

Mount Brown Public School

Annual Report



2017



4423

Introduction

The Annual Report for **2017** is provided to the community of **Mount Brown 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.

Stephen Mayhew

Principal

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Message from the Principal

2017 was a highly successful year at Mount Brown Primary School where decisions were made providing exciting directions for the next few years as we finalised and evaluated the last year of the 2015–2017 school plan. Overall academic achievement was quite varied with Year 3 students falling short of our school's extremely challenging school targets while at the same time improving when measured against schools from the 'Like Schools' group. Year 5 displayed pleasing achievement in both school targets and as measured against the 'Like Schools' group. A most encouraging aspect from our NAPLAN data was that our school's value-added from Year 3 to 5 (individual student improvement) which was strong with the majority of students improving by far greater than the State in both numeracy and literacy. 26 from 38 students in numeracy achieved 2 bands or more improvement while 30 from 38 students improved by more than 2 bands in reading. Only 3 students did not show expected growth in numeracy while all students showed expected growth or better in reading. Of particular promise was also that the students from Mount Brown who were in Year 7 in 2017 also achieved good growth, registering as 'DELIVERING' using the School Excellence Framework.

School success is not measured by NAPLAN alone and throughout 2017 greater focus was placed on strengthening our collection, analysis and use of all forms of student data, especially in-school data. Hattie and many other educational researchers state that the single most prominent factor in achieving student academic improvement is the ability of teachers. To increase the ability and capacity of teachers much time was dedicated to teacher professional learning in following:

- school use of formative assessment with a new coordinated whole school assessment plan designed for the coming 2018–2020 plan, and
- school focus upon improvement of teacher pedagogy through utilizing engaging teaching and learning practices.

Key to whole school improvement at Mount Brown is increasing both student and family connectedness to school. The creative and practical arts are seen as an important avenue to connect our children better to school and great efforts have gone towards providing students with exciting school opportunities. This has been rewarded through great student and family participation in our new initiatives. More than 90 students performed in Wakikirri at the Wollongong Entertainment Centre following three terms of dance and drama. In this our children achieved numerous awards for their first performance in Wakikirri. The school band formed in late Term One 2017 and through quality tuition from Wollongong Conservatorium of Music was able to perform at the 'Bands in the Wollongong Mall' in their very first year. The school band after just three terms was able to present a number of items at the school's 2017 Presentation Day.

Community involvement was again high on the school agenda with great interaction between staff and families in many P&C functions, parent information sessions and school events. We see engaging our community as vital to overall school success which leads also into an important part of our next school plan.

School background

School vision statement

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

School context

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In 2017 great commitment was dedicated towards striving for real school excellence. In the domain of **LEARNING** much time and effort was dedicated to evaluating what we see as school strengths and areas for focus for the 2018–2020 school planning process. In 2017 *Learning Culture* was a real focus of the school plan and in this we were able to demonstrate commitment within the school community that all students make learning progress and partnerships with parents and students support clear improvement aims and planning for learning. The school could demonstrate success in collecting and analysing information to inform and support successful student transitions. Attendance was identified as one area for further focus to gain improved student and family commitment to help improve student performance. Three Assistant Principals worked together to begin an ongoing process to improve whole school and individual regular attendance, leading to greater connectedness and thus improved academic performance. Overall *Wellbeing* was also extremely positive with the school sustaining and growing in caring for students and having a planned approach to wellbeing, catering for individual learning needs and working hard to maintain positive student behaviour. In the area of *Curriculum* the school's curriculum provision and evidence-based teaching practices provide us with a high expectation framework within which all students effectively develop their knowledge, understanding and skills. Assessment was seen as an area for whole school focus in the next school plan. In 2017 we have made initial steps in better using formative assessment and improving student engagement. In *School Reporting* we placed clear emphasis on regular feedback to parents seen as a priority and determined that we were sustaining and growing in our efforts. In *Student Performance Measures* the theme of achieving strong 'value added' achievement was seen as crucial area for further development.

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

professional development to improve their performance through thorough and authentic Performance and Development Plans.

In the domain of **LEADING**, *Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes* were key to our delivery of school excellence in 2017. We determined that the school solicits and addresses feedback on school performance, leadership development being central to school capacity building. The school works hard to maintain productive relationships with external agencies such as the University of Wollongong, businesses, industry and community organisations which all build on the school's capability to improve educational opportunities for students. Through focus groups, parent information evenings and workshops, highly successful in-depth surveys (the Tell Them From Me suite) there are opportunities for students and the community to provide constructive feedback on school practices and procedures. The school works toward providing streamlined, flexible processes to deliver services and information and strengthen parental engagement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of a high quality 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

Teaching and Learning AND School Programs

Purpose

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

Overall summary of progress

The use of data to better inform teaching and learning has initiated renewed emphasis on student achievement in both literacy and numeracy. The use of continuum data was of high focus in 2017 with a whole school data-wall displayed in the staff room promoting much professional dialogue, support and further planning. Some promising results indicating further success will build as the school develops its strategies to respond more quickly to teaching and learning formative assessment. The whole school formative assessment plan developed in Term 4 will be a crucial focus for the 2018–2020 plan. Additionally, a greater focus upon SMART data analysis, analysis from PAT assessments along with school-based academic analysis informed curriculum decision-making in regular collaborative planning groups. Close adherence to the development of school curriculum based upon the implementation of the new Australian Curriculum has also been a focus for teachers working collaboratively to assess, plan, monitor and deliver dynamic learning experiences for our students. In 2018 it is planned to extend the PAT assessments to all students from Years 2 to 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% students reach expected clusters on PLAN	Instructional Leader teacher funded from EQUITY (Socio Economic funds) to assist teachers in continuum understanding and use \$1200 funds from Dapto Learning Community grant to release teachers to develop a data-wall in teachers staff room.	All teachers regularly update PLAN data at least once per term with K–2 updating twice per term. 87% expected clusters reached
To increase by 2% per year from 2016–2019 in the Premier's targets for Proficiency bands		Year 3 did not achieve their actual 2017 expected targets however, the trend to increase percentage in top two bands over four years has been achieved with a 26.11% result in 2017 and a 29.9% result in 2016. Year 5 achieved individual reading, writing and grammar and punctuation targets.

Next Steps

In the 2018–2020 school plan a number of school strategies and initiatives will follow from the 2017–2020 school plan. The school will:

- Continue Speech Therapy, SOUNDWAVES, TEN, TOWN FoR, L3 programs,
- Build upon and extend the teacher collaboration meetings to 2017.
- Build upon and extend the collection, analysis and use of data to drive our teaching and learning with a clear focus on the new learning progressions
- Build upon and extend the use of formative assessment to build authentic data (including effective use of data walls and regular professional dialogue regarding school data)
- Continue to build expertise in 'Making Learning Visible'
- Trial and amend where required the use of the new whole school mathematics scope and sequence

- Continue school commitment to 'Focus On Reading and
- Use and amend where required, the new Focus on Reading scope and sequence to embed FoR into literacy plans across the school.



