

# Mudgee Public School

## Annual Report



2018



2656

## Introduction

The Annual Report for 2018 is provided to the community of Mudgee Public School as an account of the school's operations and achievements throughout the year.

Mudgee Public School continued to provide a quality education to each and every child in 2018 continuing this work since the school commenced in 1855. 2018 has seen the number of students at Mudgee Public continue to grow to 692 at the end of the year. The school aims to provide a wide range of opportunities to enable every child to feel that they have achieved success. Academic, cultural and sporting activities provided a high level of engagement, supported by a dedicated staff to further the learning of each child.

My thanks to all who have supported Mudgee Public School in 2018. The school is well-respected in the community and enjoys a positive relationship with many organisations within the town. My sincere thank you to our P&C who contributed in many ways to the school, supporting school events and assisting with funds for school resources. Our students also deserve congratulations for their efforts in 2018.

As we progress through the 21st century, the skills they learn each day will enable a positive and productive contribution to our future society. Finally I thank all of the staff who have worked tirelessly over the year. As a group, we reflect on a successful year of learning and achievement for the students of Mudgee Public School.

This report 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.

Alan Kerr

Principal

## School contact details

Mudgee Public School

Perry St

Mudgee, 2850

[www.mudgee-p.schools.nsw.edu.au](http://www.mudgee-p.schools.nsw.edu.au)

[mudgee-p.school@det.nsw.edu.au](mailto:mudgee-p.school@det.nsw.edu.au)

6372 2036

## School background

### School vision statement

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

Through a culture of inclusivity and collaboration a quality education is provided to engage and inspire students to lead active and productive lives into the 21st Century.

### School context

Mudgee Public School has an enrolment of 670 students with a 15% Aboriginal population and has a proud tradition of providing quality public education since 1855.

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the Learning Domain, the school demonstrated a high level of commitment to student learning and achievement with the 2018 NAPLAN results showing very good Year 5 results and growth from Year 3 to Year 5. Positive and respectful relationships are evident among staff and students to promote student wellbeing with a number of strategies implemented to ensure students are learning focused throughout the year. Examples include a School Chaplain who works to support the social and emotional wellbeing of students and a fulltime Welfare Teacher who supports all class teachers with learning and support advice. The school's value-add trend was at Working Towards Delivering for Years K to 3 and at Excelling for Years 3 to 5.

In the Teaching Domain, a focus on collaborative planning and assessment was evident through twice term meetings of teachers on each stage. This enabled programming and assessment tasks to be planned and implemented. The school used the *What Works Best Reflection Guide* to evaluate teaching practice and teachers undertook professional learning to build capacity on the analysis and interpretation of student data. Funding enabled each stage to have several planning days throughout the year with teachers working on units of work and assessment strategies.

In the Leading Domain, the leadership team focused on the continuous improvement of teaching and learning. School leaders led stages in targeted professional learning to develop consistency in curriculum delivery and assessment. The leadership team evaluated the effectiveness of major areas of expenditure to ensure the focus centred on improving student learning outcomes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://educatin.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>.

## Strategic Direction 1

Active, Valued and Creative Learners

### Purpose

A student centred learning environment that values, supports, challenges and inspires all students to become motivated, creative and confident lifelong learners.

### Overall summary of progress

There were three main processes the school implemented in 2018 in this strategic direction. These were: Develop practices to build the level of student understanding of their learning, Develop strategies so that students receive feedback enabling them to self monitor their learning progress, Establish tracking systems that monitor student progress across all KLAs and capabilities.

This year staff engaged in professional learning around Hattie's work titled Visible Learning. Three staff members attended a two day workshop and then returned to share their knowledge, skills and understanding with the whole staff. This resulted in staff more confidently implementing strategies within their classrooms that enabled students to focus on their own individual learning strengths and identifying what they needed to learn next. In Term 2, we revisited professional learning focusing on effective feedback based on increasing student learning progress and teachers understanding the impact of their teaching. There continues to be a broad range of levels of expertise in this area and plans to support teachers to further develop their capacity will be a future focus.

An increasing number of students are able to set personal learning goals, across all KLAs and focus on what they need to do to achieve them. As a supplementary school for the implementation of the new Literacy and Numeracy progressions, teachers underwent a change of process for data collection. Teachers utilised the new PLAN2 system to enter student data on Creating Texts in Literacy and Quantifying Number in Numeracy for their class in Term 1 and Term 4. Classroom teachers engaged in Adobe connect sessions outlining the basic procedures of entering data on the PLAN2 system.

A number of staff engaged in professional learning 'A technical guide for using PLAN2' resulting in staff being able to seek support within the school for data entry. As a supplementary school, it was expected that student data was entered K-2 only, however, as a school wide decision we implemented the data across the whole school including the Support Unit. This year we continued to focus on student wellbeing, supporting students' social and emotional learning through a variety of programs including, Bounce back, a wellbeing and resilience program across all classes, Check in – Check out program to support targeted students, Kids Hope program for identified students as well as additional social supports for students in the playground. In 2018 we employed a Social Worker one day per week to support the wellbeing of students and their engagement in their learning. The social worker worked under the guidance of the school's Learning and Support Team.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the percentage of students demonstrating expected growth in Literacy and Numeracy in line with the Premier's Priorities.</li></ul>	Funds from the Socio Economic Equity funding – \$357112	Every teacher engaged in professional learning within their stages to increase their knowledge and understanding of the skills and concepts in Literacy and Numeracy. Planning Days were held to support collaborative planning and assessment of Literacy and Numeracy across the stage. The majority of teachers plotted data on PLAN2 and from this information teachers were able to plan teaching activities based on individual student needs. The LaST teachers and School Learning Support Officers target identified students from the data analysed.
<ul style="list-style-type: none"><li>• Increase the proportion of students demonstrating active engagement with their learning.</li></ul>	John Hattie's 2 day workshop x 3 plus accommodation  Funds from the Socio	Three teachers attended a two day workshop on Visible Learning, by John Hattie. They then shared this information to all Mudgee Public Staff at a staff meeting.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Increase the proportion of students demonstrating active engagement with their learning.</li> </ul>	Economic Equity funding – \$357112	<p>In 2018, staff meetings were held round effective feedback. Teachers from K–6 shared successful strategies they had used to promote learning and engagement.</p> <p>In many classes students have developed effective learning goals, so that they are able to take ownership of their learning.</p> <p>TTFM student survey confirmed that 93% of students believed that schooling is useful in their everyday life and will have a strong bearing on their future and 85% of students indicated that they try hard to succeed in their learning.</p> <p>Results from the student survey also confirmed that students with positive behaviour at school were 2% above the NSW government norm.</p>
<ul style="list-style-type: none"> <li>• Increase in the proportion of students having their individual needs addressed eg ILPs, IEPs and Academic Extension programmes.</li> </ul>	<p>Welfare Teacher – Funds from the Socio Economic Equity funding – \$357112</p> <p>Social Worker Funds from the Flexible Wellbeing Funding – \$38130</p>	<p>Comprehensive systems and procedures are in place through the Learning and Wellbeing Team to identify students requiring additional support for their learning. A full-time wellbeing teacher has enabled students to be supported both in the playground and classroom. Staff indicate that this support has been invaluable and has a positive impact on both the individual and the peers of those targeted students. This ensures that students are known, valued and cared for in a large school setting. An 'A' class operates in Stage 3 to cater for high ability students to ensure their learning needs are met.</p> <p>Other wellbeing strategies that have been successful, is the continued employment of the School Chaplain, the Social Worker and the Speech Pathologist. This has enabled students to access increased support for identified needs.</p> <p>In 2018 the Kids Hope mentor program was established allowing for identified students to have contact with a mentor weekly to support their wellbeing through social and emotional interactions.</p> <p>Social and emotional learning programs continue throughout the school, in the forms of Positive Behaviour for Learning lessons and the Bounce Back Program.</p>

