP), Susan Spencer (Treasurer) & Robyn Reinhardt (Secretary), for their tireless efforts both within their office bearer responsibilities as well as their endless hours of volunteering and support at the school throughout the year.

Phil Dobrincic

Mount Colah Public School

P&C President

School background

School vision statement

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

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

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

School context

Mount Colah Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 464 students. The NESB background of the school community is 13%. Trained and dedicated teachers deliver quality teaching programs in a caring and supportive environment. The school has experienced continuous improvement, particularly in literacy and numeracy over a number of years. The school provides a well-rounded education with the development of the 'whole child' seen as important, through its successful academic, sport, performing arts and technology programs. The school enjoys strong parent and community involvement. The P&C has generously supported the installation of technology infrastructure for learning within the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the area of **Learning** The school is sustaining and growing across the area of Learning Culture, Wellbeing and Curriculum. The school's assessment of its performance in the areas of assessment, reporting and student performance measure is that it is delivering in these areas.

In the area of **Teaching** the school is demonstrating effective classroom practice and is sustaining and growing in this area.. Teachers collaborate across stages to share curriculum knowledge, data and feedback other information on student progress and achievement.. The school is delivering in the area of data skills and use and reports analysis of student progress to the school community in the Annual Report.

In the area of **Leadership** the Executive have developed a school plan which forms the core of continuous improvement efforts The school delivers an analysis of learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually to the school community. The school uses resources strategically to gain efficiencies and maximise the availability of resources to support the school plan.

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

Embracing Educational Change

Purpose

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

Overall summary of progress

Project Based Learning has been successfully implemented across stages one to three. All teachers have been active participants and contributors to the development of new programs and units of work involving authentic tasks to engage and enthuse students. A repository of Project Based Learning tasks has been compiled and stored on a shared drive allowing easy access for future use. The units of work written have been refined to reflect the conceptual framework and the new History/Geography syllabuses. A list of concepts for future reference has also been catalogued and stored on the shared drive. Through the introduction of Project Based Learning, students have gained improved digital literacy skills and have been involved in collaborative problem solving strategies promoting greater creativity and engagement. Information Technology Skills have been embedded in all tasks with high quality teaching and learning practices demonstrated and supported across the school through high quality teaching and learning programs, assessment and improved learning outcomes.

Despite the introduction of the Seven Steps writing program and other targeted teaching strategies, writing results have not shown the desired growth. Writing will continue to be a focus in the next Strategic Plan through the continued use of the Seven Steps Writing Program as well as elements such as the use of Visible Learning Strategies, goal setting and the use of timely feedback to enable students to reflect on their own learning and strive for improvement.

Teachers received professional learning on the Growth Mindset principles which has enabled staff to have a common metalanguage to help students develop persistence and resilience in their learning. When surveyed, a large majority of staff members reported valuing the Growth Mindset resources and lessons provided and they found them very useful when assisting students to improve their learning outcomes and general approach to learning. Posters, proformas, videos and lesson ideas were developed and shared amongst staff to enable the successful introduction of the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of students producing an authentic task (project based learning) that is technology based	Staff were allocated a half day release for refining programs @ \$4 500 total.	Students had opportunities to display their completed projects. This varied from sharing with other classes, grades or with parents at afternoon showcases. The school T drive has been set up with a folder to hold units of work and a list of concepts. Stage teams add units of work as they complete them.
Increase percentage of students in writing in the top three bands by 5% in 2016(3 students in Year 3 and 2 students in year 5)	Purchased school license for Seven Steps program @ \$2000 pa.	Despite the introduction of the Seven Steps writing program and other targeted teaching strategies, writing results have not shown the desired growth. Writing will continue to be a focus in the next Strategic Plan through the continued use of the Seven Steps Writing Program as well as elements such as the use of Visible Learning Strategies, goal setting and the use of timely feedback to enable students to reflect on their own learning and strive for improvement.
Students and teachers show evidence of use of metalanguage for Growth Mindset		Survey of staff conducted. 85% of teachers surveyed reported valuing growth Mindset as a resource for teaching students resilience. The majority of staff reported they had implemented some lessons and used the language as part of their teaching practice. Some teachers reported

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students and teachers show evidence of use of metalanguage for Growth Mindset		time as a hindrance to implementing as fully as they would have liked. All were positive about using Growth Mindsets and developing their understandings. Teachers reported students using language more frequently that indicated a willingness to persevere and to value learning from mistakes.