Strategic Direction 2

Professional Development AND Quality Teaching

Purpose

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

Overall summary of progress

Continued throughout 2017 was a strong school commitment to improving teaching and learning in literacy and numeracy. This has been a dynamic factor to our whole year of professional learning.

L3 continued in K–1 with strong support and guidance delivered to a new teacher to the pedagogy. Focus On Reading (FoR) leads naturally from L3 and all Year 2–6 teachers engaged in Phase 2 FoR professional learning while they embedded their 2016 FoR Phase 1 practices into teaching and learning. Targeting Early Numeracy (TEN) AND Taking Off With Numeracy (TOWN) were implemented and teachers further supported as required.

Increasing student engagement in learning saw the continuation of MATHLETICS across all classes while Stage 3 continued with its development of Bring Your Own Technology (BYOT). Two teachers attended a number of Aboriginal Academic, Cultural and Leadership conferences to build greater expertise in better connecting Aboriginal students to school.

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

Formative Assessment professional learning initially delivered to all staff by all Assistant Principals saw key developments in whole school future planning for school assessment and engaging pedagogical approaches. Anita Chin mathematics professional learning was particularly engaging and successful.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers develop a professional learning plan (PLP), which articulates their PL needs.	QTSS funds allocated to release Assistant Principals and teachers who have specific special expertise to support their colleagues (\$5000 specific allocation–QTSS for	All teachers designed and used authentic personalised professional learning plans. Evidence sheets with clear links to Australian Professional Standards (APS) used to record evidence for all teachers.
Planned, constructive feedback from peers, school leaders and students improves teaching practice.	QTSS funds allocated to support teachers with their personalised professional development plans.	Evidence sheets with cross purpose to reduce overall workload– can be used for accreditation, validation, School Excellence Framework etc. 2 observations completed per teacher with written feedback on in-school designed form

Next Steps

The standardised whole school teaching observation feedback sheets will be further developed in 2018 with strong links to the Australian Professional Standards and the School Excellence Framework emphasised.

Teacher consistency of judgement will continue as a key element of improving our pedagogy and this will be supported

through further collaborative planning release for teachers in 2018.

Formative assessment will play a key role in linking all KLAs.

Further professional learning will take place in mathematics with BUILDING BLOCKS and/or further Anita Chin Online professional learning modules planned.

Strategic Direction 3

Authentic Community Partnerships.

Purpose

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

Overall summary of progress

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

Again a wonderful response to the Parents as Partners surveys (96 responding families) , and ever increasing numbers of parents engaged in a wide range of school initiatives from parent–teacher interviews, Hat Parades, sporting carnivals, special assemblies, to information workshops and evening information sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent satisfaction and involvement in the school increases as evidenced in Satisfaction Surveys.	\$500 – One day teacher release for survey organisation.	Tell Them From Me/Parents as Partners surveys indicated great parent satisfaction in all nine domains Focus group positive response rated high
Increased % of parents attending parent information sessions on understanding how to support their children's learning.	Catering and production of 'SHOW-BAGS' which provide parents with ideas and assistance in helping children at home with their schoolwork (\$670)	Greater numbers of parents at evening workshops– 2016–22 parents attended Mathematics evening workshop– 2017– 37 parents attended Increased parent participation highly evident as represented in parent attendance sheets at events held in 2017.
Data explicit in programs and displayed for community	\$20,000 funds allocated to Instructional Leader Terms 1 and 2 to support the construction of data wall, use of continuum data, assist teachers and update and educate parents in understanding continuums and school use of data	Data–wall in the teachers staff room open for discussion at all P&C meetings in semester 2.

Next Steps

Community is seen as a crucial element at Mount Brown in achieving greater school success. Increasing parent and community connectedness will lead into the 2018–2020 school plan as a natural element. School will continue to pursue avenues for increasing parent engagement and involvement in all aspects of school life. Great success in our current school plan in better engaging our Aboriginal families will lead naturally into strategies for the 2018–2020 school plan.

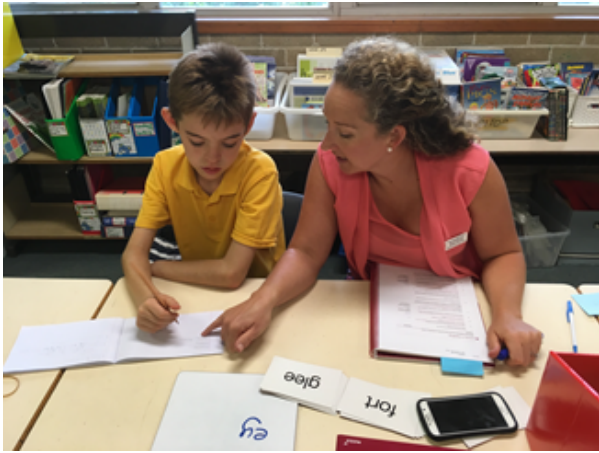
TTFM and Parents as Partners surveys, focus groups, parent workshops, and parent information evenings will continue to build on parent engagement with school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>LAST release– 8 days to collate extensive data for all aboriginal students.</p> <p>Significant engaging reading resources purchased (\$8,025) for aboriginal student engagement programs</p> <p>Parent and community connectedness funds– 'Yarning' sessions and functions,</p> <p>SLSO three days per week to support aboriginal students individualised learning plans.</p> <p>Cultural excursion to Killalea.</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$4 000.00) 	<p>ATSI (Aboriginal and Torres Strait Islander) report prepared and presented to all staff.</p> <p>Improved Aboriginal student engagement</p> <p>Increased levels of aboriginal family support through higher participation rates</p> <p>All aboriginal students individual learning plans indicated improved outcomes.</p>
English language proficiency	<p>LAST released to collect and analyse data 8 X 1/2 days Term 4.</p> <p>EALD students engage in Multilit and Mini-lit programs with clear focus on language development</p> <p>SLSO in-class support</p> <ul style="list-style-type: none"> • Socio-economic background (\$2 000.00) 	<p>LAST data identifies students for program continuation</p> <p>All students engaged in all 'LIT' programs demonstrated significant growth, improved confidence and greater self esteem</p>
Low level adjustment for disability	<p>LAST teacher support all classes</p> <p>ILPs and PLP support all teachers</p> <p>New 'Interventions' checklist</p> <p>NCCD data / Reading resources significantly increased.</p> <p>Three SLSOs engaged 3 1/2 days per week to support classes AND one SLSO identified to support band 1 and 2 students</p> <ul style="list-style-type: none"> • Literacy/Numeracy funds (\$1 655.00) 	<p>NCCD data collection– report completed and presented to staff –LAST/ NCCD data analysis report.</p> <p>New 'Interventions checklist' designed and used by all teachers</p> <p>Teacher surveys indicate strong support for LAST and SLSO intervention</p> <p>All 'LIT' programs indicate great levels of success with up to 90 students accessing this support.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher release– for PDP support–Professional Development Plans</p>	<p>Supervisor feedback to staff and report to Principal for linking of 2017 goals to 2018 where required</p>