## Next Steps

In 2019 the focus will be to upskill teachers, through professional learning to analyse the plotted PLAN2 data to inform quality teaching practices. Next year we will set up local communities of practice to provide opportunities for staff to further their knowledge of the learning progressions and share their experiences with colleagues. Teachers will work with Literacy and Numeracy strategy advisors to provide information on resources and support school participation.

In 2019, three teachers will attend the Positive Partnerships Professional Learning Program in order to develop school wide processes that support students with an autism spectrum disorder. As part of this program the teachers will implement the planning matrix to engage family and students in identifying appropriate strategies and supports when developing their relevant learning goals.

## Strategic Direction 2

### Collaborative Quality Teaching and Learning

#### Purpose

To create an engaging learning environment which is underpinned by high expectations and quality teaching practices in Literacy and Numeracy which is reflective, relevant and dynamic meeting the needs of 21st Century Learners.

#### Overall summary of progress

Strategic Direction 2 focuses on creating an engaging learning environment which is underpinned by high expectations and quality teaching practices in Literacy and Numeracy which are reflective, relevant and dynamic whilst meeting the needs of 21st Century Learners. To achieve this Mudjee Public School will be ensuring technology education is at the forefront of teaching and learning programs for all classes through providing quality technological hardware in classrooms as well as high level professional learning for teachers.

To ensure a strengthening of Technology and ICT capabilities of both teachers and students Mudjee Public School conducted a whole school audit of technological hardware as well as a teacher skills and capabilities survey to evaluate the needs of the school in this area. The audits were then collated and the information gathered was used by the technology team to gain an understanding of the needs of the school in these areas.

Literacy and Numeracy instruction remains an ongoing high priority of Mudjee Public School. Through collegial agreement we will be continuing to focus on the National Literacy and Numeracy Progressions with particular focus on Creating Texts and Quantifying Numbers. In 2019 there will also be an added focus on Spelling with a new Scope and Sequence being implemented with an emphasis being placed on quality teaching activities in this area as well as tracking through PLAN2.

As part of the Department of Education's Strategic Plan all of the students at Mudjee Public School will be known, valued and cared for. We will be continuing to ensure that all of our students will be engaged and challenged whilst continuing to learn at their own individual level. This has been achieved through differentiation within Teaching and Learning Programs and will continue to be a focus in quality learning activities throughout 2019–20.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>All teaching programs will have evidence of ICT capabilities embedded into teaching activities.</li></ul>	<p>\$15000 School funds</p> <p>\$3000 KEPCO grant</p>	<p>In 2018 the Technology Team initiated and completed school-wide audits of technology hardware and staff competence in the use of ICT. The purpose of these audits were to: 1– ensure the technological hardware across the school is appropriate for classroom use and up-to-date and, 2 – survey the confidence and skill level of the teaching staff in using technology and teaching in an ICT environment.</p> <p>All teachers displayed the successful use of some digital technologies in classrooms, such as interactive whiteboards, school-wide organisational software, digital online learning programs and the Google Suite. Some classroom teachers extended their skills to include the use of higher-order technology activities such as Spheros and computerised Lego within their teaching program. These higher-order skills were shared by those teachers, and their students, with other classes throughout the school.</p>
<ul style="list-style-type: none"><li>100% of on class teaching staff accurately track students using PLAN2 in Literacy and Numeracy.</li></ul>	<p>Funds from the Socio Economic Equity funding – \$357112</p>	<p>All staff participated in stage based Professional Learning on the National Literacy and Numeracy Progressions and PLAN2. This professional learning included three Adobe Connect sessions:</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• 100% of on class teaching staff accurately track students using PLAN2 in Literacy and Numeracy.</li> </ul>		<p>Introducing the National Learning Progressions in Literacy, Numeracy and PLAN2. In-school professional learning was also included throughout the year in these areas.</p> <p>To ensure consistency in PLAN2 data all students across each stage completed planned assessments which teachers then evaluated and plotted collaboratively. To develop consistent teacher judgement when recording and plotting in PLAN2 teachers attended Stage Planning days which allowed time for sharing assessments, discussion about achievement and future learning goals.</p> <p>Most teaching staff used PLAN2 to accurately plot and track achievement data in Creating Texts and Quantifying Numbers. This has allowed staff to be able to access data for up-to-date information when forming classes and learning support groups.</p>
<ul style="list-style-type: none"> <li>• All teaching staff display evidence of differentiation in teaching / learning programs.</li> </ul>	School Planning Days \$85000 from Socio Economic funds.	<p>All teaching staff gained in-depth knowledge of their students academic ability through assessment. This assessment data was used to ensure teaching programs were differentiated for individual students, this was evidenced through the inclusion of 'Differentiation Surfboards', ability groups, i.e., reading groups, and individual adjustment sheets in all teaching and learning programs.</p> <p>Learning and Support Plans are included in all teaching and learning programs for those students identified as ATSI, needing additional differentiation or specialised support.</p> <p>Teaching and Learning Programs were viewed and evaluated, with feedback being given by Stage Supervisors, to all teachers. This process saw an increase of the consistency in the expectations of the information being included in the teaching and learning programs.</p>

## Next Steps

To ensure Mudgee Public School continues to advance with the quality and complexity of ICT programs being implemented in classrooms the Technology Team will use the information gathered in 2018 to plan professional learning activities for teaching staff as well as a purchase plan for technology hardware.

