

# Mortlake Public School

## Annual Report



2018



2625

## **Introduction**

The Annual Report for **2018** is provided to the community of Mortlake 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.

Anne Claro

**R/Principal**

### **School contact details**

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## **Message from the Principal**

It is with great pleasure that I present the Annual School Report for 2018. It celebrates the successes and achievements of our students, staff and community.

We have had a highly productive and exciting year at Mortlake Public School. Our highly dedicated teachers enjoy the support of a strong school community, working together to strengthen community partnerships, with a shared purpose of providing the best educational outcomes for students and a high standard of extra-curricular activities in a caring and supportive learning environment. Changes of staff, including the recruitment of three R/Assistant Principals to the school's leadership team has provided the school's executive with a dynamic team.

Future focused learning is at the forefront of our teaching and learning. We strive to provide our students with an education that will ensure that they develop their skills in critical thinking, creativity, collaboration and communication to deliver relevant learning experiences which allow students to take ownership and drive 21st Century learning.

Students have been involved in STEM initiatives with a focus on providing quality, teaching and learning programs. The BYOD program has been extended into Year 4 with robotics programs, coding and 3D printing opportunities for all students to ensure that learning is relevant and innovative.

Our wellbeing officer initiative provided a nurturing environment where all students are known, valued and cared for. We have been on a journey as a community, with the partnership between home and school playing a vital role in our success so far. At Mortlake Public School, we continue to excel as a future focused school for your children to succeed in the 21st Century.

Thank you to our professional and committed staff and our supportive parent community. Our school is truly a very special community built with imagination, dedication, courage and hard work; a school we can each be proud of. Together, we are making our community, our future, stronger and richer. Mortlake Public School – creating tomorrow's world.

I congratulate and acknowledge all students, staff and community members who made 2018 a successful and productive year. It is a great honour and privilege to have had the opportunity to be Mortlake Public School's R/Principal.

Anne Claro

**R/Principal**

## **Message from the school community**

In 2018, the P&C Association contributed to the school through the operation of a volunteer run uniform shop. It made the decision to retain the control of the school canteen – but to secure its future by employing a manager for the first time. Not only do they raise funds to be reinvested into the school but they provide parents with a way to be a part of the community, which the children really enjoy.

The P&C has also organised events including the Mother's and Father's Day stalls, the spooky disco and the 5th Annual Mortlake Winter Family Fair. The Winter Fair is an opportunity for our school community to engage with the broader community and we were flattered by the support from local businesses and our visitors, raising over \$53,000 in 2018. The P&C combines this fundraising support with the excellent work of our grants team who have secured \$12,500 in grants in 2018. With this support, the P&C has been able to continue to support projects and resources within the school. In 2018, the P&C installed a new playground and a few softfall surfaces. It was also able to donate \$10,000 to the school library for laptops, \$30,000 for literacy and numeracy resources and over \$40,000 to the school to begin the purchase of modern classroom furniture designed for collaborative learning which will be delivered in early 2019.

The P&C Association and more broadly the parents and carers of Mortlake Public School, contribute to the school in so many ways. They run the uniform shop, school banking, assist with reading in classrooms, teach ethics and scripture classes, help run sports carnivals and excursions, volunteer in the music program, attend Our School Spectacular – the list goes on. This work is integral to the success of the school.

Mortlake Public School P&C Association was proud to support the wonderful staff and students of our dynamic school in 2018 and our passion to provide this support continues.

Chris Thuell

**P&C Association President (2018)**

## **Message from the students**

### **SRC Report 2018**

This year we trialled the election of three students from each class across Years 1 to 6 who would hold a position on our Student Representative Council for the entire year. We found that it meant we didn't lose momentum with our initiatives and were able to build on skills and improve some of our systems along the way. Class elections were held in the first weeks of school where classes voted for students they wanted to represent their voice. The council by semester two held 53 positions which included our school leadership team. In the second semester, students from Kindergarten were invited to join meetings.

We began the year with an opportunity to attend a 'Leadership Day'. Our students met with students from different schools in our area. The day included activities that involved team building and problem solving, training on how to be actively involved in SRC meetings, brainstorming for successful fundraising and how to be a 21st Century global citizen. The day also included a keynote address from international guest speaker, Brett Murray, from the 'Making Bullying History Foundation'. It was a wonderful start and introduction to those students new to the role.

In term one, we conducted an induction and training session for the SRC leaders. Our weekly SRC meetings were filled with lots of discussion that mainly centred on what more they could be doing for others. SRC hosted a few events this year. They held a mufti day to raise money for our SRC funds and raised money for the McGrath Foundation by selling socks with the 'Pull on Your Socks' fundraiser. It was well supported by the school with students, parents and teachers wearing them at our athletics carnival. In addition, students were able to wear them for school sport each Friday in term three. Towards the end of term three, we joined the 'Fiver For a Farmer' movement. The SRC were very grateful for the generosity and enthusiasm shown by the Mortlake community. We raised \$2260 for a great cause!

The 2018 SRC have been a team of eager, dedicated, resourceful and responsible students. Together we have learnt a lot and we look forward to improving and growing this wonderful program at Mortlake in 2019.

# School background

## School vision statement

### **At Mortlake Public School we believe that:**

Every student is challenged to achieve their personal best in a supportive environment underpinned by our school values of encouragement, integrity, resilience and respect.

Mortlake students are creative, engaged, digital citizens. They are empowered to be future focused, innovative and collaborative problem solvers who take risks and reflect on their learning.

Student learning opportunities are maximised through strong community partnerships supporting high quality, values enriched teaching and learning programs.

## School context

Mortlake Public School was established in 1887. It serves an established residential community with a school population of 409 students from Kindergarten to Year 6. The school has a highly respected reputation as well as a proud tradition of excellence and all round student performance. The school offers an extensive and broad education with high standards of literacy and numeracy which complements a balanced curriculum. Our excellent music program has an enviable reputation throughout the wider community. The school achieves exemplary results in debating, public speaking, sporting events and performing arts.

Mortlake Public School is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally.

The school has 52% of its students learning English as an additional language or dialect (EAL/D) who require additional support to assist them to develop English language proficiency. All staff are committed professionals who place student learning at the centre of all professional learning and practice.

The parents and families of Mortlake Public School are partners in learning, with the community being actively involved in key aspects of decision making and are valued contributors to many aspects of school life.

Teachers, parents and students work collaboratively to ensure school is a safe, inclusive and happy place to be.

## 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.

### Learning

Within the learning domain, the school self-assessment placed us overall as **sustaining and growing**. We have a highly collaborative staff, with positive and respectful relationships evident among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school. Our Welfare Policy ensures our policies and processes identify, address and monitor the learning and wellbeing needs of students. Well developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review our curriculum provision to meet individual student learning needs. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning. Quality teaching is at the forefront of our teaching and learning programs and we continually implement professional development for teachers at Mortlake Public School with parents informed about the assessment and reporting processes. Assessment is a tool that supports learning across the school. The school provides parents/carers with information on the learning progress of their children, including reports with personalised descriptions of the student's strengths and growth as well as parent/teacher interviews and opportunities to discuss this progress. This is achieved effectively through consistent teacher judgment practices across the teaching staff during collaborative planning and assessment professional dialogue days.