Quality Teaching, Successful Students (QTSS)	<p>supported through QTSS allocated staffing</p> <p>Identified teachers released to demonstrate exemplary practice to colleagues</p> <ul style="list-style-type: none"> • Literacy/Numeracy funds (\$4 275.00) 	<p>Timetable issued and engaged in Semester 2– 2017 for identified teachers to demonstrate exemplary teaching to colleagues</p>
Socio–economic background	<p>\$35,000–Teacher release for collaborative planning– 2X 1/2day teacher release per term</p> <p>Reading resources to support literacy/reading.</p> <p>FoR release and planning time for identified FoR trainer AND \$8000 resources purchased to support FoR phase 2 implementation in 2017</p> <p>Three SLSOs appointed from Term 1 2017 to support teachers in–class and Multilit–Minilit programs.</p> <p>Technology funds provided to support computer lab and in–class technology</p> <p>VISIBLE LEARNING support through allocated PL funds.</p> <ul style="list-style-type: none"> • Lit/Num funds (\$4 275.00) 	<p>Extremely high teacher satisfaction (survey) for teacher collaboration time allocated</p> <p>Significant stage based improvement in teacher collaboration– planning units of work/assessment rubrics/ consistent teacher judgement and inter–class support</p> <p>Significant teacher approval for SLSO support both in–class and through 'LITS' program instruction</p> <p>All classes Year 2–6 completed FoR phase 2 AND whole school scope and sequence completed for 'Embedding FoR' in 2018 programs</p> <p>All classes implementing 'Visible Learning' strategies gained through Anita Chin 'Making Maths Visible' professional Learning.</p>
Support for beginning teachers	<p>2x 1 day teacher release each term for Beginning teachers to work 1/2 day with a mentor and 1/2 day with supervisor for support.</p> <p>Attendance at Beginning Teacher conference</p> <p>Professional Learning– Managing difficult behaviour</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$1 000.00) 	<p>Beginning teacher indicated high satisfaction with release time for planning and mentor support.</p> <p>PL followed up with supervisor indicated positive strategies for dealing with challenging behaviour.</p>
BUMP IT UP	<p>Attendance at conferences for executive planning \$2200</p> <p>Professional Learning provided by Anita Chin regarding 'Making Maths Visible' for all staff (1X 3hr PL event– all staff) (2 days release for 7 teachers to</p>	<p>Formative Assessment plan was completed late 2017 for an implementation in 2018.</p> <p>Anita Chin 'Making Maths Visible' professional learning resulted in all teachers trialling strategies in–class and reporting back to staff meetings</p> <p>A whole school mathematics scope and sequence was completed for a 2018 start.</p>

<p>BUMP IT UP</p>	<p>'unpack' Maths syllabus and write a new whole school scope and sequence for mathematics.</p> <p>Attendance at 'Embedding Formative Assessment' conference for all executive</p>	<p>Lesson plans for all of Term One 2018 were also completed in Term 4 2017.</p> <p>NAPLAN Data shows Year 3 did not achieve expected numeracy nor reading target (Y3 target 29.84%—achievement—NUMERACY 26%/ READING target 44.57%— achieved 31%) YEAR 5—Did not achieve Numeracy target but did achieve Reading target— Numeracy target—23.6%— achievement 12%/ Reading target 23.6%— achievement— 29%) The success story for 2017 was in two areas—</p> <p>Growth from Y3—Y6 was strong— well above expected growth in literacy, AND our Year 7 students at High School showed through SCOUT data that their growth from Year 5 was 'DELIVERING' for the first time in numerous years.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	196	202	189	202
Girls	174	181	180	183

School enrolments have been quite consistent over the last few years with a slight increase in 2017. Strategies to boost enrolment over the next few years include promoting the school more openly in the community through:

- professional brochures and literature,
- performances in the community,
- building upon our exciting creative and practical arts programs,
- build upon the school band,
- continue and broaden sporting opportunities,
- provide varied opportunities for gifted and talented students,
- encourage all community groups to engage and connect with school, and
- build exciting school transition programs.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	94.4	94.2	93.2
1	94.8	93.6	92.7	94.8
2	93.6	94.4	94	93.9
3	94.7	93.4	94.7	94.5
4	94.7	94.4	93.6	95.1
5	94.7	93.2	92	93.6
6	94.3	94.3	92.3	92.3
All Years	94.7	94	93.3	93.9
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

In 2017 school attendance was monitored closely with regular communication between home and school aimed at increasing student attendance. School attendance at Mount Brown has consistently been very similar to State average attendance. At Mount Brown we continually strive to achieve the best possible attendance for all our students to maximise their success at school. Unfortunately we still occasionally see some students with patterns of questionable attendance and prior to the HSLO– Home School Liaison Officer being involved, we initiate a number of our own in-school strategies to help return these students to acceptable rates of attendance.

Mount Brown Public School uses its own parent communication letters reminding parents whose children are at risk of poor attendance patterns of the significant impact this can have on both student performance academically and socially. It is made clear to parents of children with poor attendance that children with an attendance rate of 75% actually miss one whole term per year and that can equate to a child being absent from school for one year out of every four. For students with clearly troublesome attendance, our school supports parents in returning these children to acceptable attendance by initiating our own ATTENDANCE IMPROVEMENT PLAN modelled on the HSLO plan. If there is not immediate improvement the Home School Liaison Officer is engaged.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.65
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.97
Other Positions	0

*Full Time Equivalent

At Mount Brown Public School in 2017 we engaged one part time Support Learning Offer for one and a half

days per week to support all children including Aboriginal and Torres Strait Islander children. In Term 4 we appointed one teacher of Aboriginal heritage to a permanent teaching position to begin in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

All teachers engaged in substantial professional learning programs in 2017. Professional learning geared to individual teacher performance and development plans as well as whole grade, stage and school professional learning ensured that professional learning was central to school improvement in 2017.