Next Steps

Project based learning will continue to be used to engage and enthuse students as well as to provide opportunities for deepening student understanding of the topics covered. Technology skills will continue to be developed through implementation of the school scope and sequence. The upcoming introduction of a new technology syllabus will mean that the Scope and Sequence will need to be reviewed and modified.

Writing will need to remain a major focus and will form part of the new school plan under the Transforming Learning Strategic Direction where Visible Learning and differentiation will be used to improve student outcomes.

Growth Mindset will continue to be used as part of classroom practice across the school. It provides a common language that encourages students to persevere. Reminders and tips on using Growth Mindset language will be shared with parents through the newsletter and other mediums.

Strategic Direction 2

Being 21st Century Learners

Purpose

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

Overall summary of progress

The Strategic Direction, Being 21st Century learners, focused on teaching the students the skills to be able to embrace the educative process in order to become engaged and motivated global citizens. We aim for all students to become emotionally resilient, independent, cooperative and adaptive with an ability to think creatively and transform into lifelong learners.

Students began to develop critical literacy skills with the aim of becoming, analytical, questioning, listening and thoughtful learners.

The students learnt to think about the purpose of their learning, set goals, and then reflect on their progress to redirect their subsequent goals as necessary.

Students were motivated to achieve their personal best by rising to educational challenges and demonstrating resilience to persevere with tasks to completion.

Students had opportunities to develop their ICT skills as producers with technology rather than just consumers. They worked collaboratively on stage appropriate tasks. Through participation in learning tasks students developed the capacity to appreciate, accept and respect each person's talents and differences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students make continued progress in phonics and phonemic awareness .	Justin Caban demonstration lessons expense Purchase of magnetic foam letters Soundwaves Professional Learning, online activities and associated posters	K–2 classes implemented daily phonological lessons and regular revision of stage appropriate phonics. Improved student recognition of phonics when decoding texts and during weekly spelling tests. Data was not recorded on PLAN as this was to be discontinued.
Scope and sequence produced for geography and History	Purchase teacher resources for History and Geography	Completed the scope and sequences
Students show creativity in their writing	Whole school subscription to 7 Steps to Writing Success	Writing continues to be a focus for the school

Next Steps

In the next School Plan a focus on differentiation will continue to address issues relating to literacy and numeracy.

One of the Strategic Directions will be devoted to up-skilling staff in differentiation and to see this reflected in teacher programs

Strategic Direction 3

Building an informed, resilient and supportive community

Purpose

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

Overall summary of progress

A number of student welfare programs have been successfully implemented into the school structure and were consolidated in 2017. These programs included: Bounce Back, Values, Rock and Water as well as PBEL which begun its implementation in 2017 and will be a major part of the next school plan. Parents had a greater understanding of these programs through targeted newsletter items and assembly performances.

All executive staff were trained in Rock and Water and in turn trained teachers to deliver this program. Teachers enjoyed implementing the program, however, they felt that more training would be beneficial.

An independent authority (Michael Grose) on raising independent children was booked to speak with staff and parents about how to raise children who are resilient. Feedback from parents who attended the seminar was positive. A second Kindergarten to Year 2 maths night was held to upskill parents in how to help their children at home with fun mathematics games. A FRED night was also held to encourage a significant male role model to read more often with students with the aim to increase literacy levels and promote reading as an important skill for boys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent satisfaction survey for K–2 parent maths night and father student reading night.	\$1500 catering costs for combined schools. \$6000– Guest speaker cost with promotional materials.	Parents feedback was positive towards the K–2 Parent maths night as they were able to leave armed with a number of games they can play with their children to help their development. The FRED night had a large number of significant male role models attend with the night being well received by parents. Feedback was given that we may aim to do a different activity next year.
Teachers programs reflect strategies that target issues identified through 'Tell Them From Me' survey. E.g. Bounce Back and Rock & Water	\$500 spent on resources to support the implementation of Rock and Water.	Through the Tell Them From Me survey, students identified that bullying was an issue within the school. K–6 programs reflected welfare strategies that were specifically taught each term to resolve this issue. Demonstration lessons and explicit programming were completed to aid the integration of Rock and Water into teaching programs. Students indicated that bullying was reduced in the second Tell Them From Me survey.

