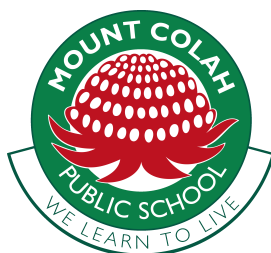


Mount Colah Public School

Annual Report



2018



3885

Introduction

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

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

Dr John Paterson

Principal

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Message from the school community

P&C Report

This year has been a fun and very busy year for the P&C. We have held BBQ's, Breakfast's, Disco's, Bingo Nights, Cake stalls, Gingerbread House making afternoons and many meetings.

We as a P&C have donated over \$15,000 this year alone for the upgrade of our technology along with purchasing some movie making equipment for the kids to use. We have built the new playground on the top oval. We re-opened our new and improved Weather Shed. We purchased another Multi Lit kit to help our Zone learning area provide more help to more kids.

All the things the P&C do, is in order to give back to the school. We have loved doing it this year and are looking forward to what the new school year will bring.

Our canteen has now been approved as a Healthy Canteen, our Uniform Shop is doing a great job, the Dance Program has performed above and beyond this year at their Eisteddfods and Dance Festivals. Our fabulous Bands that get better every time they play for us. We have helped you save money with our School Banking, help grown your book collection through Book Club and even let you shop for your Mum and Dad on Mother's and Father's Day!

Finally, I would like to personally thank my executive, Jenny D, Fiona G, Bethany B & Susan S who have been a great source of support and fun throughout this year.

Alison Scott-Branagan

Mount Colah Public School

P&C President – 2018

School background

School vision statement

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

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

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

School context

Mount Colah Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 466 students. The NESB background of the school community is 13%. Trained and dedicated teachers deliver quality teaching programs in a caring and supportive environment. The school has experienced continuous improvement, particularly in literacy and numeracy over a number of years. The school provides a well-rounded education with the development of the 'whole child' seen as important, through its successful academic, sport, performing arts and technology programs. The school enjoys strong parent and community involvement. The P&C has generously supported the installation of technology infrastructure for learning within the school and supplements the updating and growth in the technology area year by year.

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 category of *Learning* the school staff and executive determined that in the area of curriculum, learning culture and student wellbeing the school is sustaining and growing. In the areas of Assessment, Reporting and Student performance measures the school staff determined that the school is delivering.

In the category of *Teaching*, the school staff and executive determined that the school is sustaining and growing in the areas of effective teaching practice, data skills and use and learning development. The school staff believe that in the area of Learning and Development the school is sustaining and growing but also moving towards excellence.

In the category of *Leading*, on balance the school staff and executive have determined that in the area of school planning and implementation and school resources the school is sustaining and growing and that this also applies to the areas of management practices.

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/self-evidence-guide>

Strategic Direction 1

Transforming Learning

Purpose

Create a student centred learning environment that nurtures, guides and challenges all students. At the core is authentic learning with a differentiated curriculum that is flexible, reflective, relevant and responsive to the diverse needs of our students, staff and community.

Guide students to take responsibility for their own learning underpinned by high expectations and excellence in teaching practices.

Overall summary of progress

Several strategies have been introduced and existing processes refined this year as part of transforming learning for students. Assessment implementation schedules have been updated and teachers have been involved in collaborative collection and analysis of data to ensure that student progress is mapped over time and that class programs are being adjusted to meet the needs of all students. Identified students have been placed on NCCD and have adjustments in place. Initial professional learning on the new learning progressions was undertaken with four executive staff attending sessions throughout the year. Further professional learning is needed for the remaining staff and an implementation plan is to be developed.

During 2018 there has been a greater focus on differentiated programs, with a particular emphasis on mathematics. Teachers attended Community of Schools professional learning sessions where ideas and resources were shared on differentiation. Teachers in each stage were given a release day to work collaboratively on developing mathematics programs which incorporated differentiation strategies to cater for the different needs in classes. These programs were then implemented throughout the year. The gifted and talented school policy was reviewed and a working group was established to rewrite the policy and collect resources. The policy is still being developed but gifted and talented students have been informally identified and offered enrichment courses such as through Northside GAT network which Mount Colah Public School joined to provide more opportunities for these students. Further work is needed to complete the gifted and talented policy and to formalise the identification process.