Whole school professional learning was delivered in Focus on Reading Phase 2 to all teachers from Years 2–6 while three teachers also trained off-site in Focus on Reading Phase 1. Visible Learning focussing on Mathematics was a second whole school professional learning initiative with Anita Chin professional learning the key to this whole school strategy. Professional learning in the area of Formative Assessment was also provided to all staff.

Three Assistant Principals initially attended the 'Embedding Formative Assessment' conference in Sydney then led the teaching staff in a whole school implementation strategy from Term 4 2017 which will be fundamental in the 2018–2020 school plan.

Grade and Stage based professional learning was enhanced through regular half day release for collaborative planning and development for each teacher twice per term. This was funded through school socio-economic equity funds. Consistent Teacher Judgement, collection–analysis and use of data and school planning professional learning were all key elements of this initiative.

Individualised professional learning based on needs of teachers facilitated effective professional development plans (PDPs). Common professional learning evidence records were developed which showed direct links to the Australian Professional Standards for Teachers and the School Excellence Framework.

Following is a list of other professional learning initiatives associated with teacher performance and development in 2017:

- BEST START assessment

- Mini-Lit/Multilit/MacquarrieLit and PreLit reading instruction
- Non Violent Crisis Intervention
- Dyslexia
- Preschool–Kindergarten transition
- Autism
- Using data to inform teaching and learning (SMART data)
- Formative Assessment
- Maintaining High expectations for Learning
- Visible Learning
- FILMPOND Film–making for schools
- Leading Deep Change

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	274,265
Revenue	3,266,705
Appropriation	3,116,292
Sale of Goods and Services	15,437
Grants and Contributions	130,810
Gain and Loss	0
Other Revenue	0
Investment Income	4,165
Expenses	-3,281,364
Recurrent Expenses	-3,281,364
Employee Related	-2,986,226
Operating Expenses	-295,138
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-14,659
Balance Carried Forward	259,606

During late Term 3 and early Term 4 each year all staff evaluate the effectiveness of the current school plan and consider the effectiveness of funds allocated and determine new priorities for the upcoming year. The School Excellence Framework is used to help determine school needs and staff compile a list of budget requests to complement school's plans for the

coming twelve months. The Principal and School Administrator meet regularly to determine the efficacy of school spending according to plans. The P&C representative on the finance team is updated and consulted where required. Due to the introduction of two new budgeting tools, and a completely new finance administration system, spending in 2017 was conservative to ensure management of funds led to a positive balance in our first year of implementation. Balances from the surplus were aligned to future spending while we develop greater management skills using the new budget tools and systems.

2018 plans for significant school upgrades of infrastructure, especially in providing for better and more efficient use of school library space as more in tune with being a real learning hub for the school meant that funds were to be banked in 2017 to complement the 2018–2020 plans for school improvement that otherwise would not be afforded.

Whole school replacement of classroom technology also requires aligning thirty thousand dollars per year over the next three years to allow for all classes to upgrade technology– in particular replace interactive whiteboards with newer, more advanced technology (COMBOXES) as almost all existing whiteboards were purchased five or more years ago. In 2017 four classes received state of the art COMBOXES as replacement of ageing interactive whiteboards. Three further COMBOXES will be installed in 2018.

Funds have also been set aside to prepare to provide air-conditioning to classrooms to better engage students due to the negative effects of Dapto's extreme heat especially during summer afternoons. Due to the extremely high cost of this funds will be set aside each year to access one group of classrooms at a time, beginning in 2018.

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	2,569,312
Base Per Capita	56,393
Base Location	0
Other Base	2,512,919
Equity Total	317,623
Equity Aboriginal	26,319
Equity Socio economic	154,346
Equity Language	4,916
Equity Disability	132,042
Targeted Total	26,996
Other Total	83,566
Grand Total	2,997,497

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.

Overall NAPLAN achievement when analysing in terms of hard targets was varied. When analysing results in comparison to 'Like schools' as determined by ACARA there were some pleasing aspects to report. To meet the Premier's targets in 2019 Mount Brown averaged our NAPLAN scores over five years from 2011 to 2015 to get a benchmark then set targets to improve by 2% each year so that the school's percentage of students in the top two bands met State by 2019. This provides us with challenging targets which ensures we set high expectations for all students.

When interpreting results it is important to view them in two ways, firstly in relation to our challenging school targets which are closely linked to the Premiers Priorities AND secondly in comparison with the similar schools Identified by ACARA.

1. School Target analysis:

In Reading, Year 3 fell 5% short of last year's

benchmark and well short of our overall target while Year 5 exceeded their target by 5.4%. **In Grammar and Punctuation** Year 3 almost met their target falling short by 2.6% while Year 5 exceeded their target by 0.5%. **In Writing** Year 3 fell well short of their 2017 target and 5% less than our 2016 result. Year 5 were on target with again a 0.5% gain on target set. **In Spelling** Year 3 were 5% below target and even though the Year 5 result was a 4% improvement on the previous year we still fell 4% short of our spelling target.