The knowledge gained in 2018 of PLAN2 and the National Learning Progressions will be used to plan professional learning activities and further areas to be assessed and tracked in 2019–20. Mudgee Public School will continue as a Supplementary School and will maintain the tracking of all students in Creating Texts as well as Quantifying Numbers. Tracking will also be undertaken in the area of Spelling with a new scope and sequence and teaching and learning programs being implemented across the school.

The school will continue further Professional Learning around Differentiation in both teaching and learning programs as well as classroom activities. Assessment data, including PLAN2, will be used to inform the choice of strategies and content to be used in classrooms and programs.

## Strategic Direction 3

### Effective Partnerships, Communications and Connections

#### Purpose

To strengthen and build sustainable partnerships to ensure staff and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

#### Overall summary of progress

There were three main processes the school implemented in 2018 in this strategic direction. These were: implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling, strengthen systems to support staff wellbeing and strengthen systems to improve parent/carer engagement in their child's education.

The school's self-assessment processes indicated that steady progress was made in 2018 in the area of student wellbeing. Following the Department's Wellbeing Framework where students connect, thrive and succeed, we have continued to develop positive relationships with all students so they feel valued and their social, emotional and academic needs are being met. All classes have continued to use the Bounce Back Program, a wellbeing and resilience program. This is evidenced by classroom teachers timetabling a half hour session once a week. The whole school continues to follow our Positive Behaviour for Learning policy, where students are aware of positive and negative consequences. PBL is embedded into all Key Learning Areas, data drives our weekly PBL focus in which all students take part in explicit lessons and activities. In 2018 we continued to develop our Welfare Teacher's role, employing her in that position for five days a week. She coordinated the Learning Support Team, liaised strongly with our Welfare team; Chaplain, School Counsellors, Social Worker and Deputy Principal, as well as supporting all staff with student concerns. This increase in days has resulted in more classroom support for students, teachers and parents.

Overall teachers became more aware of the process for referring students who require additional support to the Learning Support Team. In addition we re-established our playground support systems, with SLSOs providing explicit social skills activities, such as the Primary Cola and Infants Playhouse. Our school's 'Planning Room', facilitated by our executive staff continues to support students with social needs at lunchtimes. Opportunities for targeted instruction and social skills practice ensures students are individually catered for.

Staff wellbeing was seen as a priority this year. We identified the systems we had in place and developed a plan to improve them. Stage teams and curriculum teams have been established taking into account strengths/ expertise and areas of development of staff members. A comprehensive survey on staff wellbeing was conducted and information collated by the executive team. Overall results were quite positive, with colleagues feeling supported, working collaboratively and benefitting from Planning Days (two a term) and Power Hour each week. Power Hour allowed time for staff to work on professional development goals. Professional learning in staff wellbeing was held during several staff meetings and on school development day. Key note speakers provided thought enhancing workshops. A staff wellbeing committee was formed and met each term to discuss staff issues and ideas for improving the mental health of all staff members.

All staff are fully aware of the importance of parent partnerships in children's education. In 2018 we continued to encourage parents/carers to attend school events through publicity via our school newsletter, parent liaison emails, website and Facebook page. After positive feedback from teachers and parents we continued with our Parent/Teacher Information Evening: 'Meet the Teacher'/ Information Evening and BBQ in early Term 1. We had a strong representation of parents at our parent/teacher interviews at the end of Term 1. Parents supported our various programs such as 'Move into Reading and Writing' for Kindergarten students. Our transition program for Kindergarten 2019, started in Term 1 with School Safari tours.

During Term 2 and 3 we conducted two information evenings, as well as our 'Jolly Gym' program which saw new students commence the transition to Mudjee Public and concluded with our 'Mudjee Beginners Program in Term 4. Staff record indicated 80% of parents accessed some or all of these transition programs. With an open door ethos in our school, parents were encouraged to help in the classrooms and an area was set up in the Infants hall to allow for many parents to attend at the same time. During Education Week parents/carers were invited to attend their child's classroom and a school concert showcasing various talented groups and classes. At the same time a Book Fair was held in the School Library where many parents purchased books for their children. In August 2018, we had our Men at School Day (which occurs every 2nd year). The majority of students had a male representative attend their classroom, actively engaging in STEM activities. Positive feedback from male community members and our staff was plentiful.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• 100% of students requiring welfare processes are receiving support.</li> </ul>	Funds from the Socio Economic Equity funding – \$357112	<p>All staff members are aware of the processes involved in supporting students with social, emotional or academic needs. A staff meeting to update teachers on Learning Support plans was held during Term 1. The Welfare teacher has made herself available to support teachers writing LSPs. All students who need support are referred to the Learning Support Team. The agenda for the meeting is published prior to the meeting, so that all interested parties attend that meeting. After discussion appropriate strategies are put in place to support the student. This can be through human resources to individual programs. Staff survey showed 100% of staff found the targeted SLSO program as very worthwhile or useful.</p> <p>93% of staff found the social worker effective and 91% of staff found the speech pathologist effective. 68% of staff found the learning support referral process effective and 74% of staff found the welfare teacher role effective/very effective. 81% of staff found the LAST meetings very effective/effective.</p>
<ul style="list-style-type: none"> <li>• Levels of improved staff welfare as evidenced by staff feedback through TTFM and wellbeing surveys.</li> </ul>	Funds from the Socio Economic Equity funding – \$357112	<p>The improvements that were made in 2018 had a positive effect on staff wellbeing. Data from our staff survey shows 100% of staff found planning days useful or very worthwhile. 88% of staff reported collaboration among stage members to be effective/very effective. All teachers are aware of the staff wellbeing committee representatives and report any issues they would like presented at the meeting. Feedback from the meetings are reported back to the staff.</p> <p>Professional learning around staff welfare occurred at the combined staff development day with Dan Haeslar presenting around positive mindset for staff.</p>
<ul style="list-style-type: none"> <li>• Increased representation by parents/carers at school events.</li> </ul>	Funds from the Socio Economic Equity funding – \$357112	<p>Records were kept as to the number of parents who attended school events. 72% of parents attended the parent/teacher interviews in Term 1. Our Education Week Open Day was well attended, with many students having more than one parent/carer attending. 57% of our students had someone visit their open classroom. Our Men at School day was attended by fathers, grandfathers, brothers, uncles and friends. 68% of students had one or more males supporting this event.</p>