A major component for transforming learning has been the introduction of Visible Learning strategies with a focus on providing regular and timely feedback to improve student learning. Three executive staff attended a two day Visible Learning Conference which provided valuable insight into the research and strategies that influence learning. The executive staff then provided professional learning on Visible Learning to the whole staff which was followed up with a whole school staff development day on Feedback with Alliera Carroll. Class teachers then had the opportunity to implement Visible Learning and feedback strategies in their classrooms. Further staff meetings were devoted to the sharing of ideas for feedback and goal setting to build a bank of resources and teacher knowledge. All teachers have implemented some strategies to make learning visible in the form of displaying learning intentions and success criteria for lessons in mathematics and writing. This has enabled feedback to be incorporated as an integral part of the learning process for both students and teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teacher programs reflect differentiation in English and Maths.	Staff were allocated a full day release for writing differentiated maths programs. \$9000	Stage 2 & 3 programs have been written for at least one semester with others continually being developed.
50% of students are represented in the top 2 bands in NAPLAN English and Numeracy		Percentage of students in top two bands achieved in Year 3 reading(66%) and numeracy(52%) but not in writing(39%) Percentage of students in top two bands achieved in Year 5 reading(52%) but not in numeracy(47%) or writing(20%).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate an increased understanding of how to guide their own learning and improvement as measured by twice yearly surveys		As this was the first year of implementing Visible learning strategies and most teachers were just familiarising themselves with it, it was felt that more time was needed to effectively measure the improvement. The survey will be conducted during term 2 2019 and comparisons made to last year's data.. The consensus amongst staff was that students were developing an understanding of how to improve their learning.

Next Steps

The use of the new learning progressions will be a continuing focus with a particular emphasis on improving writing skills. Students will be using learning outcomes, success criteria and goal setting to reflect on their learning whilst comparing their work to exemplars. Teachers will undertake professional learning on differentiation strategies and will continue to embed these in their numeracy and writing programs. Other forms of assessment will be investigated with the aim of incorporating more formative and observational assessment strategies.

There will be ongoing professional learning and collaboration to enhance the use of Visible Learning and feedback strategies. It is envisaged that there will be opportunities to keep the parent community involved and informed of changing classroom practices through newsletter items and parent information nights.

The gifted and talented school policy will be finalised along with a process for identification of gifted and talented students. The policy will be implemented and reviewed throughout the year.

Strategic Direction 2

Professional Learning Through Collaboration

Purpose

To ensure a whole school approach towards the implementation of quality teaching and learning by utilising data resulting in consistency in expectation, professional dialogue, and reflective practice. Commitment to building the capacity of all team members to implement effective change in teaching and learning programs.

Overall summary of progress

Professional learning has focussed on a collaborative approach. At the start of 2018, staff elected to place themselves into collaborative groups for professional learning, where they joined with like-minded staff to focus on specific areas including visible learning, accreditation, classroom management, comprehension strategies, writing programs such as e 'Seven Steps' and 'Talk for writing', differentiation, maths, learning support focus eg. dyslexia and technological applications such as Google suite, One Note and Office 365. All staff can access a professional learning log through our school team drive to log individual, group and whole school PL. This works as a reference point for staff to liaise with 'experts' in particular areas.

Whole school PDP goals focussed around differentiation in mathematics. In stage groups staff amended existing programs to ensure extension and remediation tasks were included. To support our whole school focus on Visible Learning, learning intentions were incorporated into class programs.