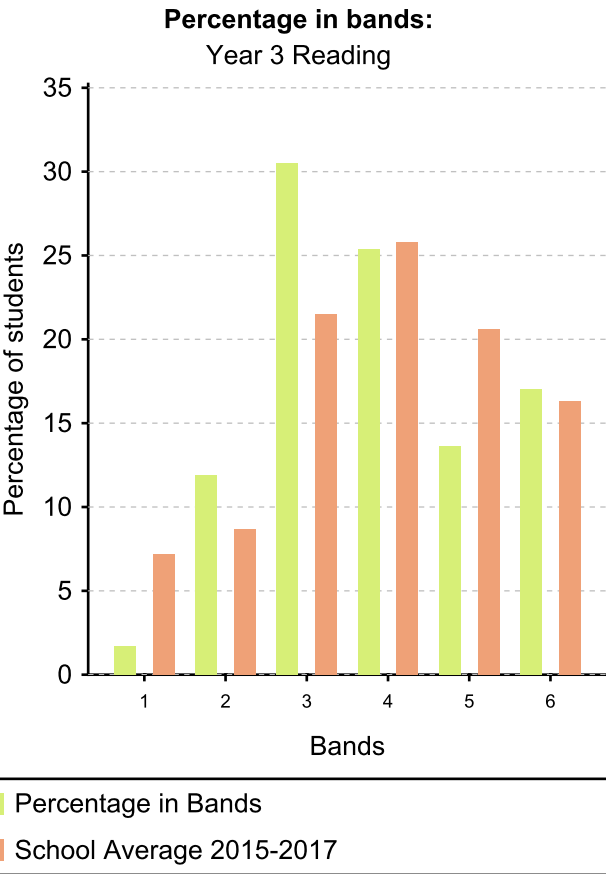
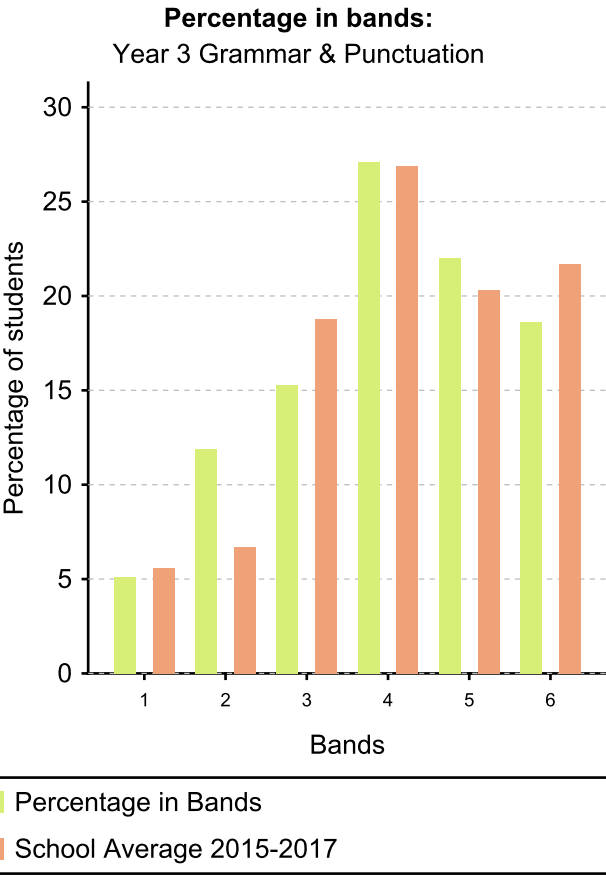
Most encouraging from our NAPLAN data was that our school's improvement (value added) from Year 3 to 5 which was strong with the majority of students improving by far greater than the State (expected growth is one and a half bands in both numeracy and literacy).

In Reading, 30 from our 38 students improved by more than 2 bands, while all students actually showed expected growth or better. Worth particular notice was that students from Mount Brown who were in Year 7 in 2017 also achieved good growth, registering as 'DELIVERING' using the School Excellence framework.

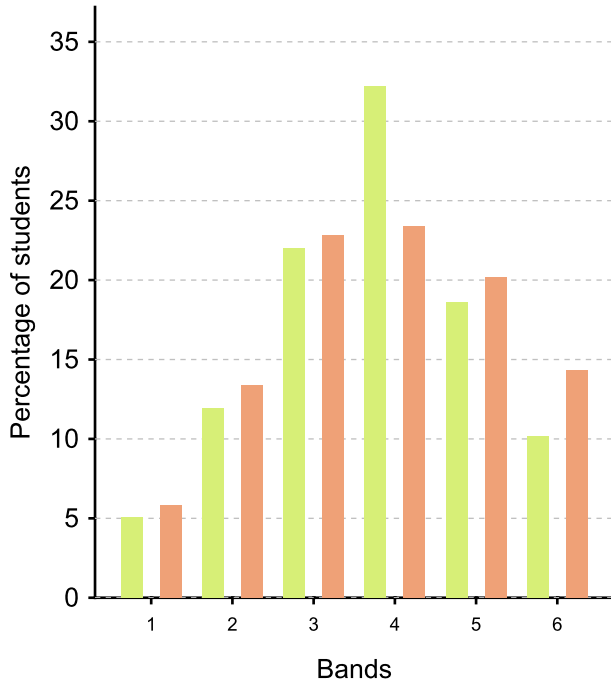
2. ACARA 'Like Schools' analysis:

ACARA analyses school backgrounds and groups schools together in 'like-groups' which have very similar attributes— similar socio-economic status, similar number of Aboriginal students, similar number of students from families with a language other than English etc.)

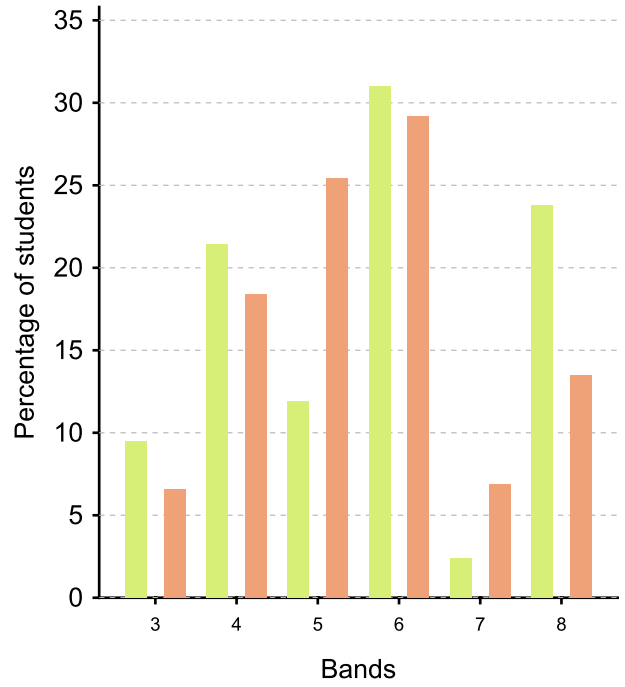
In comparison with ACARA identified similar schools our Year 3 and Year 5 results can be viewed in a different light. **In Year 3 Reading** Mount Brown significantly closed the achievement gap while in **Year 5 Reading** for the second consecutive year Mount Brown exceeded the similar schools performance by half a band. **In Year 3 Writing** Mount Brown improved significantly matching the similar schools benchmark while our **Year 5 Writing** again outperformed similar schools increasing its average score over similar schools by 30% of one band. **In Year 3 Grammar and Punctuation** again Mount Brown improved in 2017 to meet the similar schools benchmark and increased against like schools by 30% of one band while in **Year 5 Grammar and Punctuation** again exceeded like schools by 30% of one band. **In Spelling** however results for 2017 were disappointing with only a marginal improvement against the similar schools in both **Year 3** and **Year 5** while still performing below these schools in both years.