## Next Steps

In 2019 we will continue to encourage and support parents/carers to attend school functions. In 2019, we plan to employ a Parent/ Community Liaison officer who will work with the school and the community to support the partnership between home and school. Continual updating of processes involved in Learning Support will be acquired by all staff to continue to maximise their confidence in referrals to Learning Support team and the writing of Learning Support plans. The Staff Wellbeing team will continue with opportunities for more staff to be involved, more ideas to be explored.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Funding \$120 139	<p>The school employed three School Learning Support Officers [SLSO] to support Aboriginal students in their classrooms. Class teachers indicated that this resource enabled improved engagement in the curriculum by Aboriginal students. NAPLAN results indicated this as a positive strategy.</p> <p>Aboriginal funding also supported the Breakfast Club program at the school, students provided with breakfast three mornings a week. On average 100–120 students per day benefited for this program.,</p> <p>Staff evaluation of this strategy indicated that the School Learning Support Officers were effective in supporting Aboriginal students at the school. 100% of staff saw the SLSOs as being effective in their role supporting Aboriginal students.</p>
<b>English language proficiency</b>	ESL Funding \$5653	<p>ESL students made good progress over the course of 2018, demonstrating improvement in their literacy and numeracy skills.</p> <p>The school was also able to receive a staffing allocation to support several newly arrived students and as a result, the ESL teacher attended one day a week during the year.</p> <p>The ESL teacher continued to support these students throughout the year.</p>
<b>Low level adjustment for disability</b>	Low Level Adjustment for Disability Funding \$253039	<p>From this allocation 1.6 staff were employed resulting in \$86 458 being utilised as low level adjustment for disability.</p> <p>The allocation enabled a teacher to act fulltime in a student welfare role across the school coordinating services for targeted students and liaising with the appropriate support staff. 77% of teaching staff found this role to be effective in the annual evaluation.</p> <p>The Welfare Teacher also coordinated the learning and support teams at the school, 71% of teaching staff seeing the meetings as being effective.</p> <p>A School Learning Support Officer [SLSO] was employed to work with identified students across the school as well as run a lunchtime 'playhouse' under the Infants' COLA using the funding associated with this source. 100% of teaching staff saw this as a worthwhile initiative in the school's annual evaluation.</p> <p>Very positive feedback was received from staff in relation to all SLSOs. 100% agreement on their positive impact in classrooms.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$124 415.00)</li> </ul>	<p>This funding enabled five Assistant Principals at Mudgee Public to work closely with the teachers in their stage, visiting classrooms on</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$124 415.00)</li> </ul>	<p>a regular basis to monitor and support teaching and learning in each classroom. Assistant Principals were also better able to support teachers with their Performance and Development Plans. 100% of teachers reported that they were supported in this process.</p> <p>Staff survey indicated positive feedback for executive staff supporting class teachers. In the Tell Them From Me Survey, the Teacher survey rated 'Collaboration' at 8.5 compared to the state average of 7.8. 88% of teaching staff reported effective collaboration amongst their stage in the annual evaluation and 91% indicated that they were able to support other stage members during the year.</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$215 000.00)</li> </ul>	<p>Funds were expended on an extra hour release per week [Power Hour] to enable teachers to plan and implement their Performance and Development Plans. Through the supervision log, teachers were guided in the use of their power hour and end of year reflection indicated 92% of teachers found this to be a useful strategy.</p> <p>Stage Planning Days were implemented to support the introduction of literacy and numeracy progressions and a variety of curriculum areas. Stage Planning Days received 100% positive support from the teaching staff in the yearly evaluation.</p> <p>The school continued to employ a speech pathologist who worked with students two mornings a week and followed up with families as required. The speech pathologist also ran a staff meeting on vocabulary acquisition and provided ongoing professional support to teachers as required. 92% of staff reported they found this role worthwhile at the school.</p> <p>A social worker worked for most of 2018 supporting families with specific needs. 93% of teaching staff found this position to be worthwhile.</p> <p>This funding source also enabled the school to purchase a class set of laptop computers and also assist in subsidising performances and excursions across the school.</p>
<b>Support for beginning teachers</b>	<p>From \$13786 Beginning Teacher Funding</p>	<p>A first year teacher received extra release and was supported by an experienced class teacher on a weekly basis. This enabled the new teacher to be fully supported and ensured a successful first year of classroom teaching.</p> <p>Funding was also used to send our beginning teacher and her mentor to the Beginning Teachers' Conference in Bathurst.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	301	318	359	370
Girls	287	300	327	323

In 2018 Mudgee Public was the largest public primary school in western New South Wales.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	94.7	93.8	92.6
1	94.4	93.7	95	92.6
2	94.7	94.4	93.7	95.1
3	94	93.5	94.2	93.1
4	92.3	93.2	94.8	94.5
5	92.4	92.3	94	92.2
6	93.2	92	93.6	93.4
All Years	93.6	93.5	94.1	93.4
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

Non-attendance is managed by the Deputy Principal who liaises with the Home School Liaison Officer as the need arises. Class teachers monitor attendance in each room and procedures are in place once students are absent for more than 3 consecutive days. Attendance procedures are explained at the Introductory Parent-Teacher meeting in Term One and posters around the school highlight the learning missed when attendance is poor. The school supports families where attendance is an issue by referral to our School Counsellor or Social Worker.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	29.93
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	9.26
Other Positions	1

\*Full Time Equivalent

The school has a blend of experienced teachers with those at the beginning of their careers. In 2018, the school paid for an extra 1.4 teachers to enable a teacher to be off class and in a welfare support role. In 2018, Principal Support Funding enabled an extra School Administration Officer to work for three days a week.

### 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	10

### Professional learning and teacher accreditation

Four teachers achieved accreditation in 2018 at the Proficient level.

The school utilised its professional learning funds to develop teacher quality in the following areas:-

- Two Executive staff were trained in the Art of Leadership course coordinated by the NSW Primary Principals Association [PPA].
- The school was included in the Ngara Wumara Research project with two teachers trained in improving outcomes for Aboriginal students.
- Stage Three teachers were trained in the



Speaking Out Against Racism Project, a research study undertaken by the University of Western Sydney and the Australian Catholic University. Students were surveyed pre and post lesson delivery to evaluate the program's effectiveness.