Whole school tracking of student data in literacy and numeracy (utilizing standardised and non-standardised tests) is entered into Sentral. Whole school opportunities for analysis of student progress in NAPLAN was a focus for a professional learning meeting. Learning and support students are identified and data is tracked. This enables staff to determine areas of future focus in student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff report increased participation in collegial learning as measured by staff surveys.		56% of staff agreed they had participated in an increased collegial network of PL. 67% of staff agreed they were supported in accessing professional learning opportunities.
All Stages will have refined a range of assessment tasks to better align with differentiated programs.	Budget to support creation, collation and analysis of survey data	In Stage groups teachers have amended some assessments to align with differentiation, mainly in mathematics
Stage meeting minutes record Teacher dialogue indicating their ability to articulate how performance data informs their teaching practice.		Stage meeting minutes show evidence of Consistent Teacher Judgement discussions and formative assessment tasks in preparation for student report writing and 'where to' aspects of teaching and learning programs. A range of assessment tasks are used to influence groupings of students in literacy and numeracy.
Differentiated teaching and learning programs that reflect the individual learning needs of students ranging from Learning Support to Gifted and Talented are in place.		Class programs are differentiated in literacy and numeracy. Students access curriculum in different ways, are provided with additional resources when required, engage in Project based learning and design tasks and are given individualised feedback in relation to their learning.

Next Steps

Provide Professional Learning in the collection and interpretation of student data. Continue to align assessment tasks to differentiated teaching and learning programs. Continue whole school professional learning in differentiation. Maintain

links and network with local schools through our Keerawall community of schools group. PDP goals will reflect a whole school focus on differentiation, including peer observations that are linked to the professional standards for teachers. Beginning teachers will continue to work closely and be supported by mentors as they move through the phases of Strong Start, Great Teachers.

Strategic Direction 3

Developing a Partnership School Culture

Purpose

Extend existing partnerships and connections within the community by utilising their skills to enrich the educational experience of students. Develop initiatives to support students and family wellbeing in a holistic manner.

Overall summary of progress

A number of strategies were implemented in 2018 in order to work towards developing a partnership culture with the school community. Cyber Safety was targeted as an area of need for the school and community. The school organised for a Cyber Safety expert to present to students, staff and parents. The information for all three groups was well received and gave them good strategies to implement. Feedback from parents was positive and the survey indicated that parents knowledge was enhanced as a result of the session. The school worked towards parents having greater opportunities to give feedback and as a result created a number of surveys which were used to evaluate the schools strategic directions. These surveys will be repeated in 2019 in order to gauge the schools improvement in these areas based on the feedback from parents.

The implementation of Multilit began with one group having the program implemented with success. This has led to more resources being purchased and volunteers being trained in the Multilit program. We now have three groups of students receiving Multilit and plan for further groups to be introduced in 2019. Parents were also surveyed to find their skills or expertise that could be used to enhance school programs. A number of parents replied to this survey offering their time and skills. Some parents were then asked to use their expertise and delivered a presentation or lesson to the students.

PBEL has been a part of Mt Colah Public School since 2014. It was decided in 2017 that we would refresh the PBEL system. This has involved updating our school expectations for different areas of the school, creating lesson plans and presentations for teachers to use, having signage displayed around the school as a reminder for students and a resource for teachers to use when speaking to students, displaying posters in the newsletter and classes presenting assembly items. The update of PBEL throughout the school has led to students having a better understanding of school expectations particularly in Kindergarten to Year 2 where students have benefited from the explicit teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parent participation across all school events	Budget to support organisation and running of events.	Grandparents day was split into two performances allowing for greater participation of parents and family members. Moving our Father's day activity to the morning increased the number of parents involved.
15% improved response to school initiated feedback surveys from parents	Budget to support creation, collation and analysis of surveys.	There was a 72% increase in parent participation in school surveys in 2018.
Multilit program has become a part of the learning support structure within the school.	Budget created for professional learning of staff in delivering Multilit. Training parents to deliver the program and purchasing of Multilit kits.	Professional Learning for teachers and parent volunteers took place. Multiple kits were purchased and students began lessons in Term 1.
Decrease in behaviour related incidents after students receive specific instruction through PBEL lessons on expectations of behaviour.	Budget for PBEL signs throughout the school and release time for teachers to create resources.	Playground area was tracked before and after playground lessons were taught. There were less incidents after explicit teaching playground expectations. Signs were purchased and installed throughout the school.