Percentage in bands:
Year 3 Spelling



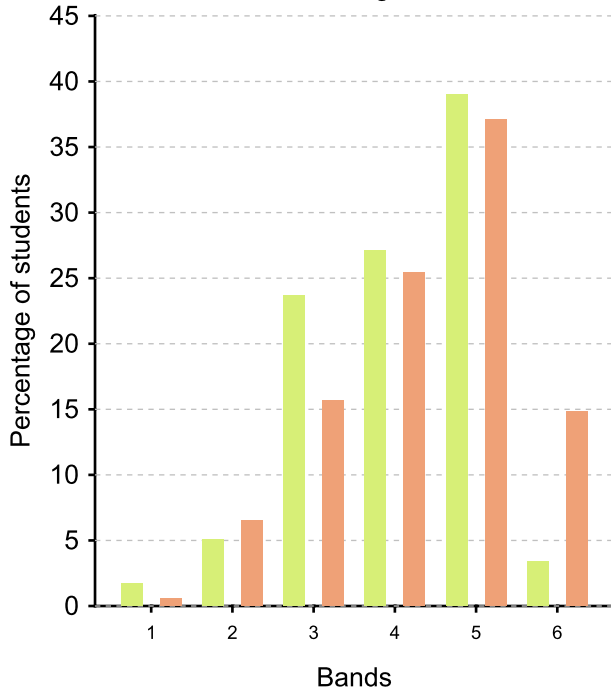
Percentage in bands:
Year 5 Grammar & Punctuation



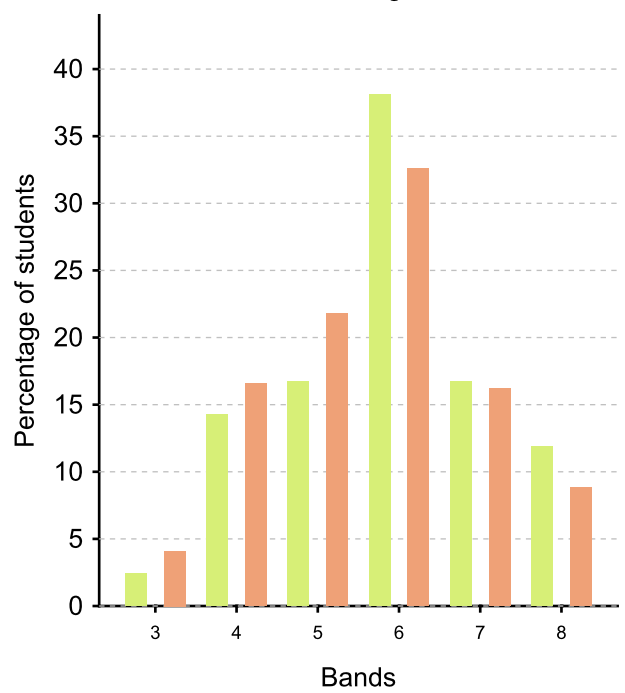
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



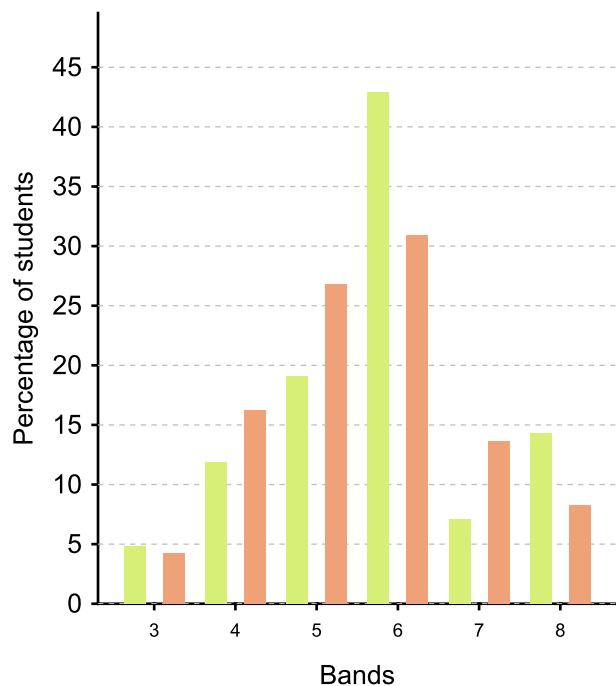
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

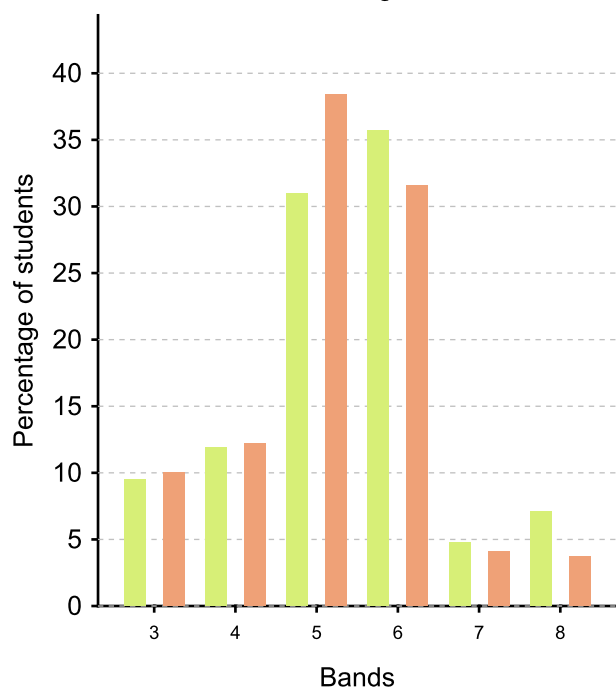
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

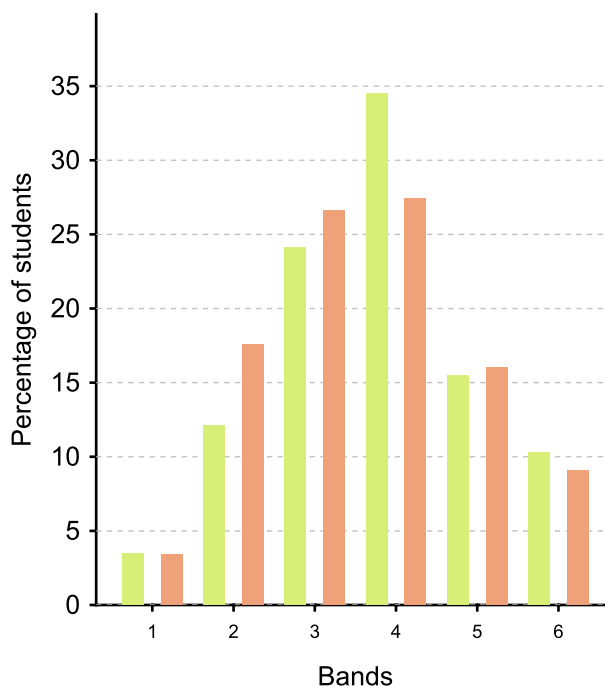
Numeracy results were disappointing in both Years 3 and 5 with Year 3 falling 3.8% below school target and Year 5 falling 6% below target.