- To develop skills in the teaching of technology, two teachers attended a coding inservice, two teachers and the Principal attended the EduTech Conference in Sydney and two teachers and the School's Technology Support Officer attended the Interact training in Dubbo.
- Four teachers attended the Effective Reading in the Early Years training.
- Two teachers attended the 'Seven Steps to Writing Workshop' to develop teacher strategies in Writing.
- The Learning and Support teacher attended training in the 'Minilit' program.
- Teaching staff received training in 'Matific', an online interactive numeracy program.
- The school Chaplain attended a Chaplaincy Retreat in Bathurst to enable networking with other school chaplains.
- The school Chaplain, an SLSO and the Welfare Teacher attended 'The Accidental Counsellor' training in Orange.
- In the area of student wellbeing staff attended the Accidental Counsellor training, Trauma Informed Practice in Schools and NSW Anti-bullying Strategy training.
- Three teachers attended John Hattie's Visible Learning training in Dubbo.
- As part of the Positive Behaviour for Learning Program, the school's internal coach attended training with other coaches.
- The school's Speech Pathologist conducted a staff meeting on the acquisition of vocabulary by students and strategies to develop this.
- All teaching staff completed their mandatory child protection training at the Term One Development Day.
- The Principal and a teacher attended a Positive Media Masterclass to improve the promotion of the school.
- The Principal, Support Unit Assistant Principal and School Administration Officer attended a Difficult Conversation Course.
- Dan Haeslar was the keynote speaker at the term 2 Combined Development Day with a focus on teachers and positive mindset.
- Stage 1 and 2 teachers received on-site training with PLAN 2.
- The Principal and School Administration Manager received follow up training in the Departments new financial management system.
- The Principal attended the NSW PPA State Conference and Western NSW State Conference as well as being a member of the NSW PPA's Rural and Remote Standing Committee, attending meetings each term.
- Music inservices attended included Vocal Ease with 4 teachers attending and Leading a School Choir in the Primary School.
- In sport, one teacher completed their Austswim qualification and another attended Athletics Meet Manager training.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	423,777
<b>Revenue</b>	7,111,318
Appropriation	6,861,613
Sale of Goods and Services	19,324
Grants and Contributions	226,897
Gain and Loss	0
Other Revenue	0
Investment Income	3,485
<b>Expenses</b>	-6,943,551
Recurrent Expenses	-6,943,551
Employee Related	-6,184,729
Operating Expenses	-758,822
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	167,767
<b>Balance Carried Forward</b>	591,544

The school completed its first full year with the SAP accounting system in place. The Principal and School Administration Manager continued to receive on-going training to familiarise with the new accounting system.

The school finished the year in a sound financial position and as a result was able to purchase and install 28 interactive flat panel screens across the school.

Other major purchases in 2018 included a new storage shed for the Support Unit, housing their speciality sporting and games equipment, a COLA over the primary sandpit, returfing of the Infant's back playground and the purchase of 80 new ipads to assist in implementing a robotics program.

The school received financial support from the P&C who funded new seating across the school as well as several new air conditioning units. Mudgee Rotary also donated funds that were used to purchase readers for Kindergarten students. Grants were also received from KEPSCO Mining to purchase robotics equipment.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,459,912
Base Per Capita	139,303
Base Location	18,296
Other Base	4,302,313
<b>Equity Total</b>	735,943
Equity Aboriginal	120,139
Equity Socio economic	357,112
Equity Language	5,653
Equity Disability	253,039
<b>Targeted Total</b>	989,438
<b>Other Total</b>	467,950
<b>Grand Total</b>	6,653,243

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.

Analysis of the NAPLAN Literacy results indicated the

following:

– The school recorded an excellent result in Year 5 Reading with the average student scores above state average. There were 42.3% of Year 5 students in the top 2 bands compared to the state average of 34.8% in Reading.

– Average scaled growth was above the state average in Reading, Spelling and Writing but below in Grammar and Punctuation.

– Students were at or above expected growth in Reading and Spelling but slightly below in Grammar and Punctuation and Writing.

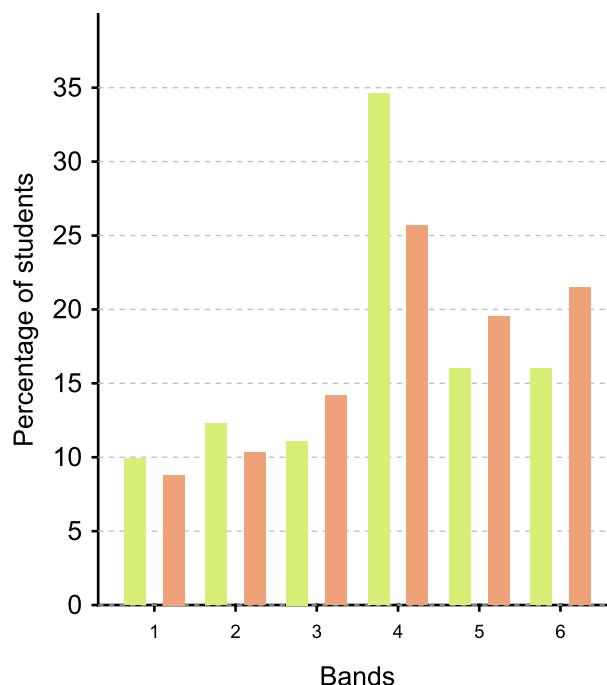
– In the Value Add, Kindergarten to Year 3 were at the Working Towards Delivering level and from Year 3 to Year 5 at Excelling level.

– Results in the top 2 bands increased from 27.68% in 2017 to 30.42% in 2018.

The Year 3 cohort performed below state average in all areas and this reflected the support required as these students progress through the school. They were however above their statistically similar school group in Reading and Grammar and Punctuation.