## **Teaching**

Within the teaching domain, the school self-assessment placed us overall as **sustaining and growing** in the elements of effective classroom practice, data skills and use and professional standards. The dedicated staff at Mortlake Public School are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. Teachers regularly access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. In 2019, we will undertake the journey of 'Visible Learning' to further develop teachers' ability to successfully use data to inform and improve classroom practice and student learning. We have a good balance of experienced and early career teachers. Teachers' Performance and Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. Staff are supported to trial innovative or evidence based, future-focused practices.

## **Leading**

Within the leading domain, the school self-assessment placed us overall as **sustaining and growing** in the elements of educational leadership, school planning, implementation and reporting, school resources and management practices and processes. Effective instructional leadership, management skills and leadership attributes facilitate whole school improvement to build a strong pipeline of leaders. Use of school facilities by the local community delivers benefits to students. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The school leadership team effectively and clearly embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. We have a highly committed executive team and teaching staff and our direction for 2019 is to develop deeper engagement from all stakeholders in the development of the vision, values and purpose for the school as well as having streamlined, flexible processes to deliver services and information and to support parental engagement and satisfaction.

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

### Excellence in Teaching and Learning

#### Purpose

To promote high expectations for student achievement and growth in literacy and numeracy. A baseline will be established in order for improvement to be mapped and targeted. The use of individualised learning intentions and success criteria will drive quality teaching and learning in literacy and numeracy. Evidence informed quality teaching and learning practices will sustain school improvement and enhance student learning.

#### Overall summary of progress

The Excellence in Teaching and Learning team had a successful year in 2018 and implemented many new strategies and activities successfully.

Early career teachers met with their supervisors/mentors and discussed a variety of topics from accreditation to best classroom practice and behaviour management strategies. Feedback from teachers has been overwhelmingly positive. Early career teachers participated in beginning teacher network meetings and were given extra support and mentoring in areas such as report writing and recording and analysing assessment data.

PLAN data has been updated by all staff. Student work in literacy has been moderated across the school. Teachers have participated in professional development in the areas of: writing goals and the use of writing rubrics as a form of differentiation and assessment.

Staff have completed an introduction to SCOUT. Assistant Principals attended professional learning on the new literacy and numeracy progressions and continue to deliver professional learning to staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A consistent whole school system for differentiation is established  An increased proportion of students achieving expected growth in literacy  An increased proportion of students achieving expected growth in numeracy  An increased capacity of early career teachers in understanding quality teaching and learning  Increased capacity of all staff in delivering quality teaching and learning practices	Executive Release Stage meetings Internal and external data  Professional learning sessions  Support for beginning teachers (\$70 000.00)  Professional learning sessions	Early career teachers have participated in formal and informal discussions about professional practice with supervisors and the beginning teacher mentor. Staff finalised student data in the form of student profiles as part of the hand over process for 2019 – including PM bench marking levels, Learning and Support concerns, mathematics and English grades etc.  NAPLAN English data analysed at stage and staff meetings: <ul style="list-style-type: none"><li>– 60% students exceeded expected growth in reading &amp; viewing;</li><li>– 56% students exceeded expected growth in grammar &amp; punctuation;</li><li>– 54% students exceeded expected growth in spelling;</li><li>– 60% students exceeded expected growth in writing;</li><li>– 69% students exceeded expected growth in numeracy.</li></ul> Early career teachers have participated in formal and informal discussions about professional practice with supervisors and a beginning teacher mentor.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A consistent whole school system for differentiation is established</p> <p>An increased proportion of students achieving expected growth in literacy</p> <p>An increased proportion of students achieving expected growth in numeracy</p> <p>An increased capacity of early career teachers in understanding quality teaching and learning</p> <p>Increased capacity of all staff in delivering quality teaching and learning practices</p>		<p>88% of students were able to identify their mathematics goals and reported that they had made some progress towards achieving these. 61% of students reported that they enjoyed exploring mathematical concepts through STEM and project-based learning, while 22% indicated that they preferred mathematical games. Project-based learning to be implemented across all stages in 2019. Learning intentions &amp; success criteria to be used across all stages in 2019, in conjunction with staff training in 'Visible Learning'.</p>

## Next Steps

- Literacy and numeracy Learning Progressions data and class profiles utilised to begin planning for the year.
- Learning and Support Team identifies target groups for support in literacy and numeracy and learning goals are established across the school.
- Visible Learning Foundation Day delivered to staff.
- Early career teachers establish timeline for network meetings and professional learning. All staff establish Performance and Development Plan goals for 2019, in consultation with supervisors/mentors.



## Strategic Direction 2

### Positive Partnerships in Thriving Culture

#### Purpose

To build a dynamic culture of collaboration amongst staff, students and the wider community. Strong community partnerships provide a network and allow our students to develop leadership capabilities whilst recognising their roles and responsibilities in their thriving community. Fostering learning environments to engage staff, students and parents in a positive growth mindset.

#### Overall summary of progress

The employment of a wellbeing officer to work in the school two days per week has proven to be highly successful. The initiative has been jointly funded by the Department of Education, Mortlake Public School and the P and C Association. The program that aimed at developing a greater level of rapport and friendship between students has greatly enhanced the wellbeing and happiness of students across the school.

Effective leadership of the executive team has led to the establishment of cross stage teams that focus on utilising the strengths and expertise of staff to enhance teaching and learning. These teams are structured utilising a mixture of experienced and early career teachers and have successfully supported goal setting and curriculum development.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establish a consistent whole school system for strengthening positive learning environments.  An increased proportion of students with a positive growth mindset.  An increased proportion of positive social interactions between students.  An increased proportion of staff building their leadership capacity through expanding their experiences and repertoire within the school.	Human resources to survey community – staff– parents and students  Executive meetings. staff meetings  Wellbeing Officer \$21 000  Strong Minds \$9 000	A new approach to programming using identified themes linking English, history, geography is being introduced next year and the members of the team are highly inspired including three members nominating themselves to lead their stage in this new process.  The Strong Minds Program has been highly successful. 100% of students surveyed in Years 4 to 6 reported feeling more connected to the school or their class. 95% of those students were able to use the charts to identify character strengths in others. 97% of those students were able to transfer their learning into real life practical situations to enable them to negotiate better outcomes when dealing with others.  The Wellbeing Officer has proved to be an invaluable member of the school community. 100% of students that he has assisted in Stages 2 and 3, demonstrated in their surveys to have learnt social competences such as self control, respectful behaviour and a greater understanding of their responsibilities to others. 100% of the parents of these children reported a broad understanding of the program with rapport between students. Staff surveys reveal him to be approachable, supportive of school culture and beneficial in providing guidance and support on a 1:1 basis, working with small groups of children and whole classes supporting teachers.