Even though our target was not achieved it is important to keep in perspective that the Year 5 result actually in terms of growth from Year 3 showed great promise. 26 from 38 students in numeracy achieved 2 bands or more improvement while only 3 students did not show expected growth.

2. ACARA 'Like Schools' analysis:

In comparison with ACARA identified similar schools our Year 3 and Year 5 results once again can be viewed in a different light. In Year 3 Numeracy even though our extremely challenging school target was not achieved there was good growth measured against the similar schools groups with Mount Brown improving from well below in 2016 to marginally above in 2017. In Year 5 Numeracy our actual result fell short of our 2016 result but still 30% above all similar schools and, most encouragingly our 2017 result was higher than nine of the last ten Mount Brown results AND consistently above similar schools each of the last ten years.

Percentage in bands:
Year 3 Numeracy

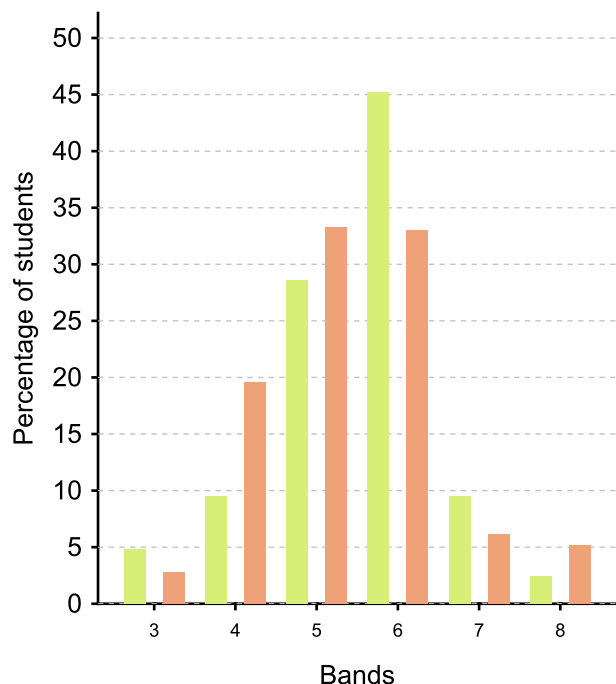


Percentage in Bands
School Average 2015-2017

As stated for Literacy, when interpreting results it is important to view them in two ways, firstly in relation to school targets which are closely linked to the Premiers Priorities AND secondly in comparison with the similar schools Identified by ACARA.

1. Target analysis:

Percentage in bands:
Year 5 Numeracy



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.

Since benchmarking the percentage of students in the top two bands in reading and numeracy as outlined by the Premiers Priorities Mount Brown results have achieved our desired overall increase with 18.56% in 2015 through to 26.11% in 2017. Our result was down on 2016 however where we achieved almost 30% of all students in the top two bands. With only one, two and three Aboriginal students participating in 2017 care has to be taken when attempting to analyse trends. For the last two years 14.9% of our Aboriginal students achieved in top bands compared with 26.11% of all students, however when you measure Aboriginal student growth from Year 3 to Year 5 you get a more accurate trend as the extremely low number measured makes trending data extremely dangerous to attempt.

When measuring actual student growth from Year 3 to Year 5 for all our Aboriginal students we can be pleased with the improvement shown with all three significantly improving in Reading, however as their growth did not match average school growth significant work has begun collecting our in-school data, analysing this and determining plans to achieve even greater growth.

In Numeracy our Aboriginal student growth from Years 3 to 5 was outstanding with all three students achieving greater than State expected growth of two bands (State average growth– 96.8 and Mount Brown average Aboriginal growth– 171.3).

Parent/caregiver, student, teacher satisfaction

The school has used the 'Tell Them From Me' suite of evaluative surveys to determine parent/caregiver, student and teacher satisfaction each year. The data has been collected for three years consecutively providing us with a good data source for comparison and reflection. The school works extremely hard each year to ensure that as large a number of families possible respond, providing us with a rich data source. With approximately one hundred parent/carer respondents as an average consistently over each of the three years we believe our data is certainly rich providing us with authentic information for school reporting and evaluation purposes.

From the 'Parents as Partners' data we determine that our parent and community body are most satisfied with Mount Brown Public school in all domains. In each of the nine domains surveyed, compared with state norms our parents rated Mount Brown quite significantly higher in all nine categories. In summary:

- **'Parents feel welcome'**– 5% above state norms;
- **'Parents are informed'**– 9% above state norms;
- **'Parents support learning at home'**– 8% above state norms;
- **'School supports learning'**– 5.2% above state norms;
- **'School supports positive behaviour'**– 6.1% above state norms;
- **'Safety at school'**– 2.6% above state norms; and
- **'Inclusive school'**– 9.5% above state norms.

Each of the domains listed above were split into a number of sub-categories from which we could determine areas that we could include for further improvement and possible inclusion in the next three year plan, even though overall for that domain we rated higher than state. From this data we determined that we could focus upon the following:

- Try to schedule school events at varying times throughout the day/evening so that all parents, including working parents have opportunities to connect with school;
- Better inform parents in social and emotional development of their children;
- Encourage parents to regularly talk to their children about how important schoolwork is AND how well they are performing in their classes throughout the year–not just at report times;
- Better inform parents how behaviour management matters are handled by school AND how their children are performing in extra curricular activities; and
- Better inform parents in regard to behaviour issues in a timely manner.

From the students evaluation, once again Mount Brown Public School performed higher than State norms in almost all areas surveyed.

- In areas of **social engagement** where children are actively involved with the life of the school, they have friends and are involved in extra curricular activities, giving them a sense of belonging which enhances academic

performance our school rated 5% above state norms;

- In areas of **institutional engagement** where students value schooling outcomes and meet the formal rules of the school and believe school leads to their long term success AND this is reflected in their classroom behaviour and attitude towards homework, Mount Brown achieved 2% above state norms; and
- In areas of **intellectual engagement** where students display a serious emotional and cognitive investment in their learning and use higher order thinking skills to increase their understanding and help them learn to solve complex problems, Mount Brown achieved 1% less than state norms. The results indicated that even though effort and high quality instruction levels were higher than state, overall interest and motivation were lower. This factor has been included as a major 'driver' for the 2018–2020 school plan.
- In areas of **'early signs of disengagement'** interestingly Mount Brown rated significantly above state, which does conflict with the point previously stated. Students showing early signs of school disengagement can develop 'school-phobias' which negatively impact on performance and Mount Brown rated significantly less disengagement in all grades surveyed. As early school disengagement is often associated with socio-economic status, school equity funds will be used to build greater connectedness for all students by supporting low socio-economic families wherever possible, especially in extra-curricular engaging programs.