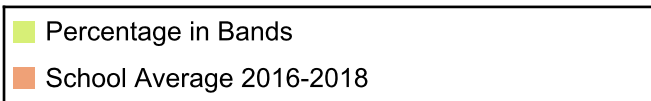
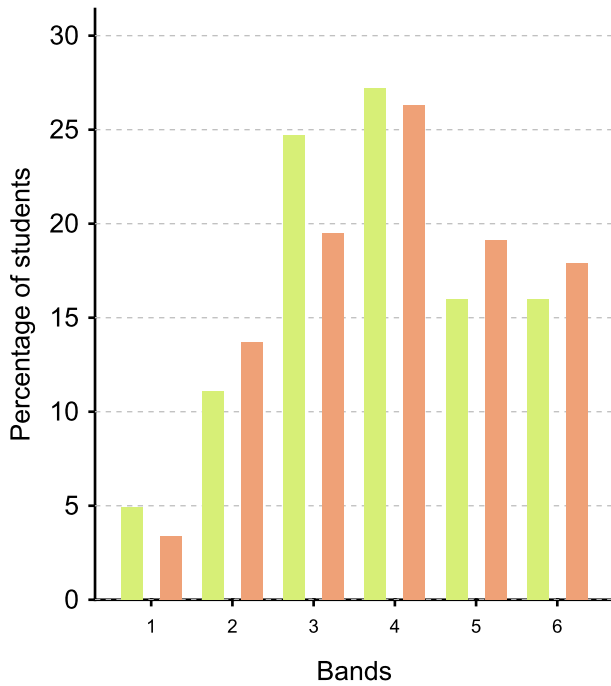
In Year 5, the school scored above the statistically similar school group in all areas.

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

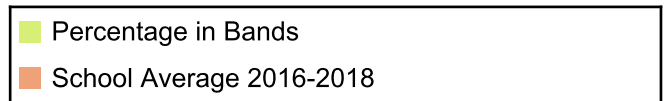
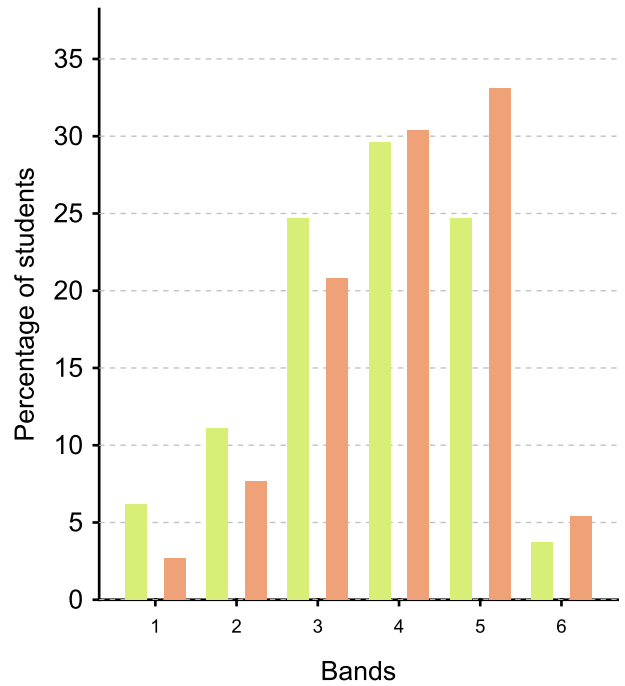


■ Percentage in Bands  
■ School Average 2016-2018

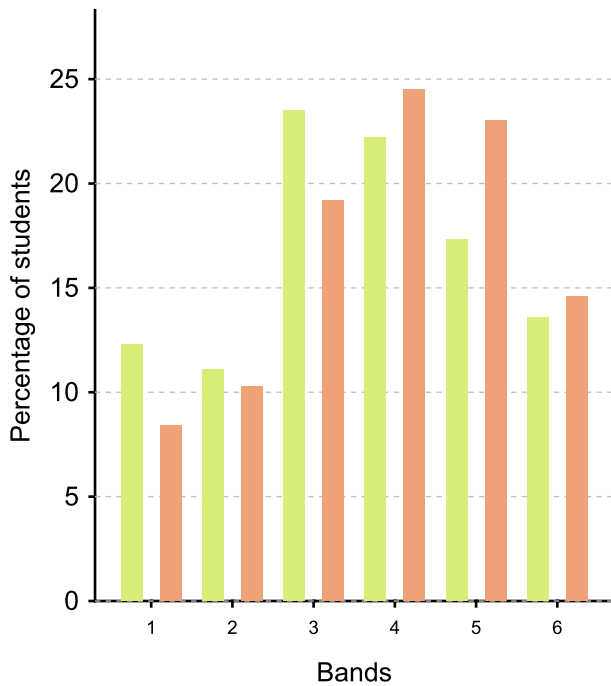
**Percentage in bands:**  
Year 3 Reading



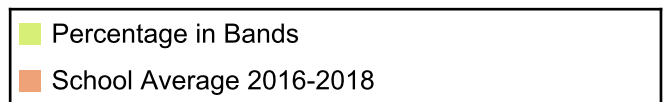
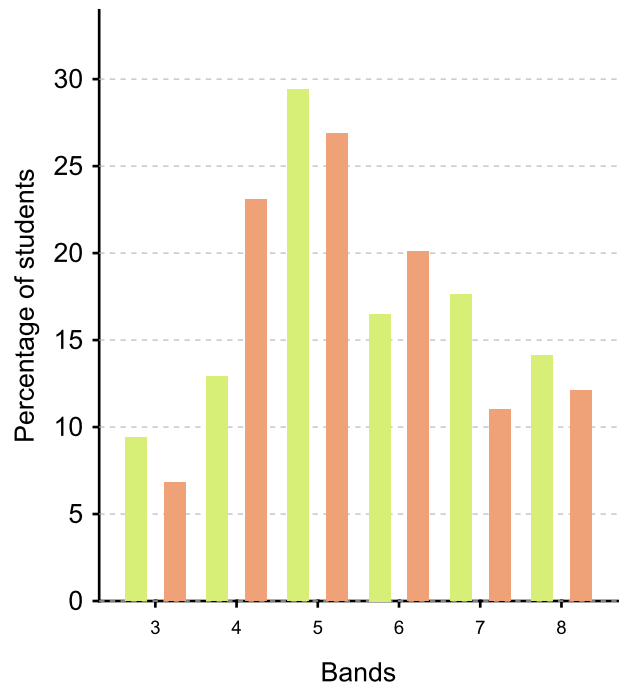
**Percentage in bands:**  
Year 3 Writing