## Next Steps

In 2019, the role of the Wellbeing Officer will be streamlined to include students ranging from K –6 utilising the recent introduction of a K–6 playground with the support of the Student Representative Council and peer mentors. A newly established buddy system between this year's senior students and new Kindergarten enrolments will become a focus of the Kindergarten orientation program in Term 4.

The Strong Minds Program continues to be taught but expanded through the introduction of the new PD/H/PE Syllabus K–6. The newly introduced thematic programming approach incorporating English, geography and history will facilitate opportunities for classroom teachers to develop leadership opportunities to lead their stage through the transition period further developing curriculum across the school.

## Strategic Direction 3

### Critical and Creative Global Citizens

#### Purpose

To provide a learning culture of high expectations and quality teaching and learning. Students will be productive and ethical users of technology and equipped with skills of the 21st century to become empowered global citizens. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learning.

#### Overall summary of progress

Through many varied and innovative programs and initiatives, the Critical and Creative Global Citizens focus within the school has continued to be an important part of the current and future direction for the school.

A strong focus on technology-based programs such as coding and robotics has provided students with a multitude of different learning experiences which are aimed at improving their skills in areas of critical and creative thinking, as well as providing them with crucial skills to assist their current and future schooling. These programs have also been viewed as successful by the wider school community as shown through positive responses in parent surveys.

The creation of a school-wide technology scope and sequence has been determined to be an important step forward in creating continuity and purpose to teaching programs across the school. As this process is still in the initial phase, the communication and sharing of ideas across the school is important in ensuring the successful implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of staff are engaged to teach and feel confident teaching a range of 21st Century skills.  An increased proportion of students gaining robotics literacy and stronger STEM skills.  An increased proportion of students are able to apply the 21st Century skills of critical thinking, communication, collaboration and creativity to all aspects of their learning.	Internal and external expertise (\$19 600)	Refinement of policies and programs. Students and parents have been surveyed on coding and robotics regarding the school's program for 2018 to meet the needs of all students.  Survey results reflect that parents are extremely satisfied with the technology focus areas that the school are currently implementing. 100% of parents surveyed responded with either 'Agree' or 'Strongly Agree' when answering the question, ' <i>Has your child enjoyed the Coding and Robotics program at school?</i> ' 85.7% of parents surveyed responded with either 'Agree' or 'Strongly Agree' that there should be a focus on touch typing as a skill. As a result, technology programs for Year 3 and Year 5 will focus on touch typing for term 1 in 2019.  Technology resources have continued to be upgraded to ensure equitable access for stakeholders with access to appropriate, reliable technology. Staff will be supported to use technology effectively for their administration duties, as well as teaching and learning.  All stages are experimenting with new strategies to embed technology within current programs to deliver relevant and dynamic learning experiences

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of staff are engaged to teach and feel confident teaching a range of 21st Century skills.		which allow students to take ownership and drive 21st Century learning. School wide scope and sequence is being updated to align with the new Australian science curriculum. The science committee will work collaboratively with the curriculum advisor and local schools to develop a teaching program to introduce the syllabus across all stages of the school.
An increased proportion of students gaining robotics literacy and stronger STEM skills.		Students have been involved in STEM initiatives , incorporating GATE which has provided opportunities and developed essential skills for students to think creatively, critically, deeply, logically and resourcefully.
An increased proportion of students are able to apply the 21st Century skills of critical thinking, communication, collaboration and creativity to all aspects of their learning.		The planned purchase of new and innovative furniture in 2019 will ensure future focused learning is at the forefront of teaching and learning with an emphasis on collaborative practices.

## Next Steps

- Stage 3 classes continuing in this initiative and introduce the BYOD concept to Stage 2 classes
- Implement flexible work spaces across the school with the inclusion of new and innovative furniture
- More specified STEM programs with a focus on fostering creativity and innovation of students
- Implementation of a K-6 technology scope and sequence



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Learning and Support Teacher \$4 115 • Aboriginal background loading (\$4 115.00)	We had four students identifying as Aboriginal in 2018. Personalised Learning Plans were implemented with consultation with parents/carers and evaluated and regularly reviewed. A School Learning and Support Officer (SLSO) was employed to assist students in their learning with a session dedicated to reflect each child's learning needs. Semester reports reflected each child's progress.
<b>English language proficiency</b>	EAL/D teacher \$42 418 • English language proficiency (\$42 418.00)	This is analysed and reported on by the EAL/D teacher. Any students that are not achieving stage expectations are followed up with the EAL/D teacher using a variety of strategies including team teaching, small group withdrawal and resource teaching. Funding allocated to support these students.
<b>Low level adjustment for disability</b>	Learning and Support Team Classroom Teachers \$25 012 • Low level adjustment for disability (\$25 012.00)	School Learning Support Officers (SLOs) are engaged to support students that have been targeted on the Nationally Consistent Collection of Data (NCCD) and have an Independent Learning Plan in place. The programs are designed in consultation with the Learning and Support Team and the classroom teacher to target specific learning needs. Independent Learning Plans are evaluated regularly and this process is effective, streamlined and targeted to address the individual needs of students at Mortlake Public School.
<b>Quality Teaching, Successful Students (QTSS)</b>	Executive teachers Early career teachers • Quality Teaching, Successful Students (QTSS) – 0.694 allocation • Quality Teaching, Successful Students (QTSS) (\$0.00)	<p>0.694 allocation + 0.006 funding from the school was utilised for Executive release for mentoring and school plan projects, an Instructional leader/early career teacher mentor and employing a teacher for targeted primary support. All teachers involved in this process found it highly beneficial and supportive as evidenced in the 2018 surveys.</p> <p>This year, early career teachers (ECTs) have been involved in a mentoring program at Mortlake. This program allowed ECTs to establish supportive professional relationships with their colleagues and other ECTs from local schools. They engaged in professional development and discussions regarding accreditation, best practice, behaviour management, planning and reporting. Classroom walkthroughs were a powerful way for ECTs to reflect upon their own practice and implement new strategies to support and extend students. Some strategies that were trialled successfully were 'flexible learning spaces' and project-based learning. ECTs reported that they felt supported and inspired through their involvement with the mentoring program. We aim to build upon this program in 2019 to ensure all staff feel valued, supported and inspired.</p>
<b>Socio-economic background</b>	Finance committee	Funding was utilised to ensure students from low socio-economic backgrounds that face

<b>Socio-economic background</b>	<p>Executive team</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$8 932)</li> <li>• Socio-economic background (\$8 932.00)</li> </ul>	additional educational challenges were not disadvantaged.
<b>Support for beginning teachers</b>	<p>Early career Teacher mentor</p> <ul style="list-style-type: none"> <li>• The beginning teachers have been supported in their first couple of years of teaching to become effective teaching practitioners. (\$60 627)</li> <li>• Support for beginning teachers (\$68 930.00)</li> </ul>	Mortlake Public School had one teacher commencing in their first year of permanency and four temporary teachers in their first full time teaching role. They were provided with additional release and support with their supervisors. We had one teacher in their second year of teaching. The teachers are presenting and programming effective lessons based on student needs and outcomes, with targeted support from their supervisors and teacher mentor. This was well received by the early career teachers who valued the support received at Mortlake Public School in their first few years of teaching.
<b>Targeted student support for refugees and new arrivals</b>	Refugee support (\$365)	In 2018, we had one refugee student who enrolled for a limited period of time. Refugee funding was used to support the student settle emotionally into school.

# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	207	214	221	217
Girls	174	188	192	182

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	96.6	96.4	96.4
1	94.4	94.5	95.9	94.2
2	95.3	93.5	95.5	96.1
3	94.8	95.3	95.3	95.3
4	93.7	93	94.8	92.9
5	94.8	95.2	94	94.4
6	93	93.2	92.7	93.9
All Years	94.4	94.6	95	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

## Management of non-attendance

The table shows student attendance rates at Mortlake Public School. This is a reflection of the values of the school community in relation to education and regular school attendance.

Regular attendance is highly valued by our staff and the importance of attendance at school is communicated to our community through newsletters and P&C meetings. All teaching staff are responsible for marking rolls and monitoring attendance of their students. Parents/carers are contacted (via notes or a phone call) if there are any concerns regarding non-attendance. Attendance (whole day absences and partial absences) are recorded on end of semester reports. Referrals to the Home School Liaison Officer are made when there are concerns regarding non-attendance.

In 2018, Mortlake Public School continued to employ online roll marking through the LMBR system. Monitoring attendance has improved with new systems and practices implemented and refined throughout 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.07
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	3.07

\*Full Time Equivalent

Mortlake Public School has an enthusiastic and dedicated team of teachers ranging from early career to experienced teachers and executive. There are no staff members who identify as being Aboriginal.

## Teacher qualifications

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

### Professional Learning

At Mortlake Public School, professional learning aligns with the school plan and the school's strategic directions. All staff are part of the process in formulating the milestones for the school plan.

All staff undergo mandatory professional learning programs that have built the capability of early career teachers, experienced teachers and the executive team. Professional development focused on visible learning, child wellbeing and 21st Century Learning technologies and fluencies.

The staff were involved in mandatory training for CPR, Anaphylaxis, Child Protection, Code of Conduct and Emergency Care. In 2018, the Principal and School Administration Staff continued to be involved in LMBR training to further develop their skills.

### Growing Strong Minds Program

In 2018, Mortlake Public School introduced the '*Growing Strong Minds*' program. The program is a K–6 approach to wellbeing and strives to empower students to flourish through the explicit teaching of character strengths and positive psychology strategies that enhance wellbeing. The program commenced in term one when teachers participated in professional development on implementing the program in their classrooms. There was also an information session for parents on the program on how to identify and develop their child's character strengths. Professional development for teachers continued in term two and the program was introduced to students in term three. The program has been worthwhile and successful with both teachers and students providing positive feedback on the lessons. The program will continue in 2019.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	220,762
<b>Revenue</b>	3,762,268
Appropriation	3,335,305
Sale of Goods and Services	0
Grants and Contributions	415,983
Gain and Loss	0
Other Revenue	4,800
Investment Income	6,179
<b>Expenses</b>	-3,546,114
Recurrent Expenses	-3,546,114
Employee Related	-3,014,407
Operating Expenses	-531,706
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	216,154
<b>Balance Carried Forward</b>	436,916

The Finance Committee plans the school budget with input from executive staff based on the educational priorities in the school plan 2018 – 2020. Mortlake Public School is supported by our active and engaged P&C Association. In 2018, they provided funds for new furniture to support new flexible learning environments for our students.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,706,844
Base Per Capita	79,861
Base Location	0
Other Base	2,626,983
<b>Equity Total</b>	195,002
Equity Aboriginal	4,115
Equity Socio economic	8,932
Equity Language	104,886
Equity Disability	77,069
<b>Targeted Total</b>	74,168
<b>Other Total</b>	118,758
<b>Grand Total</b>	3,094,772

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Year 3

In reading, 72% of students achieved in the top two bands compared to 52% of the state.

In grammar and punctuation, 62% of students achieved in the top two bands compared to 48% of the state.

In spelling, 60% of students achieved in the top two bands compared to 50% of the state.

In writing, 68% of students achieved in the top two bands compared to 45% of the state.

### Year 5

In reading, 38% of students achieved in the top two bands compared to 36% of the state.

In grammar and punctuation, 43% of students achieved in the top two bands compared to 34% of the state.

In spelling, 49% of students achieved in the top two bands compared to 35% of the state.

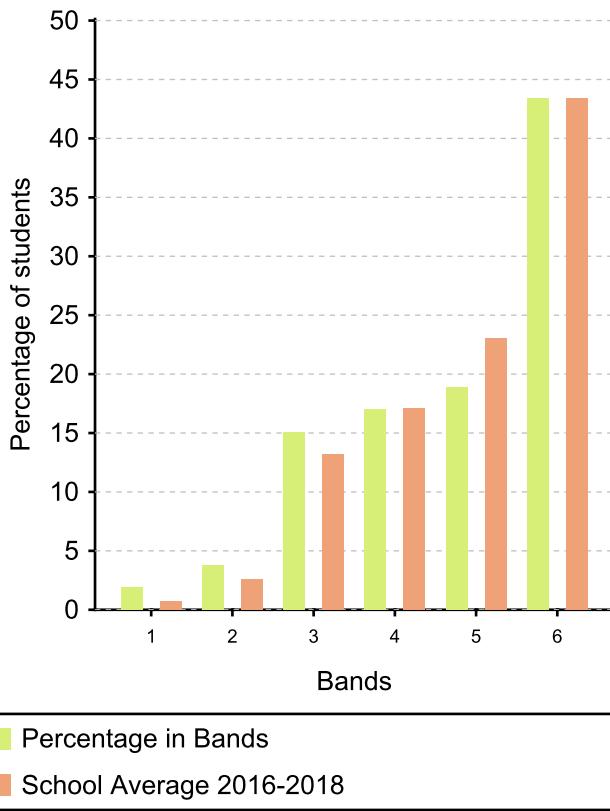
In writing, 24% of students achieved in the top two bands compared to 14% of the state.