Teachers surveyed in 2017 demonstrated that in all domains Mount Brown Public School performed at or above state norms in all domains. In summary:

- In **'Leadership'** Mount Brown achieved 8% above state norms with 'Leaders observe my teaching' identified as an area for further improvement;
- In **'Collaboration'** school achieved 4% above state norms with all areas rated highly;
- In **'Learning Culture'** Mount Brown achieved at state norms with providing students with written feedback identified for further attention;
- In **'Data informs practice'** again school matched state norms with teachers providing students with examples of 'A–E' work identified as an area that could be strengthened;
- In **'Teaching strategies'** again a match with state norms with teachers provide written feedback to students at least once per week identified as an area for future growth;
- In **'Technology'** school achieved 2% above state norms with students use technology to track their own progress identified as an area to improve;
- In **'Inclusive school'** teachers rated Mount Brown 2.5% less than state norms with helping low-performing students plan their assignments and using individualised learning plans to help students with special needs identified as areas to grow; and
- In **'Parent involvement'** Mount Brown achieved 5% above state norms with teachers ask parents to review and comment on student work clearly

identified as an area that should be included in further school planning.



Policy requirements

Aboriginal education

2017 saw the development of a dynamic and dedicated new Aboriginal Education team at Mount Brown Public School. Over the last three years significant resources have been purchased to ensure all teachers have access to high quality, engaging reading and research resources. The Learning and Support Teacher has led the team in identifying best suited resources so that all classes have quality reading material sourced with aboriginal equity funds. Additionally, significant equity funding has also enabled high interest readers for all aboriginal student reading abilities which are used specifically by the LAST and Support Learning Officer while participating in aboriginal student assistance in classrooms. The Learning and Support Teacher was released one day per week in Term 4 2017 to collect significant data for aboriginal students and consider Aboriginal perspectives and content in all school policies. One Support Learning Officer was appointed three days per week in Term 4 to assist individual aboriginal students with their personalised NAPLAN follow-up program designed by the Learning and Support Teacher following the release of 2017 NAPLAN results.

Great steps forward were made by the Aboriginal Education team in better connecting Aboriginal parents and families to school through the introduction of highly successful 'YARNING' sessions with morning and/or afternoon teas catered. This initiative led to consultation with Aboriginal parents in regards to both the new personalised learning plans and ideas for the 2018–2020 school plan.

A new updated Personalised Learning Plan was determined following the collection and analysis of the Aboriginal student data. An Aboriginal focus in Term 3 culminated in a celebration day where Aboriginal students presented cultural stories to the whole school following an excursion to Killalea. Indigenous students invited a non-aboriginal friend to accompany them on the cultural excursion. The Aboriginal Education team was released in Term 4 to prepare an evaluation and report back to all staff at the 2018 staff development

day in January.

Multicultural and anti-racism education

Harmony Day each year provides Mount Brown Public School with an ideal platform for demonstrating whole school tolerance and acceptance for all. Tolerance and acceptance of difference is embedded in all facets of the school's three strategic directions with reference brought when required to aspects of equity and equality. The school has a number of students with special needs of varying levels who are fully integrated into school with strong emphasis on inclusion and connection to all. Mount Brown has a steadily growing number of Aboriginal and Torres Strait Islander students and families. These families are encouraged to connect with all aspects of school life. Any issues of inequity however minor, when identified are referred to the school's anti-racism officer. The school embraces the employment of teachers with disabilities as a perfect example of how all are accepted and celebrated at Mount Brown.

Other school programs

WAKIKIRRI

Mount Brown Public School engaged in the Wakikirri dance and performance initiative for the first time in 2017. Altogether ninety students were involved either in dance, singing, performing and/or as back-stage operators. Parents were involved at various stages from helping make costumes, props and other resources to assisting on performance night. P&C very generously donated significant funds and supported the creative and practical arts program throughout the whole year. The children performed admirably at the Wollongong Entertainment Centre, receiving numerous awards for their performance.

SCHOOL BAND

Mount Brown Public School began a school band from Term 2 2017 to boost creative and engaging opportunities for our children. Twenty six children participated in our band program. The Wollongong Conservatorium of Music tutors provided expert tuition to our students. The tuition was so successful that after just two terms our school band was proficient enough to perform with other more experienced school bands in the annual 'Bands in the Mall' performance in Wollongong at the beginning of Term 4. At the end of year school Presentation Day the new school band also performed a number of items for parents and students in a packed school hall. The development of the band has been so successful that the school intends having two bands in 2018.

Varied Gifted and Talented Initiatives

Great effort has been dedicated to providing increasing opportunities for students to positively connect to school in extra curricular activities. In providing highly engaging, exciting opportunities for all children, we aim

to create an environment at Mount Brown which naturally draws children to be excited about coming to school. In this we believe that the greater enthusiasm for coming to school will lead to greater connectedness, thus developing more engaged learning in the classroom.

Students at Mount Brown typically display talent in a variety of ways. During 2017 we looked for a variety of ways to engage and celebrate our gifted and talented students. Great effort has gone into providing a wide range of experiences for children to demonstrate their talents and develop those talents. The school band and Wakikirri performance groups described above are just two new areas. Additionally Mount Brown encouraged scientific initiative through participation in the annual schools 'Tournament of Minds', choral talents in participation in school choir, sporting talents through a wide range of sporting opportunities, and public speaking and debating opportunity. The school also encourages parents and families to pursue opportunities out of school for their children with special talent through linking with Wollongong University in the Early Learning Labs program each year and through actual in-school interaction with the university through Science Days and parent workshops where lecturers and university students join with school staff to present to children and parents at school.

Mount Brown was involved in numerous sports throughout the year. Some of these activities included District sports days, State knockouts for Rugby League, Netball and Soccer as well as District level knockouts for AFL– Paul Kelly Cup, League Tag for our girls and again Rugby League– the Legends of League Day.

Weekly fitness activities aimed to develop fundamental movement skills were taught in all grades. from Kindergarten to Year 6.

Mount Brown participated again in the three major sporting carnivals with opportunities for all students to be involved. Again Mount Brown had success at both District and Regional levels with a number of students also progressing to State carnivals.

Fitness and fun is highly promoted throughout the year through lots of sport, physical exercise and whole school involvement in both the Sporting Schools' and the 'Premier's Sports Challenge'.