Muswellbrook South Public School

Annual Report

2018

"Building Solid Foundations for Life"

3876

Introduction

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

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

Glen Kite

Principal

School contact details

Muswellbrook South Public School

Maitland St

Muswellbrook, 2333

www.muswellbrs-p.schools.nsw.edu.au

muswellbrs-p.school@det.nsw.edu.au

6543 1896

School background

School vision statement

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

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

School context

Muswellbrook South Public School is situated in the township of Muswellbrook within the southern sector of the town. We have 528 pupils attending, with 33% being Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

During 2018, our focus areas in the domain of *Learning* were *Learning Culture, Wellbeing and Curriculum*. A strong school culture focused on learning is evident through the school's commitment to supporting students through key transition points and strong attendance procedures. The school has a strategic approach to develop whole school wellbeing processes, which is evidenced through our participation in the Visible Wellbeing initiative and a thorough audit of Learning and Support Team systems and processes, undertaken in 2018. Our commitment to improving teacher quality through the implementation of the NSW Department of Education Performance and Development Framework and teachers participating in teacher appraisal processes has resulted in teachers setting clear goals, collaborating with others and reflecting on their pedagogy.

In the domain of *Teaching*, our priorities have been *Effective Classroom Practice and Data Skills and Use*. A number of explicit, evidence–based approaches to teaching literacy and numeracy are in use, including Building Numeracy Leadership, Language, Learning and Literacy and Vocabulary, Connectives, Openers and Punctuation. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching. Teachers regularly review learning with each student, discussing their progress. A variety of assessment tools are used to help monitor student learning and to identify gaps for improvement.

In the domain of *Leading*, our priorities have been *Educational Leadership and School Planning, Implementation and Reporting*. The school established several procedures for soliciting and addressing feedback on school performance. Clear milestones and timelines direct school activity towards effective implementation of the school plan. The school is working towards successfully fostering collaboration with key stakeholders in the development of the school strategic directions.

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

ENGAGED STUDENTS

Purpose

Students take responsibility and have ownership of their learning, which is demonstrated through their strong connection with the school community.

Students strive for personal excellence through full engagement in their learning, to ensure they have the opportunity to thrive in a well supported environment focused on meeting their social, emotional and cognitive needs.

Students are adaptive to new technology and work flexibly in changing environments.

Overall summary of progress

A schedule for summative assessment K–6 has been developed.

All teachers received training in Learning Progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is able to evidence growth from *delivering* to *sustaining and growing* in the Teaching domain element of Data Skills and Use, & Effective Classroom Practice. Increase the effective use of technology in classrooms to support student learning.	Additional instructional leader – $32,00 Professional learning – $18,000	A schedule for summative assessment K–6 has been developed. Staff are aware of the processes. The schedule will be implemented in 2019.

Next Steps

Explicit teaching practices including Language, Learning, Literacy, Building Numeracy Leadership and Vocabulary, Connectives, Openers and Punctuation will be implemented in 2019.

Strategic Direction 2

INSPIRED TEACHING

Purpose

A strong focus on explicit teaching and consistent assessment practices K–6 results in all teachers knowing all students, how they learn and how best to meet their needs through the development of explicit knowledge of curricula and applications that enhance creative, future focused inspired teaching.

Overall summary of progress

All teachers engaged in lesson observations. Some teachers participated in a more focused approach that used the Quality Teaching Framework as a guide for discussion and reflection. Teachers engaging in this process reported a strong belief that it enabled them to improve their practice. Observation notes indicated improvements in several areas of the framework.

Data analysis processes led to the creation of explicit teaching programs, collaborative analysis of assessment data and improved student outcomes.

Explicit teaching of expected behaviours is aligned with the school's PBL focus in all settings. Most teachers respond to problem/expected behaviours consistently and persistently.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase matched students achieving greater than or equal to expected growth in literacy and numeracy. The school is able to evidence growth from delivering to sustaining and growing in the elements of curriculum, assessment, data skills and use and effective classroom practice.	Additional release days – $24,000 Professional learning – $12,000	All teachers engaged in lesson observations. Some teachers participated in a more focused approach that used the Quality Teaching Framework as a guide for discussion and reflection. Teachers engaging in this process reported a strong belief that it enabled them to improve their practice. Observation notes indicated improvements in several areas of the framework. Routines are formalised for collaborative data analysis as evidenced by assessment schedules, programs and spiral of inquiry action plans. Explicit teaching of expected behaviours is aligned with the school's PBL focus in all settings. Teachers respond to problem/expected behaviours consistently and persistently.