Next Steps

The strategic direction survey conducted in 2018 will be repeated again in 2019 to gauge improvement of all areas of the school plan based on student, staff and parents responses. Minilit will continue to be used throughout the school with the learning support team aiming to begin implementation of MacqLit into Stage 2 and 3. Skilled parents will continue to be used in order to enhance student learning as well as creating opportunities for parents to volunteer in other areas of the school. PBEL will continue to be developed moving into expectations when on excursions and looking at classroom expectations. Promotion of PBEL through the assembly and newsletter will ensure that the community is aware of and has a greater understanding of PBEL.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Learning Support Teachers and external tutors <ul style="list-style-type: none"> • Aboriginal background loading (\$3,377) • Aboriginal background loading (\$0.00) • (\$0.00) 	One student transitioned to high school. All students have IEPs and learning adjustments in place.
English language proficiency	\$9045 funding used to purchase additional teacher time for programming.	In 2018 there was a reduction in the numbers of students with English Language Proficiency issues. These students were supported by additional teacher time to provide differentiated programs for these students.
Low level adjustment for disability	\$29056 funding was used to purchase additional teacher time	Students with additional needs and disabilities have been identified by the school counsellor and the Learning Support team for targeted support. Personalised Learning Plans and adjustments have been developed in consultation with the class teacher and parents.
Quality Teaching, Successful Students (QTSS)	\$78,293	Funds have been used to provide additional release time to teachers, executive and beginning teachers to provide whole school curriculum support in programming and planning.
Socio-economic background	\$12,296 for access to curriculum and purchase teacher time	Students from low socioeconomic backgrounds were identified for support to provide access to extra curricula areas.
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers \$ 17950 • Support for beginning teachers (\$17 950.00) 	Funds were used for beginning teachers to access additional professional learning and additional release time to work with their teacher mentors.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	206	218	223	239
Girls	222	231	222	225

The school enrolments indicate slow and steady growth as high density housing begins to impact on the school. This trend is expected to continue.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	96	96.5	96
1	95.8	95.6	96.5	96.2
2	95.8	96.9	95.6	96
3	96.3	96.6	96.5	94.9
4	94.3	96.1	96.1	96.5
5	96.3	95.3	96.5	94.9
6	96.9	94.3	94.9	94.1
All Years	95.7	95.9	96.1	95.5
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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.31
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.48

*Full Time Equivalent

There are no staff identified as Aboriginal in the school's staff composition.

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	25

Professional learning and teacher accreditation

One teacher achieved her accreditation during 2018. and several others have commenced the process. All staff completed the mandatory *Child protection Training* as well as *CPR and Anaphylaxis Training*.

Other professional learning by staff included *A Beginner Guide to MyPL* and *Code of Conduct Training*.

Executive attended *School Excellence, Self assessment and Leading School Improvement* and SASS staff attended training in SAP and Banking Management.

Key staff also attended *Leading the Implementation of Best Start Assessment and Literacy development through explicit Instruction*.

Learning Support teachers attended a two day MiniLit Training course to implement this program in the school.

Staff attended a Community of Schools In-service unpacking the new Science and Technology Syllabus.

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	304,546
Revenue	3,728,917
Appropriation	3,354,303
Sale of Goods and Services	9,415
Grants and Contributions	360,608
Gain and Loss	0
Other Revenue	0
Investment Income	4,590
Expenses	-3,615,424
Recurrent Expenses	-3,615,424
Employee Related	-3,000,952
Operating Expenses	-614,472
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	113,492
Balance Carried Forward	418,039

The school executive and the School Administration Manager prepare the yearly budget allocations. The major project during the year was the refurbishment of the school Weathershed. The P&C raised the funds for this project and the school contributed to carpeting and air conditioning.