### Year 5 Growth

- 60% students exceeded expected growth in reading & viewing;
- 56% students exceeded expected growth in grammar & punctuation;
- 54% students exceeded expected growth in spelling;
- 60% students exceeded expected growth in writing;
- 69% students exceeded expected growth in

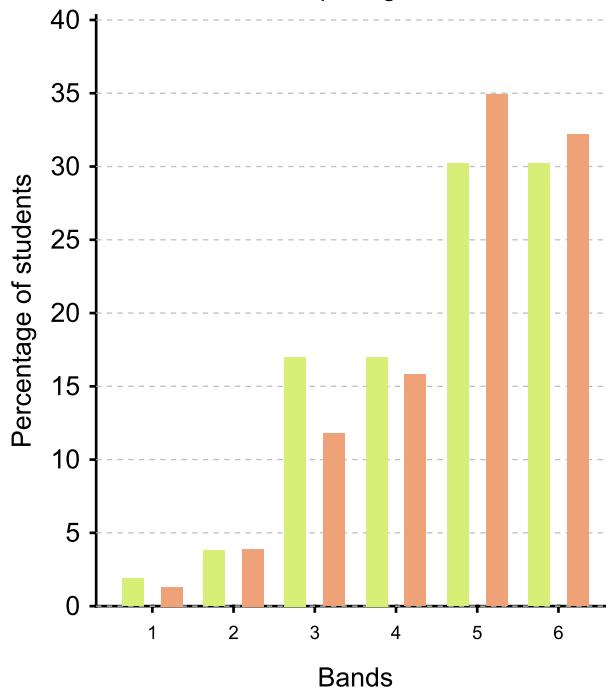
numeracy.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	0.0	5.7	5.7	17.0	28.3	43.4
School avg 2016-2018	0.7	4.6	9.9	17.1	23.7	44.1

**Percentage in bands:**  
Year 3 Spelling

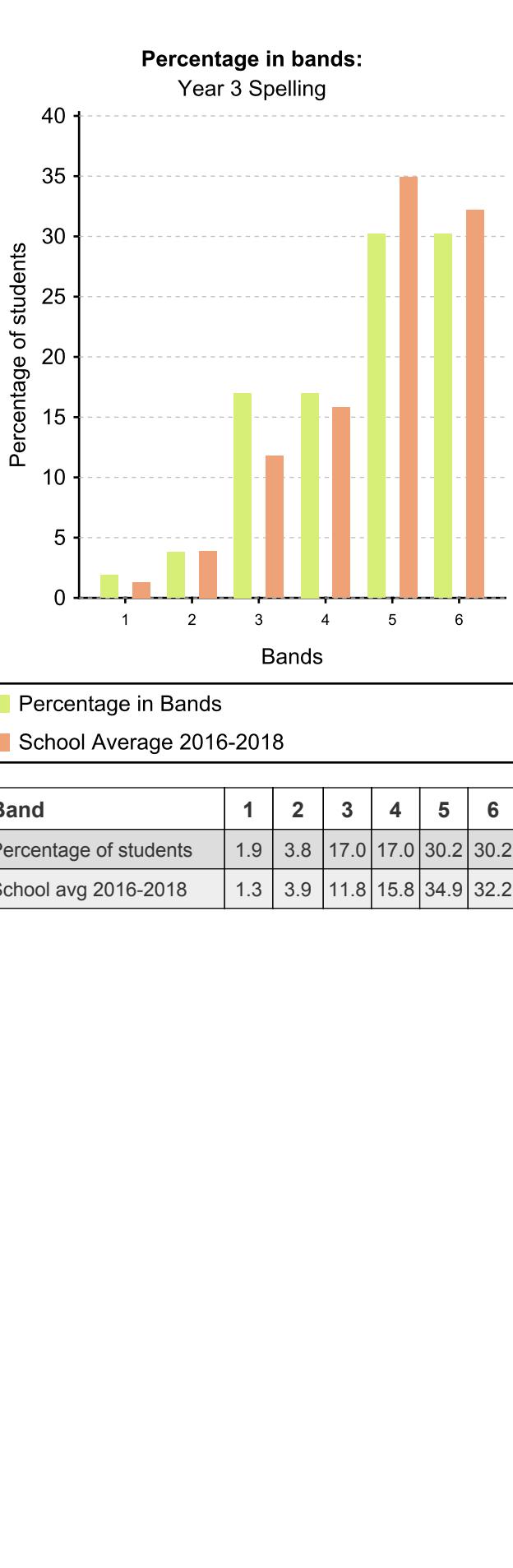
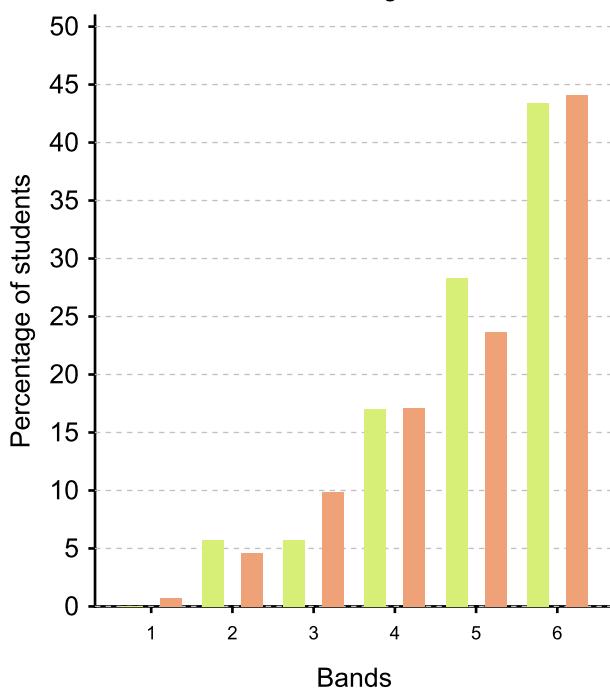


Band	1	2	3	4	5	6
Percentage of students	1.9	3.8	15.1	17.0	18.9	43.4
School avg 2016-2018	0.7	2.6	13.2	17.1	23	43.4

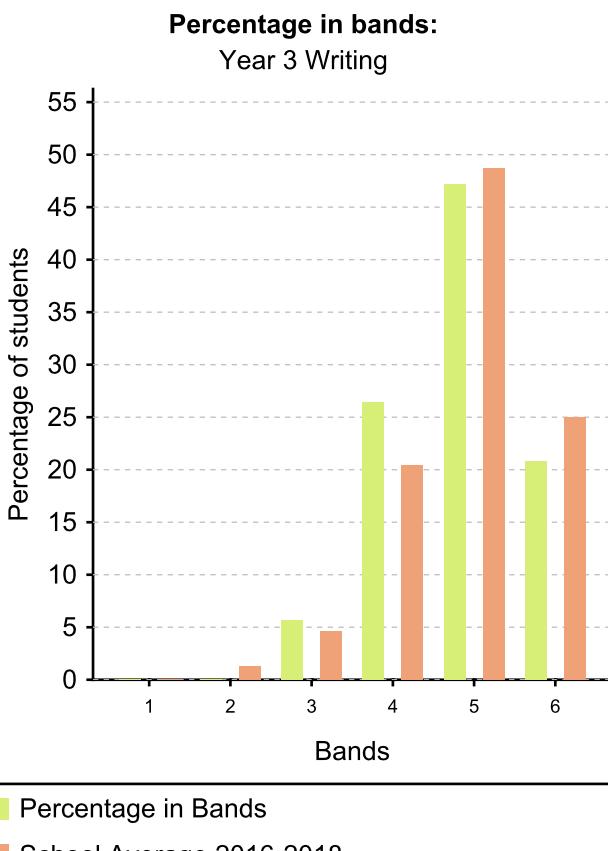
  

Band	1	2	3	4	5	6
Percentage of students	1.9	3.8	17.0	17.0	30.2	30.2
School avg 2016-2018	1.3	3.9	11.8	15.8	34.9	32.2