Next Steps

Community engagement remains an important part of Strategic Direction 3 aiming to keep parents informed on current issues such as Cyber Safety. There will be a focus on utilising parents skills and time to enhance the schools programs. PBEL will be a major focus to ensure students are aware of expectations of behaviour at school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,993	Individual Education Plans have been developed and implemented for all Aboriginal students in consultation with their families. The Learning Support team and class teacher implement the IEP.
English language proficiency	\$14,537	Additional teacher time was purchased to cater for the needs of students with emerging English language proficiency to provide differentiated programs
Low level adjustment for disability	\$27,207	Students with disabilities have been identified by the school counsellor and the Learning Support team for specific support. Personalised Learning Plans have been developed in consultation with the class teacher and the parents. Additional teacher time was purchased to support the program.
Quality Teaching, Successful Students (QTSS)	\$34027 • Quality Teaching, Successful Students (QTSS) (\$0.00)	Funds have been used to provide additional release to teachers, executive and beginning teachers to support early career teachers in their development.
Socio-economic background	\$13,879	Students from low socio-economic backgrounds were identified for support to provide access to extra curricula areas

Student information

2015–2017 due to vigilance with absences and timely reminders to parents

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	201	206	218	223
Girls	218	222	231	222

The school enrolments are showing steady growth. This is due to a growth in high density housing in the area and is expected to continue.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	94.8	96	96.5
1	96.2	95.8	95.6	96.5
2	96.8	95.8	96.9	95.6
3	95.4	96.3	96.6	96.5
4	96	94.3	96.1	96.1
5	96.9	96.3	95.3	96.5
6	96.5	96.9	94.3	94.9
All Years	96.4	95.7	95.9	96.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

<Use this text box to:

- Student attendance is monitored by class teachers who contact parents in relation to absences. Students whose level of attendance is of concern are raised at the Learning Support Meeting and measures are taken to improve their attendance through parent contact and interview where appropriate.
- Student attendance rates have improved from

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.89
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.32
Other Positions	0

*Full Time Equivalent

There are no Aboriginal staff currently employed in the school.

Workforce retention

The staff composition has remained constant in 2017 with a number of temporary positions being created to fill maternity leave and long service leave situations.

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

One teacher achieved her Accreditation with NES in 2017. Several other teachers are in the process of

working toward their Accreditation.

All staff completed Mandatory Child Protection Training as well as CPR and Anaphylaxis Training. Professional learning completed by Executive staff included

Using Data with Confidence.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	187,640
Revenue	3,626,292
Appropriation	3,188,377
Sale of Goods and Services	19,826
Grants and Contributions	414,133
Gain and Loss	0
Other Revenue	0
Investment Income	3,955
Expenses	-3,509,386
Recurrent Expenses	-3,509,245
Employee Related	-2,980,939
Operating Expenses	-528,306
Capital Expenses	-141
Employee Related	0
Operating Expenses	-141
SURPLUS / DEFICIT FOR THE YEAR	116,906
Balance Carried Forward	304,546

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

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

Delete text not required.

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

	2017 Actual (\$)
Base Total	2,918,610
Base Per Capita	68,619
Base Location	0
Other Base	2,849,991
Equity Total	120,560
Equity Aboriginal	3,993
Equity Socio economic	13,879
Equity Language	14,537
Equity Disability	88,151
Targeted Total	32,105
Other Total	39,051
Grand Total	3,110,326