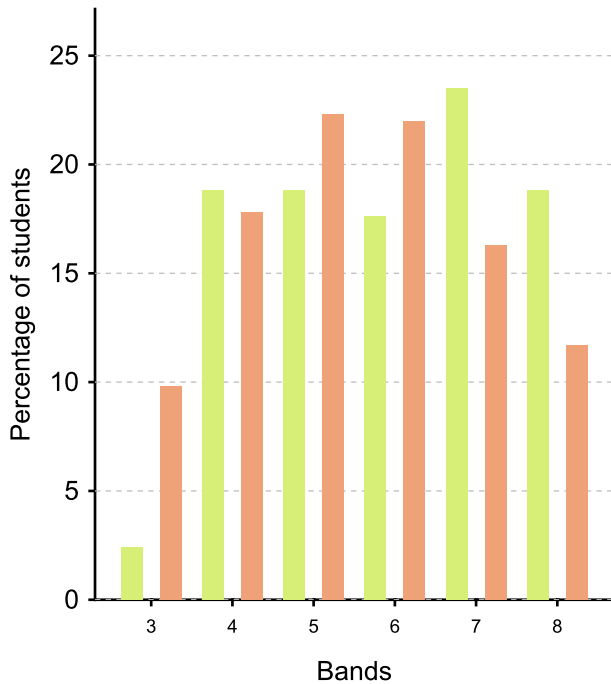
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation

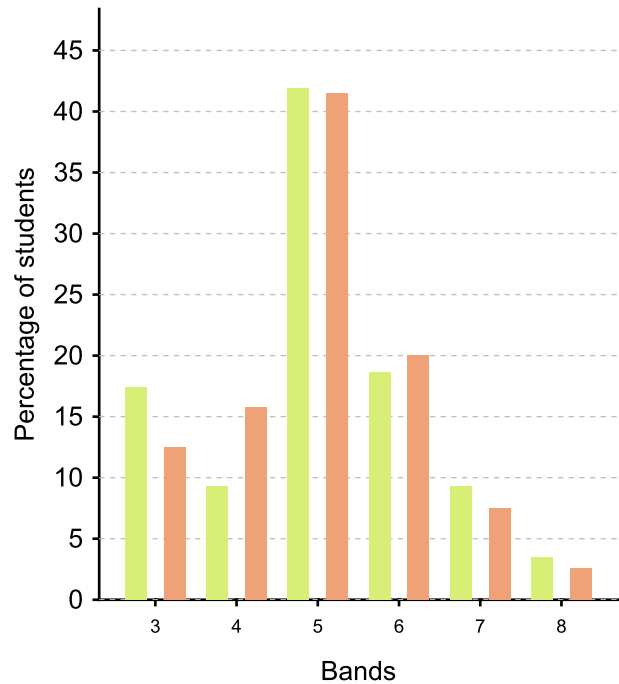


**Percentage in bands:**  
Year 5 Reading



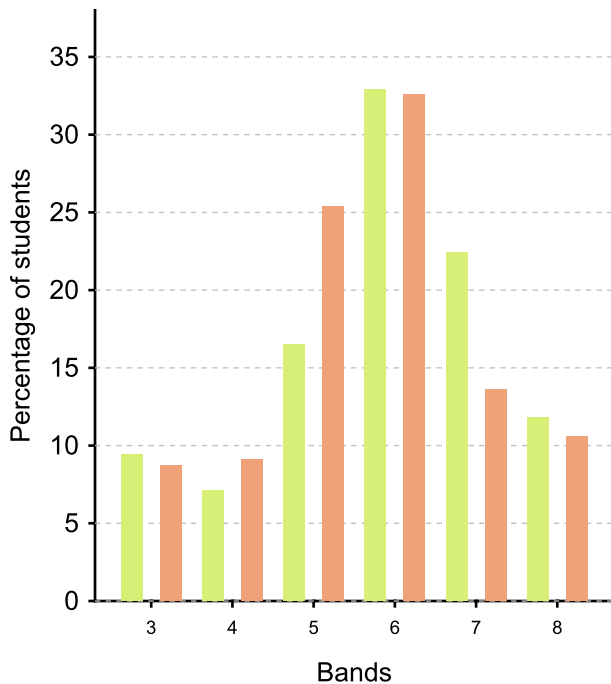
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



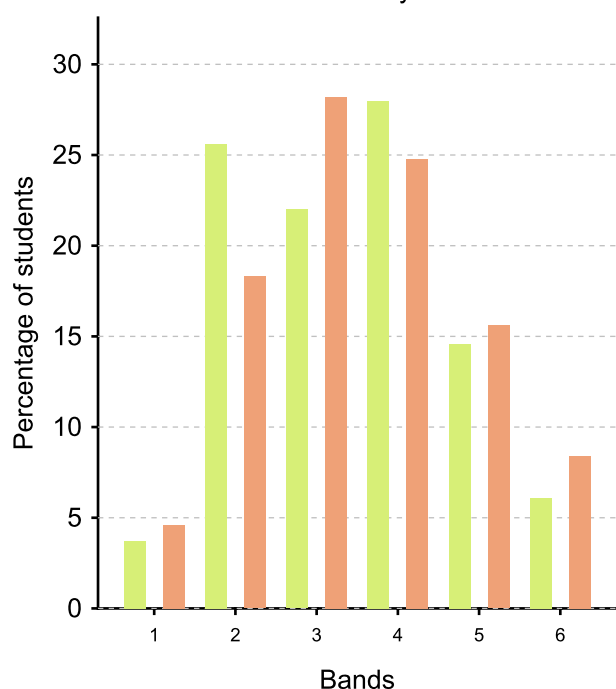
Percentage in Bands  
School Average 2016-2018

Analysis of the NAPLAN Numeracy results indicated the following:

- The average scaled growth score in numeracy was 103.1 compared to the state average of 93.1.
- The % of students at or above expected growth was 68.7% compared to the state average of 59.8%.
- The percentage of students in the top 2 bands in Numeracy in Year 5 has increased from 7.4% in 2016 to 27% in 2017 and then 27.8% in 2018.
- The percentage of Year 5 students in the bottom two bands has decreased from 50.0% in 2016 to 33.3% in 2017 and to 28.6% in 2018.
- The Year 3 cohort were above the statistically similar school group in Numeracy but below the state average score.
- The % of results in the top 2 bands for Reading and Numeracy has improved from 25.54% in 2016 to 29.76% in 2017 and to 34.67% in 2018.
- For Aboriginal students this percentage has decreased slightly from 12.77% in 2017 to 10.34% in 2018.