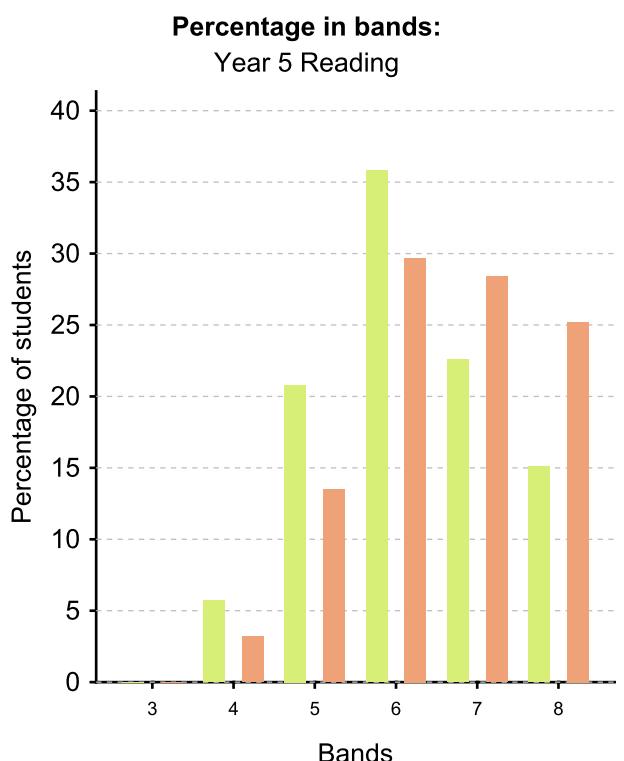
**Percentage in bands:**  
Year 3 Reading



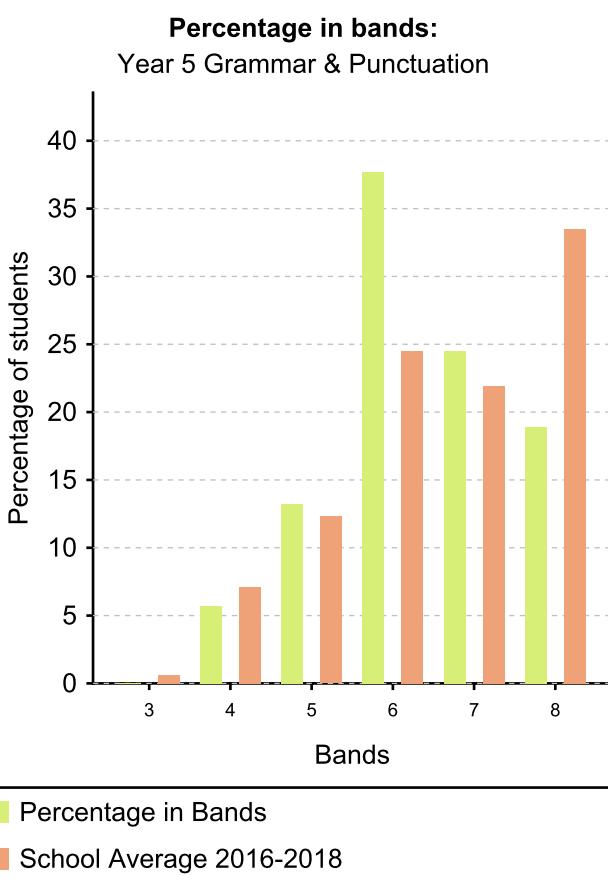
Band	1	2	3	4	5	6
Percentage of students	1.9	3.8	15.1	17.0	18.9	43.4
School avg 2016-2018	0.7	2.6	13.2	17.1	23	43.4

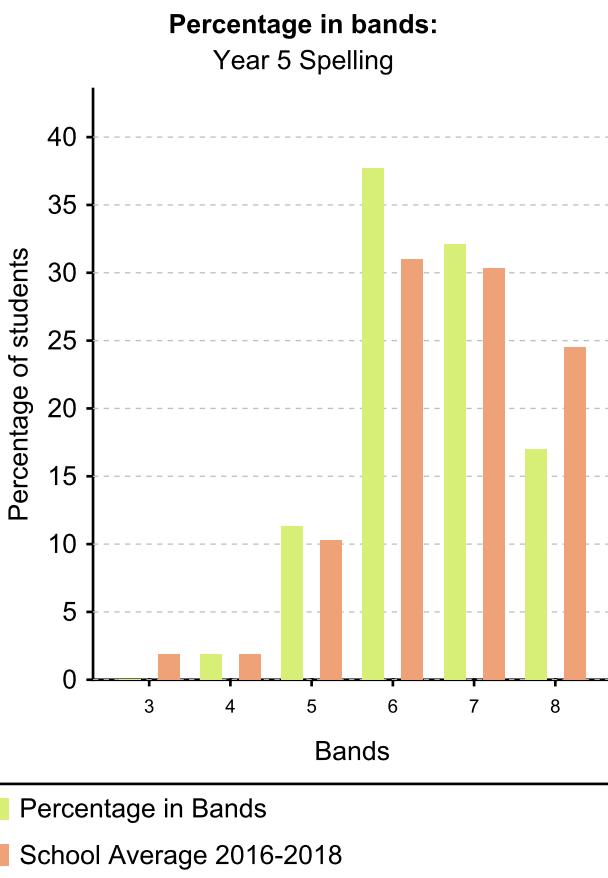


Band	3	4	5	6	7	8
Percentage of students	0.0	5.7	13.2	37.7	24.5	18.9
School avg 2016-2018	0.6	7.1	12.3	24.5	21.9	33.5



Band	3	4	5	6	7	8
Percentage of students	0.0	5.7	20.8	35.8	22.6	15.1
School avg 2016-2018	0	3.2	13.5	29.7	28.4	25.2





Band	3	4	5	6	7	8
Percentage of students	3.8	13.2	20.8	37.7	17.0	7.5
School avg 2016-2018	2.6	5.2	18.8	37.7	24.7	11