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	3,033,397
Base Per Capita	86,049
Base Location	0
Other Base	2,947,347
Equity Total	116,241
Equity Aboriginal	3,377
Equity Socio economic	12,296
Equity Language	9,045
Equity Disability	91,524
Targeted Total	24,343
Other Total	83,110
Grand Total	3,257,090

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

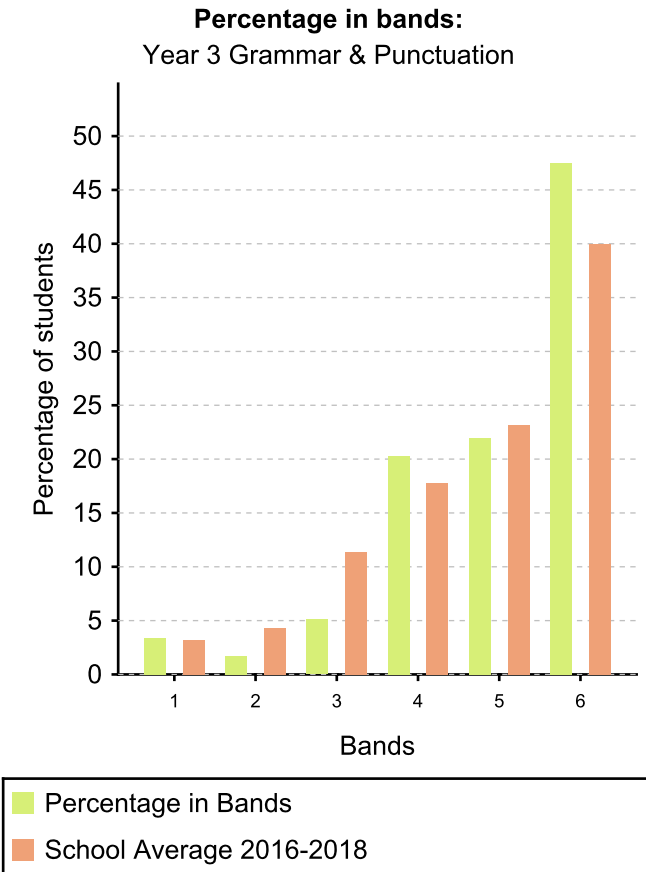
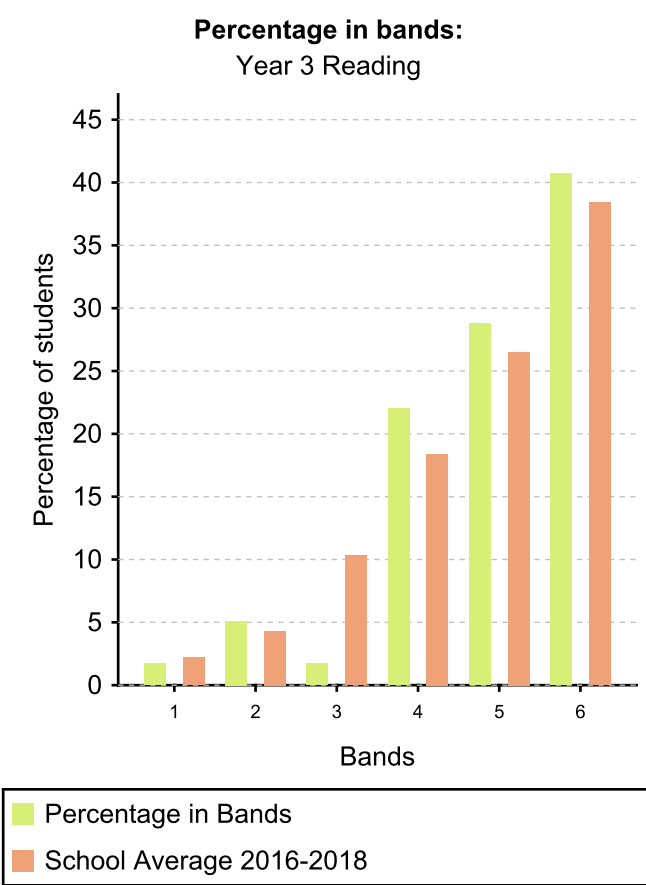
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