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

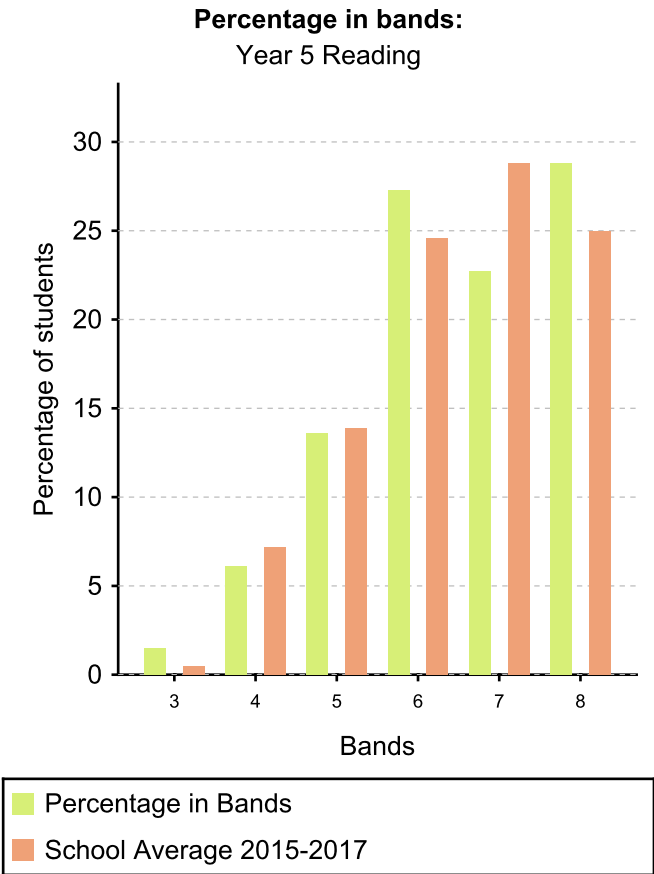
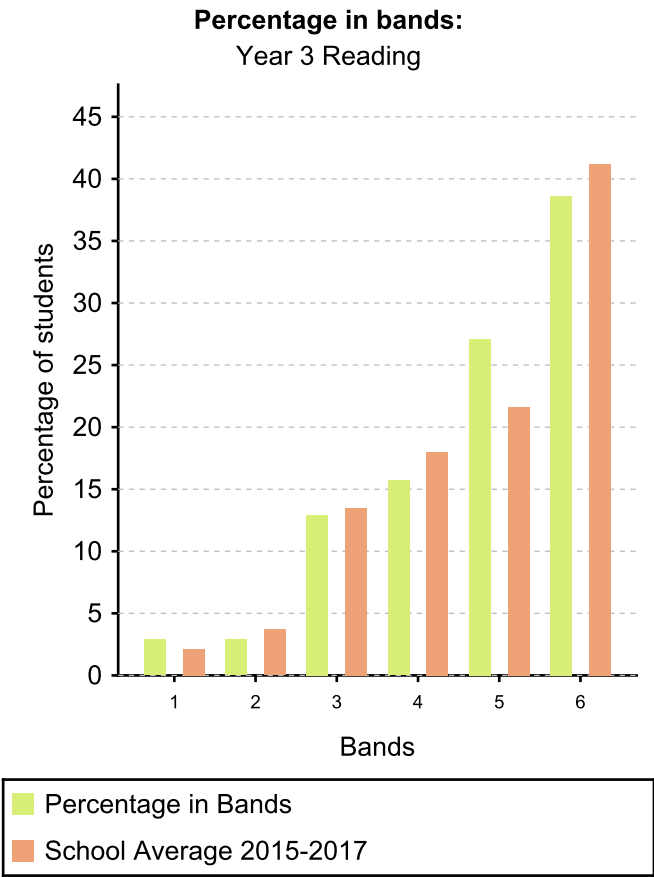
NAPLAN

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.