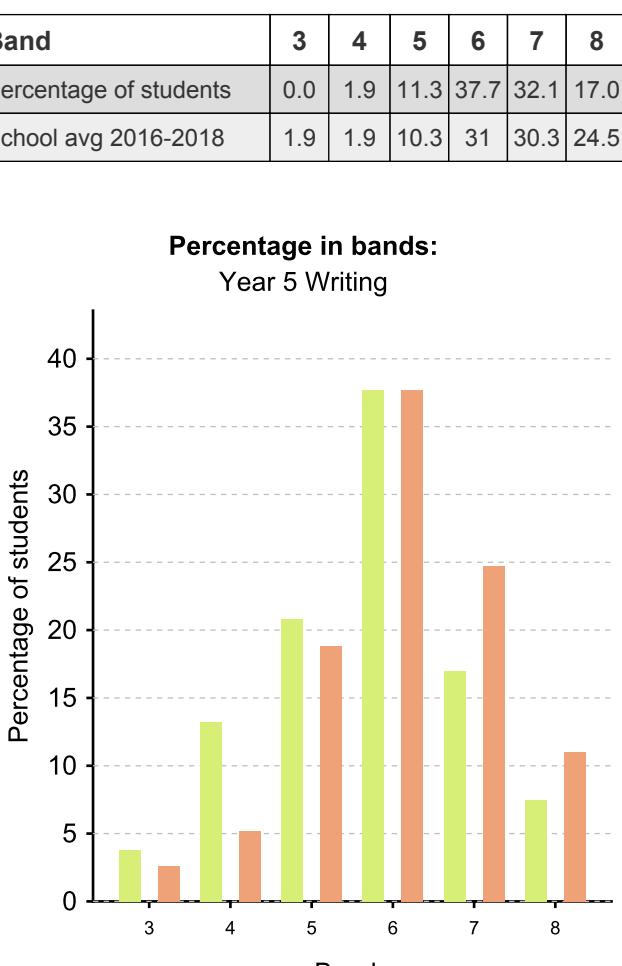
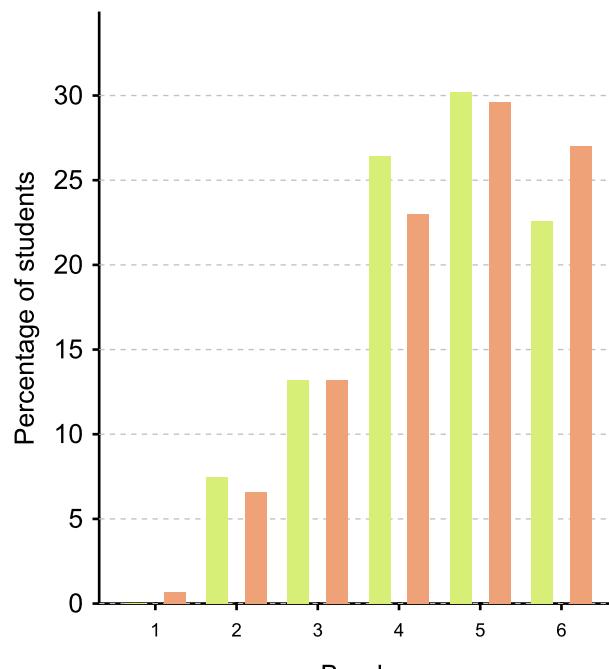
### Year 3

In mathematics, 52% of students achieved in the top two bands compared to 40% of the state.

### Year 5

In mathematics, 48% of students achieved in the top two bands compared to 30% of the state.

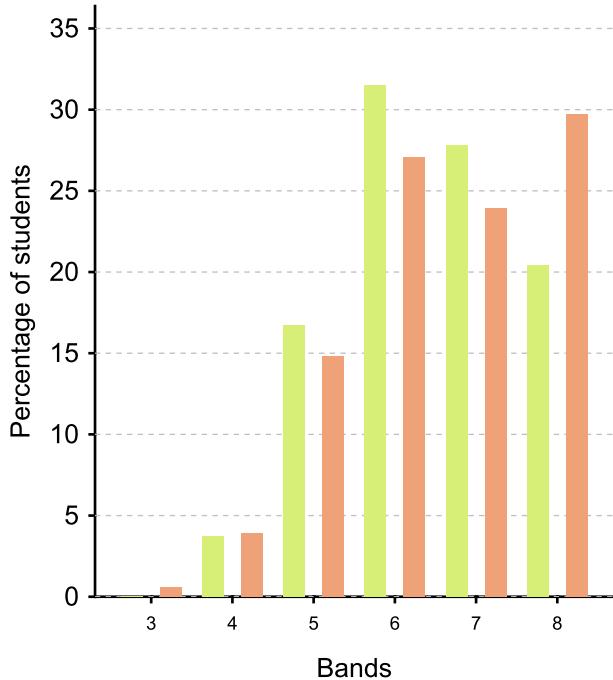
**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	7.5	13.2	26.4	30.2	22.6
School avg 2016-2018	0.7	6.6	13.2	23	29.6	27



**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	16.7	31.5	27.8	20.4
School avg 2016-2018	0.6	3.9	14.8	27.1	23.9	29.7

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.

The NSW Premier's Priorities are supported as part of our ongoing strategic school plan at Mortlake Public School.

Our NAPLAN results reflect our commitment to improving educational outcomes for all students.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Throughout 2018, all stakeholders had the opportunity to participate in a range of surveys. We have mainly used google forms as the tool for implementation of the surveys throughout 2018. The linear scale employed ranged from 1 to 5 (with 5 representing those who strongly agreed with the statement).

Highlights from the 2018 surveys are listed below:

- 100% of staff, 93% of students and 83% of parents '*strongly agreed*' or '*agreed*' that they were happy being a part of Mortlake Public School.
- 98% of students understood it was their responsibility to learn.
- 97% of students stated they enjoyed working collaboratively with other students.
- 92% of students stated there were many activities to participate in at lunchtime
- 100% of staff are aware of the school's strategic directions and understand their contribution to the realisation of its outcomes.
- 100% of early career teachers felt their teaching practices had significantly improved since working with their teacher mentor
- 98% of parents stated they knew whom to contact if they require assistance with a student welfare or academic concern.
- 85% of parents stated '*The school has clear wellbeing practices that support a positive learning environment*'.
- 72% of parents stated that their child is part of an extra-curricular activity at Mortlake Public School.

Future directions based on feedback:

- 65% of parents agreed that '*Communication practices between school and home are clear and efficient*'. We value the constructive feedback from our community and see improving and streamlining communication in 2019 as a priority.
- Individual constructive and positive feedback was also provided by staff, students and parents and we value each stakeholder's opinions and ideas. This will be addressed and looked at by the school leadership team in 2019.



# Policy requirements

## Aboriginal education

### Aboriginal Education

Students at Mortlake Public School consider Aboriginal and Torres Strait Islander culture and customs across the Key Learning Areas. In 2018, we had four students that identifies as Aboriginal. Funding of \$4115 was provided to the school to support these students with their learning needs and goals. Personalised Learning Plans were developed in consultation with the parents/carers.

### Footsteps Dance – NAIDOC Week

In Term 3, students from K–6 participated in a dance program which replicated dance movements and celebrated the history, culture and achievements of the Aboriginal and Torres Strait Islander people. Students learnt the background and context of the dances, including Dreamtime storytelling and fire dances. They also had the opportunity to experience choreographing their own small sections based on everything they have learnt.



## Multicultural and anti-racism education

Mortlake Public School encourages our community to foster an atmosphere of respect, diversity and acceptance by embracing our multicultural diversity. This reflected in communication to parents/carers and through lesson content everyday classroom practices. The school had one Anti-Racism Contact Officer in 2018.

The English as an Additional Language or Dialect (EAL/D) program at Mortlake Public School had 213 students from a Language background other than English in 2018. This makes up 52% of the school enrolment. These students are supported by a three day allocation of teaching staff with additional funding for English Language Proficiency through the School Budget Allocation Report (SBAR). This funding supports students by providing a teacher to assist in classrooms and small withdrawal groups.