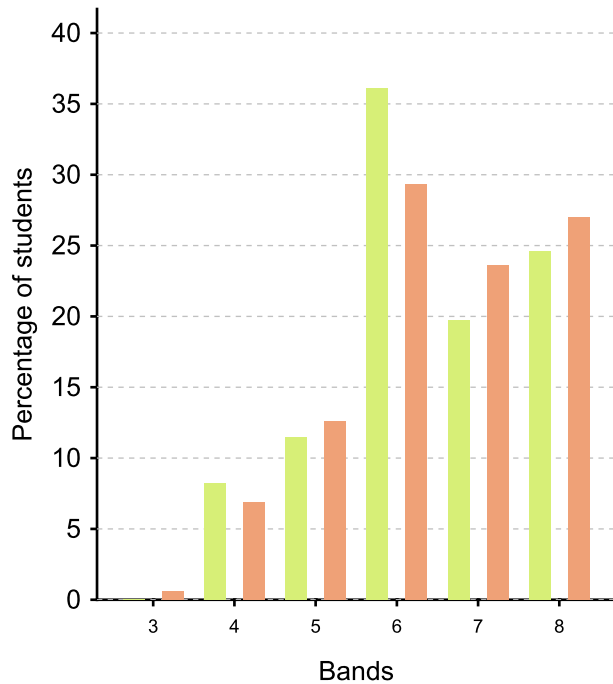
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In Grammar and punctuation 80 per cent of students in Year 3 achieved in the top two bands while in Reading 66 per cent of Year 3 students achieved in the top 2 bands.

Fifty two per cent of Year 5 students achieved the top two bands in reading while 34 per cent achieved the top two bands in Grammar and Punctuation

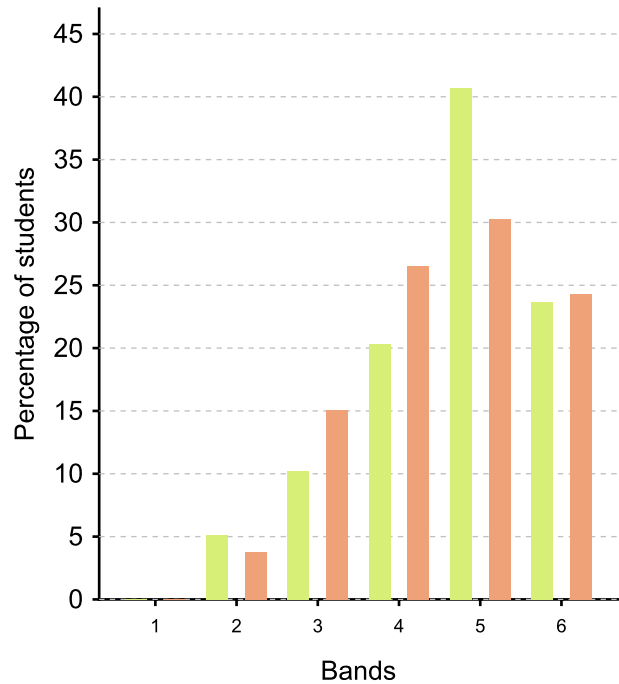


Percentage in bands:
Year 5 Reading



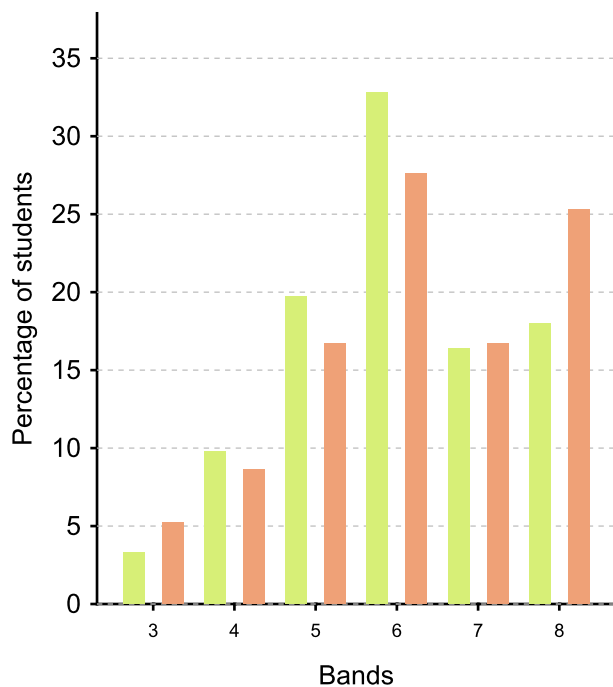
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