Financial summary equity funding

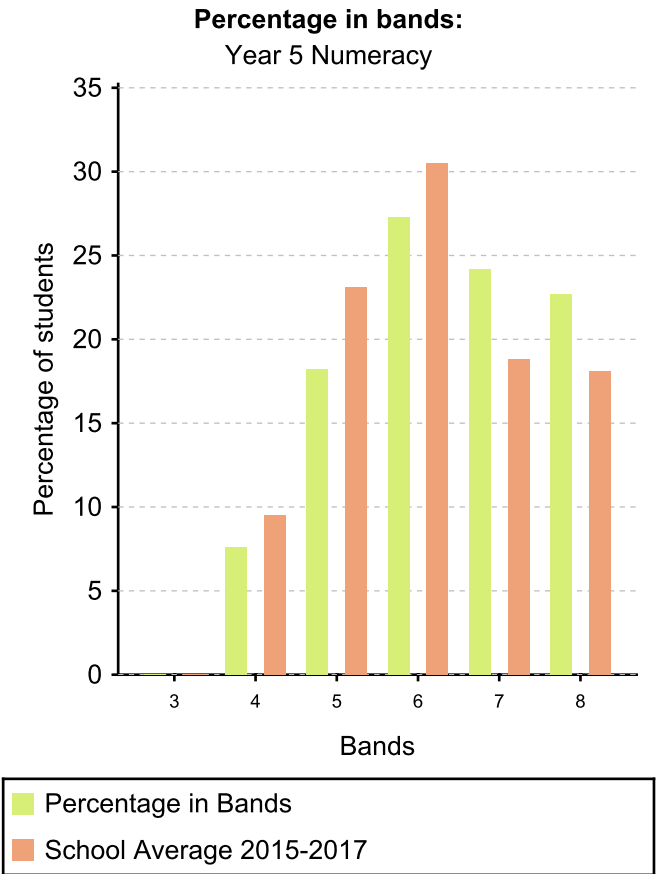
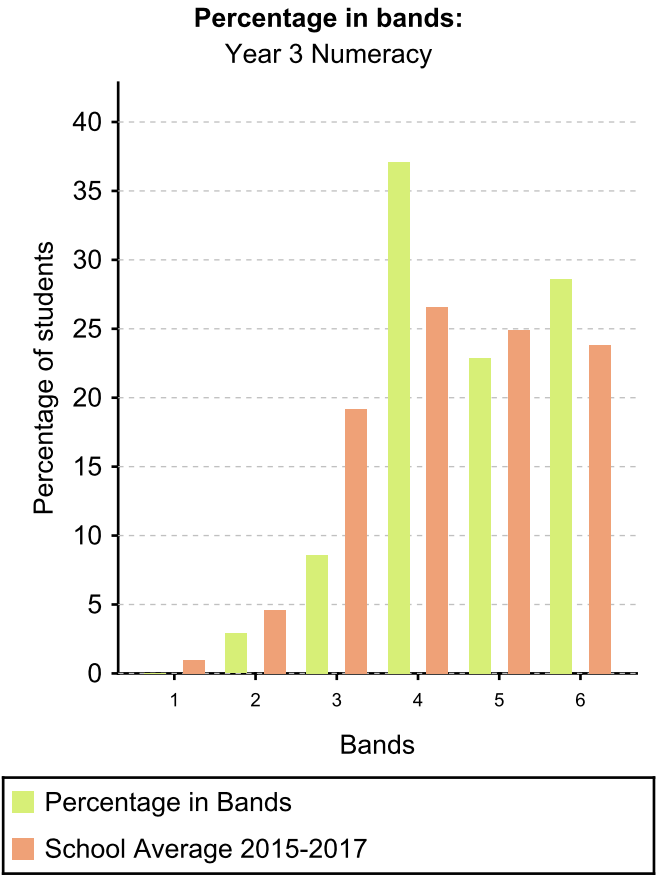
.Year 3 NAPLAN performance in Reading saw 66% of students in the top 2 bands, while in Writing only 39% were in the top 2 bands. In Spelling 64% of students in year 3 were in the top 2 bands. and 68.6 % were in the top 2 bands for Grammar and punctuation.

In Year 5 52% of students were in the top 2 bands for reading while only 19.7% achieved the top 2 bands in Writing and 50% achieved the top 2 bands in Spelling. In Grammar and Punctuation 42.4% were in the top 2 bands.



In Year 3, 51.5 % of students were in the top 2 bands for numeracy while 50 % were in the top 2 bands for Data, measurement , Space and Geometry. In Number 51.4 % of students achieved in the top 2 bands.

In Year 5, 47% f students achieved in the top 2 bands for Numeracy. In Data, Measurement, Space and Geometry 42.4 % were in the top 2 bands. In Number Patterns and Algebra 39.4 % of students were in the top 2 bands.



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

Parent/caregiver, student, teacher satisfaction

In the Tell Them From me Survey, parents expressed a high level of satisfaction about feeling welcomed at the school and the ability to speak easily with teachers. The highest proportion of responses from parents across the school came from Kindergarten to Year 2. Parents expressed an interest in seeing more Creative Arts, Languages and Ethics classes in the school. They also requested higher level stimulation for brighter than average students. The school has responded by a commitment to developing a Gifted and Talented policy in the 2018–2020 School Plan.

Students exhibited good knowledge of school programs such as Growth Mindset and were able to verbalise the key messages from the program. Students exhibited higher than state participation across sport and extracurricular activities. Students in year 6 showed the highest sense of belonging and exceeded the NSW norm.

Teachers commented that they felt greater ownership of the School Plan than in previous years and that combined with the PDP process this helped with the planning, programming and implementing of unit of work

Policy requirements

Aboriginal education

There are six students at the school who identify as Aboriginal. Each parent is given the opportunity to contribute to the Personalised Learning Plan process for their child. The school invites an Aboriginal person as the guest speaker at the school assembly during NAIDOC week. The Aboriginal flag is displayed in the school hall and on the flagpole in the playground. Aboriginal themes are incorporated into all the Key Learning Areas

Multicultural and anti-racism education

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

School wide activities are planned for harmony Day by a school wide committee showcasing cultural diversity and acceptance of difference. Classes celebrate cultural diversity with specific units that explore, beliefs, celebrations, customs and food from around the world. In 2016 the school appointed an Anti-Racism Officer to proactively inform staff and students about issues relating to racism and reducing incidents that relate to misunderstandings of other cultures.