Next Steps

All teachers will engage in targeted lesson observations, guided by the Quality Teaching Framework. Teachers will receive feedback on their teaching and reflect on their practice using the Quality Teaching Framework.

Stage teams will meet twice a term to analyse literacy and numeracy data, develop action plans and collaboratively analyse assessment data.

Strategic Direction 3

CONNECTED COMMUNITY

Purpose

To build a school culture and embed Positive Education practices to develop flourishing students and staff, who are creative and innovative. All students are known, valued and cared for, becoming increasingly motivated learners with the personal resources for future success and wellbeing.

Overall summary of progress

A consistent school–wide approach to promoting positive, respectful relationships was collaboratively developed.

Staff engaged in wellbeing training including modules in seeing and growing strengths, developing emotional management, cultivating positive emotions, coping and resilience and creating positive relationships.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
PBL data indicates an increase in positive behaviour. Universal practices understood and implemented by all staff. School evaluation against the SEF validates a growth from Delivering to Sustaining and Growing in the Learning domain element of wellbeing and learning culture.	Professional learning – $6,000 Additional release – $3,000	A consistent school–wide approach with teachers modelling a repertoire of strategies to ensure effective conditions for learning that promote positive, respectful relationships, student engagement and responsibility for learning. The school–wide matrix for behaviours across all areas was collaboratively reviewed and refined. Procedures and practices were streamlined and communicated to staff.

Next Steps

Positive Behaviour for Learning procedures and practices will be embedded within the school.

Wellbeing practices will be implemented across K–6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Warrae Wanni prior to school program – $180,000 Additional classroom teacher – $105,000	35 students have access to prior to school programs
Low level adjustment for disability	Student learning support officers – $120,000	Allocation of additional SLSOs to support and maximise the learning of students both in the classroom and the playground.
Quality Teaching, Successful Students (QTSS)	Additional classroom teacher – $105,000	Teachers were supported through additional day release for planning, collaborative learning and mentors. Teachers were given additional professional learning and training to build the capacity of staff.
Socio–economic background	Student learning support officers – $285,000 Additional classroom teahers – $630, 00 Additional 0.2 FTE instructional leader – $32,000 Teaching resources – $18,000 Occupational therapy program – $10,000 Learn to swim program – $10,000 Information communication technologies – $150,00	Staff allocated for additional educational purposes across the school e.g. classroom teachers, technology teacher School Administration Officer employed to provide additional administration role in the office. Allocation of additional SLSOs to support and maximise the learning of students in both the classroom and the playground.
Support for beginning teachers	Addition release from face to face Professional learning Mentor time $20,770	Teachers were supported through additional day release for planning, collaborative learning and mentors. Teachers were given additional professional learning and training to build the capacity of staff. Mentors and supervisors were allocated to support and observe classroom practice and programming.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	281	267	300	308
Girls	237	239	249	233

Student enrolments have been reasonably stable for the last two years. The rate of transient students in 2018 was quite high, although stable, at around 10%.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.9	91.1	92.1	90.8
1	89.7	90.2	90.2	89.5
2	90	89.8	90.6	88.9
3	89.2	88.1	90.8	90.7
4	88.9	84.9	86.8	89.3
5	86.3	89.7	88.1	88.3
6	87.8	88.4	87.6	85.5
All Years	89	88.9	89.7	89.2
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

Muswellbrook South Public School has a Deputy Principal assigned to the monitoring of attendance. The Deputy Principal has established many incentives for students including 100% weekly attendance raffle draws and awards for 100% attendance. The Deputy Principal works closely with the district Home School Liaison Officer to monitor and pursue regular cases of absenteeism.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.64
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.06

*Full Time Equivalent

Two teachers and three support staff identify as 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	0

Professional learning and teacher accreditation

In 2018, teachers engaged in an average of 25 hours of professional learning. The majority of this training was completed in the following areas: Language, Learning, Literacy (L3), Vocabulary, Connectives, Openers and Punctuation (VCOP), Building Numeracy Leadership (BNL), NSW Public Schools Leadership and Management Credential and mandatory training such as CPR, anaphylaxis and child protection.