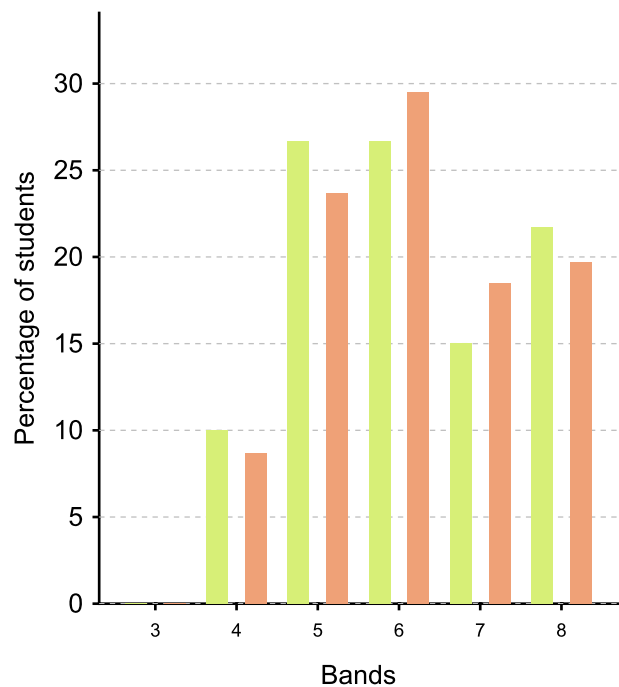
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

In Numeracy 64 per cent of students in Year 3 achieved in the top two bands for numeracy while 37 per cent of students in Year 5 were in the top 2 bands for Numeracy.

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

The school met the Premier's priority for students achieving in the top 2 bands for numeracy but did not

meet the outcome for Aboriginal students being in the top two bands for NAPLAN in literacy and numeracy.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed about their understanding of the schools Positive Behaviour Engaging Learners Program. While fifty-eight percent felt that they understood the program a further forty-one percent felt that they were unsure or had little understanding. The schools response was to increase awareness through PBEL posters and articles in the newsletter and increase signage around the school. Sixty two percent of parents said that their children had a clear understanding of values and expectations taught through the program.

Students were surveyed about teacher feedback and learning goals. Eighty-eight percent of students said that they know the meaning of feedback while seventy-eight percent said that they used feedback to improve their learning. Fifty eight percent of students said that they could form their own learning goals while 64 per cent said that the teacher formed the learning goals for them. This is the first year that teachers have introduced the terms feedback and learning goals to students so it is expected that over time more students will show awareness of these terms and how to apply them to their learning.

Teachers were surveyed about opportunities for professional learning and support for achieving their PDPs. Fifty-seven per cent believed that the school supported them in achieving their PDP while 16.7 per cent disagreed that the school supported their PDP. This bears further investigation as all teachers had one goal related to the School Plan and a further goal relating to their Stage plus a personal goal. Therefore the school's directions support teachers in the achievement of at least two goals. The personal goal is the responsibility of the individual staff member to pursue and access relevant professional learning to achieve this goal.

Policy requirements

Aboriginal education

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

Multicultural and anti-racism education

School programs are culturally inclusive and foster student understanding of culture and cultural diversity,

racism and citizenship within a multicultural community and society.

School wide activities are planned for Harmony Day each year by a school committee and these activities showcase cultural diversity and acceptance of difference. Classes celebrate cultural diversity with specific units that explore beliefs, celebrations, customs and foods from around the world.

Commencing in 2016 the school trained a member of staff as the Anti-Racism Officer to proactively inform staff and students about issues relating to racism and reducing incidents that relate to misunderstandings of other cultures.