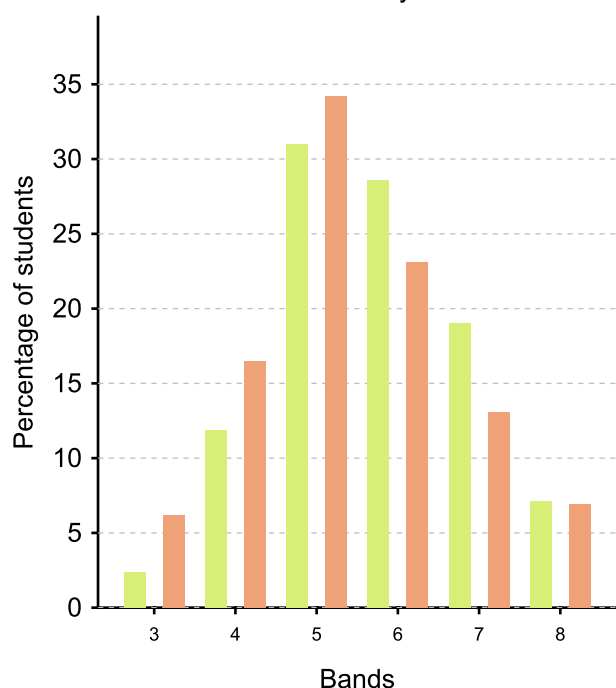


**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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 % of results in the top 2 bands for Reading and Numeracy has improved from 25.54% in 2016 to

29.76% in 2017 and to 34.67% in 2018.

– For Aboriginal students this percentage has decreased slightly from 12.77% in 2017 to 10.34% in 2018.

## Parent/caregiver, student, teacher satisfaction

The school conducted the Tell Them from Me surveys for students, staff and parents/carers and these provided valuable feedback on the school and ways students, staff and parents/cares engage.

In the student survey areas of strength included:

- 87% of students had positive relationships at school compared to the state average of 85%
- 85% had positive behaviour at school compared to the state average of 83%
- 32% indicated they experienced some form of bullying compared to the state average of 36%
- Students felt that they had an advocate at school they could turn to for advice
- Students found time at school was spent effectively for learning.

Responses that were areas for development included:

- Participation in sports and extracurricula activities
- Students with positive homework behaviours
- Motivation of students to increase interest in learning.

In the staff survey the following results were evident:

- In each of the eight drivers of student learning, the school results exceeded the average scores calculated across all of the NSW government schools.
- The highest scores were achieved in collaboration, parent involvement and inclusive school.
- The 'Technology' driver was the area that will continue to require support as teachers face an ever-changing world in which to operate.
- In the Four Dimensions of Classroom and School Practices, the school exceeded the state average in all areas – challenging and visible goals, overcoming obstacles to learning, quality feedback and planned learning opportunities.

In the parent/carer survey, the following results were evident:

- The school exceeded the state average scores in seven of the eight areas – parents feel welcome, inclusive school, school supports positive behaviour, school supports learning, parents support learning at home and parents are informed. In the eighth area, the school and state average score were the same – safety at school.
- Areas that recorded the strongest response were 'inclusive school' and 'school supports positive behaviour'.
- Issues around the safety at school aspect were related to the school not having a security fence surrounding it as at the nearby Mudgee High.
- 84% of parents expect their children to finish Year

12 with 59% expecting them to go onto further study at university.

- 67% of respondents indicated they had communicated with their child's teacher more than 3 times during the year.

## Policy requirements

### Aboriginal education

Mudgee Public students incorporated many aspects of local Aboriginal culture into units studied throughout the year – Stage 2 students studying the role of Aboriginal women in a history unit one such example. The school has a significant Aboriginal population and has a good relationship with the local AECG. A highlight of the year was the annual NAIDOC Week celebrations which highlight Aboriginal culture. NAIDOC Week featured our 'Bushtucker BBQ' with students sampling various indigenous foods. On local excursions, Year 3 students visited Aboriginal sites at Dunns Swamp and learnt about the history of local inhabitants. A senior indigenous student was selected to the Student Representative Council [SRC] each term, their role to represent indigenous students at weekly SRC meetings and lead the Welcome to Country at all School Assemblies. Each identified Aboriginal student also had an individual education plan developed and Aboriginal student results were closely analysed in the 2018 NAPLAN data. A School Learning Support Officer was appointed throughout 2018 to support Aboriginal students with their learning, this predominately focusing on literacy and numeracy in line with the Premiers Priorities.

A highlight in 2018 was the participation of students in the Aboriginal Public Speaking Competition with two students making it through to the finals.

### Multicultural and anti-racism education

An Anti-Racism Officer was in place, however, issues around racism were very few in 2018. In 2018 the school entered the Multicultural Public Speaking Competition with one student making it through to the Regional Final in Wagga. Students in Years 3 to 6 participated in this competition. In classrooms, students studied multiculturalism predominately in History and Geography with Stage 2 students studying *Our Asian Neighbours* and Stage 1 *Christmas around the World*.

### Other school programs

The School continued to offer a wide variety of educational opportunities for its students in 2018. These included:

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

Governor Of NSW at a local conference.

- Creative Arts opportunities at the Gulgong Eisteddfod with the school entering three dance groups, choirs, concert band and verse recital sections.

- Mudgee Public participated in the annual Schools Spectacular held at Qudos Arena in November.

- The school commenced a violin group for Year 2 students and several Mudgee Public students performed as part of an ensemble at the Huntington Music Festival in November.

- The School Rock Band performed at the Year 6 Farewell receiving tuition from local guitar teacher Mr Bob Burns.

- Sporting opportunities for Infants with cross country and ball games carnivals conducted. In the Primary, the school participated in the Primary School Sports Competition Knockouts in sports such as netball, league, cricket, basketball, soccer, touch and tennis. The Girls' Netball Team were the most successful PSSA team in 2018 being regional champions before bowing out to Samuel Gilbert PS in the State Quarter Final.

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

- The school hosted several visiting performances in 2018 – these included the Brainstorm Productions with their The Magic Words anti-bullying show, and Musica Viva with the percussion group B'Tutta.

- The Questacon Science Circus visited in March with all students attending.

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

- The School conducted its annual Open Day during Education Week and its Men at School Day in August to showcase the educational activities and opportunities available at the school.

- The Student Representative Council were very active in 2018 with students attending the Young Leaders Day in Sydney and a local leadership training day at the Red Hill Environmental Education Centre. The School conducted end of term assemblies to reward students under the Positive Behaviour for Learning Program with large numbers of parents and community members attending.

- In conjunction with the Mudgee RSL, 30 students attended the Invictus Games in Sydney.