## Other school programs

### Irish Dance Group

The talented Irish dancing group performed in September at the '*Battle of the Primary Schools*'. The calibre of the competition was exceptionally high and our dancers excelled and achieved 92/100 for their dance.

### Junior Choir

The Mortlake Public School junior choir consisted of forty students across Stage 1. The junior choir had the opportunity to perform at the '*Mortlake Winter Fair*', the Concord Senior Citizens Club, Education Week and at the end of year Presentation Day. They are to be commended for all their effort and hard work throughout this year.

### Orchestra

In 2018, the Mortlake Public School orchestra rehearsed every Wednesday morning. The group consisted of musicians ranging from Year One to Year Six and included violinists, percussionists, cellists, acoustic and electric guitarists, flautists, clarinet players, a trumpet player, xylophones and glockenspiels. Under the leadership of Lydia Burjan, the orchestra had the opportunity to perform at the Annual Winter Fair, Kindergarten Orientation Day, the annual school music night the '*Marias*' and Presentation Day.

### Debating

Mortlake Public School had another outstanding year in the Granville/Holroyd/Strathfield debating competition. Our team made it through to the play offs after a close loss in the earlier rounds. The team worked extremely hard throughout the semi-final process to eventually make it into the grand final. The team was successful in the grand final and are now the 2018 Granville/Holroyd/Strathfield debating champions. The commitment and effort demonstrated by the whole team throughout the year was impressive as well as the parental support and interest.

### Wellbeing Officer

In late 2017 the executive staff applied for a grant from the department to fund part of the cost of a Wellbeing Officer. The application was successful and with the support and commitment of funds from both the school budget and the P&C the process commenced to appoint a Wellbeing Officer at Mortlake Public School. The successful applicant, Lewis Bird, commenced his role at the beginning of term three 2018. Teachers identified students that were in need of social support in areas including, anger management, conflict resolution and resilience. The Wellbeing Officer worked with these students both in the classroom and playground. Feedback from teachers, students and parents is that the Wellbeing Officer has made a difference to the students' social interactions. The program will continue in 2019 and 2020.

## **Parent Assisted Immersive Reading (P.A.I.R)**

This year, Kindergarten students were introduced to a new reading program, Parent Assisted Immersive Reading (P.A.I.R). The innovative resource has been created by experienced educators after many years of research. P.A.I.R books provides parents with the vital prompts, tips and questions that will help the child engage in valuable conversations. When these support strategies are applied during a 'read-aloud' session, parents develop new skills that can be used to improve their child's reading and early literacy development. Reading with an adult plays an important role in developing children's oral language skills, phonological awareness and print knowledge. The read-aloud engagement strategies that parents develop during P.A.I.R sessions are transferrable to other reading sessions outside the program. The program runs over a ten week period and commenced in Term 4. Each student takes a book home for one week before returning it to school and receiving a new title. A parent information session by the author, John Walters, was held prior to the implementation of this valuable program.

## **MiniLit Program**

2018 is the first year that MiniLit has been taught at Mortlake Public School and it has been implemented utilising school based funding. It is a school program offering special help to Year 1 students to become better readers and writers. MiniLit is an early intervention literacy program providing explicit teaching in phonemic awareness and phonics. The program is delivered four times a week in lessons of about 30 minutes. Each lesson caters to a small group of approximately four students. Students are assessed regularly throughout the year with improvements evident in 2018.

## **Seesaw**

In line with Mortlake Public School's strategic directions and milestones, K-2 implemented Seesaw in their classrooms in Terms 3 and 4. This initiative, which emphasises excellence in teaching and learning and focuses on developing positive partnerships with parents and community has been well received. It allows for assessment to be used as an integral part of daily instruction whilst building student proficiency in ICT. This initiative will be continued to be implemented and expanded across K-2.

## **Targeted Early Numeracy (TEN) Program**

In 2018, classes in K-2 have continued to implement the Targeted Early Numeracy (TEN) program. This program helps to identify and support students experiencing difficulty in learning numeracy in the early years. The school's TEN facilitator delivered professional learning to the whole school to equip all teachers with resources and strategies for teaching numeracy in the early years. This also provided an opportunity for teachers already engaging with the program to share their knowledge and experience. This was complemented by in-class support for K-3

teachers through demonstration lessons as well as shoulder to shoulder mentoring. TEN has had a positive impact throughout K-2. The students are noticeably engaged in numeracy learning through participating in lessons that are differentiated to the individual student's learning needs. They have developed collaborative skills through working in small groups and have shown greater ability to communicate their understanding and use of numeracy strategies. Staff have a deeper knowledge of the pedagogy behind TEN and have greater confidence in teaching numeracy in the early years.

## **Swimming Carnival and Zone Swimming Carnival**

Our school's first major event for the year was the Annual Swimming Carnival which took place on Wednesday, 21 February, 2018. A light shower earlier that morning preceded our arrival at Enfield Swimming Centre. It was an exciting and successful event which was well attended by parents, grandparents, family and friends. Five records were broken by Elsie on the day. Elsie now holds twelve records at Mortlake. We thank our supportive parent helpers who ensured the day ran smoothly. As a result of the day, nineteen swimmers represented our school at the Zone Carnival held at Auburn Swimming Centre. Elsie was awarded the overall senior girl champion on the day and along with Evelyn, proceeded to the Regional Carnival. Overall, Mortlake Public School gained sixth place from twenty-three competing schools.

## **PSSA Junior Boys' and Girls' T-Ball.**

The junior boys' and girls' PSSA t-ball teams have both had a successful year. They showed commitment on and off the field and during training sessions. The players learnt about the importance of teamwork and sportsmanship and demonstrated this during each game. Both teams motivated and supported each other at matches, with the girls' team winning games week after week. It has been a great year learning new skills, being physically active and forming friendships.

## **PSSA Cricket**

Twenty five students played PSSA cricket this year: thirteen seniors and twelve juniors. The boys attended weekly training sessions to practise their skills. The games were against other schools in the local area. Mortlake had a few wins in both junior and senior games. The boys demonstrated fantastic catching skills and one player took five wickets and a hat trick in one of the senior games for Mortlake. The boys should be very proud of their achievements and we look forward to another wonderful cricket season in 2019.

## **PSSA Netball**

Nineteen students participated in PSSA netball this year; nine senior players and ten junior players. The girls attended weekly training sessions to practise netball drills. The competition was fierce and the seniors just missed out on the semi-finals. The juniors improved every week, displaying good technique. The girls should be proud of their achievements and we look forward to a wonderful netball season in 2019.

## **PSSA Softball**

2018 was an exciting year for softball, with our first ever boys' team. Both teams worked hard and developed their skills both in game play and strategy. While neither team made it to the semi-finals, both teams showed great teamwork and played with excellent sportsmanship.

## **PSSA Touch Football**

The boys' touch football teams trained hard this year, developing their sportsmanship and teamwork skills. Although, they did not make it to semi-finals, they played hard and put effort into each game and made Mortlake proud.