In 2018, all teachers were either, accredited at proficiency, working towards accreditation or maintaining accreditation. There were no teachers in 2018 working towards gaining higher levels of accreditation.

Financial information

Financial summary

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

December 2018.

	2018 **Actual** ($)
Opening Balance	975,862
Revenue	7,411,607
Appropriation	7,228,205
Sale of Goods and Services	8,686
Grants and Contributions	168,575
Gain and Loss	0
Other Revenue	0
Investment Income	6,141
Expenses	-7,871,674
Recurrent Expenses	-7,871,674
Employee Related	-7,102,179
Operating Expenses	-769,495
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-460,067
Balance Carried Forward	515,795

The school's financial management processes and governance structures are implemented by the Principal and School Administration Manager in accordance with the financial policy requirements.

In 2018 significant funds were allocated to:
- information communication technologies; and
- additional support staff

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	3,762,485
Base Per Capita	111,481
Base Location	11,012
Other Base	3,639,992
Equity Total	1,703,993
Equity Aboriginal	284,900
Equity Socio economic	1,035,425
Equity Language	13,460
Equity Disability	370,208
Targeted Total	909,706
Other Total	563,966
Grand Total	6,940,150

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.

In 2018, the school had increases in the percentage of students in the Top 2 Bands in Reading.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	11.3	16.9	23.9	25.4	14.1	8.5
School avg 2016-2018	14	17.2	26.5	22.3	12.6	7.4

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	8.6	15.7	21.4	20.0	22.9	11.4
School avg 2016-2018	13.7	19.3	22.6	18.9	17.9	7.5

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	21.1	19.7	16.9	14.1	18.3	9.9
School avg 2016-2018	20.9	20	16.7	20.5	14.9	7

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	18.3	22.5	15.5	19.7	21.1	2.8
School avg 2016-2018	11.5	18.7	21.1	27.3	20.1	1.4

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	14.5	12.9	35.5	30.6	4.8	1.6
School avg 2016-2018	16.1	30.6	24.4	21.1	5.6	2.2

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	11.5	29.5	24.6	14.8	14.8	4.9
School avg 2016-2018	11.9	30.5	28.2	14.1	12.4	2.8

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	12.9	25.8	19.4	25.8	12.9	3.2
School avg 2016-2018	13.9	25.6	26.1	21.7	10	2.8

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	24.2	25.8	40.3	6.5	3.2	0.0
School avg 2016-2018	19.1	29.2	39.3	11.2	1.1	0

In 2018, the school had increases in the percentage of students in the Top 2 Bands in Numeracy.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	6.0	34.3	17.9	25.4	11.9	4.5
School avg 2016-2018	13	29	24.2	22.7	7.7	3.4

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	8.2	29.5	39.3	19.7	3.3	0.0
School avg 2016-2018	13.1	28.4	35.2	17.6	5.7	0

In 2018, the percentage of results in the Top 2 Bands for Reading and Numeracy increased by 4.9% for all students and by 4.05% for Aboriginal students. Muswellbrook South Public School is on track to reach or exceed the Premier's priorities in education.

Parent/caregiver, student, teacher satisfaction

Students report slightly lower social engagement than the NSW Government norm. They report comparable institutional and intellectual engagement and higher levels of drivers of engagement.

Parents report slightly lower than NSW Government norm scores against inclusivity, leadership, parent involvement and collaboration. Note: responses were received from less than %5 of parents.

Policy requirements

Aboriginal education

Muswellbrook South received Aboriginal background funding in 2018. Our plan included:

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

school, to improve the learning outcomes for all students in Aboriginal culture and dance.
- NAIDOC took the format of a week long program that included workshops for students in art, didgeridoo playing, storytelling and traditional games.
- Aboriginal funds were also used to employ a teacher to support Aboriginal students in Literacy and Numeracy.

Multicultural and anti-racism education

Multicultural and anti–racism education is supported by the following:

- an anti–Racism Policy is implemented in the school
- an experienced teacher is identified as an Anti–Racism Contact Officer (ARCO)
- complaints of racism are dealt with in accordance with the Complaints Handling Policy Guidelines
- promotion of anti–racism education and the role of the ARCO in the school
- all staff are aware of their obligations under the Anti–Racism Policy, NSW anti–discrimination and Commonwealth anti–racism laws.