

Mount Brown Public School

Annual Report



2018



4423

Introduction

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

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

Stephen Mayhew

Principal

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Message from the Principal

2018 proved to be a highly successful year for Mount Brown Primary School. The new school plan saw exciting developments immediately demonstrate pleasing progress. This was a wonderful year for school self evaluation to be validated through external agency input resulting in two particularly exciting whole school evaluations.

In February 2018 the Premier's 'Bump-it-up' Schools Evaluation team visited and assessed school performance resulting in some extremely useful feedback providing both high levels of commendation and further direction for continued growth and success.

In August the school underwent its five-year school validation resulting in extremely rewarding feedback.

The school was identified as **EXCELLING** in four areas:

- School Planning Implementing & Reporting, Management Practices & Processes and School Resources and Wellbeing.

The school was found to be **SUSTAINING & GROWING** in five areas:

- Learning Culture, Assessment, Professional Standards, Learning & Development and Educational Leadership.

And the school was found to be **DELIVERING EXCELLENCE** in a further five areas:

- Curriculum, Effective Classroom Practice, Data Skills & Use, Reporting and Student Measures.

2018 was the first year at Mount Brown where the full compliment of its executive team was in place. There were some exciting and innovative developments in setting this school up for sustained growth and improvement for upcoming years.

Mount Brown Primary School's talented staff excelled across the school with several teachers receiving professional awards for excellence. Mrs Ruscica was identified and awarded as one of the nations 30 top young educators in receiving placement onto the list for the National 2018 Rising Stars. She also received the 2018 Educators Award for 'Excellence in Early Career Teaching' AND was instrumental on the school's Aboriginal Education team. The Aboriginal Education team, through Mrs Rostirolla's excellent leadership was awarded as a winner in the Australian Innovative School's Awards. Dedicated Assistant Principal Mrs Rivers was awarded for her leadership in the national Australian Educator's Leadership Awards. All in all, 2018 was a great year for our talented staff to receive well earned recognition for their dedication to teaching and leading with the accompanying accolades.

Message from the school community

2018 has been another eventful and exciting year for Mount Brown Public School P&C. The P&C has raised just over \$18,000 through many events this year including our Easter raffle, Mother's and Father's day stalls, school discos, BBQs, Christmas Raffle and Colour Run. The funds we raised have provided valuable resources, learning tools, supplement funds for excursions and school and playground upgrades for our students.

A special thanks goes out to the P&C Executives, committee members and our volunteers for the many hours they have put in to this year's events and fundraisers and all that they have achieved.

It is a privilege to be able to send our children to such a wonderful public school in our local community. It is also a privilege as a P&C, to partner with such committed staff in the activities we undertake.

On behalf of the P&C, I would like to thank all those who were involved and contributed in any way to our work in 2018. Without the continued support of our amazing school families and community we would not be able to provide such support to the school and its students.

We look forward to another great year in 2019

Rebecca Fackender

P&C President

Message from the students

Fulfilling the shoes of the previous leaders was challenging but we worked as hard as we could to help improve Mount Brown. As the leaders of our school, we have organised fundraisers, held and arranged assemblies and attended leadership days to help enhance our leadership and teamwork skills.

Throughout 2018, the SRC and leaders have worked exceptionally hard to purchase new resources for our school, such as sports equipment and technology, as well as products to help improve our education and teach us about taking care of the environment. This was possible due to the SRC organised fundraisers, where money went towards the school and a few charities. In Term 3, we held a Crazy Sock Day to raise money for Camp Quality. We raised over \$400 and all of the profits were used to help children with cancer. This is only one of the fundraisers the SRC arranged, others included our mufti day in Term 4 to raise money to paint a mural to enhance the beauty of our school.

Pushing for an eco-friendly school, the SRC has made great efforts to provide more sustainable alternatives to unnecessary plastics and rubbish. We are working with the canteen to rid plastic straws and cups and replace them with paper straws and bio cups that will not only help our environment but are also inexpensive. We have also provided students with a 10 cent recycling bin which allows students to recycle plastic, help the environment and raise money for our school. The money raised from our 10 cent recycling was used to start a compost bin to help our garden grow in order to promote healthy eating.

To end our venture at Mount Brown, we are training the new captains and leaders for 2019 by teaching them some teamwork and leadership skills. The opportunity to become a captain or leader was an amazing one and we really enjoyed helping our school become a better place.

Mount Brown SRC

School background

School vision statement

Mount Brown is committed to nurturing independent, resilient and creative life-long learners to equip them for a rapidly changing future.

School context

Mount Brown Public School is a regional school situated on the western side of Lake Illawarra near Wollongong. The school's enrolment of 372 students has been stable for a number of years. The number of students with Aboriginal heritage has steadily increased from 23 in 2014 to 39 in 2018. The school boasts an enthusiastic and dedicated Aboriginal Education team strengthened by the appointment of a teacher with Aboriginal heritage in 2018 and the continuation of contribution from an SLSO with Aboriginal heritage.

With an ICSEA of 971 the school has significantly higher proportion of students in the lower two socio-economic quartiles and lower proportion in the top two socio-economic quartiles. Equity funding is at the core of school capacity to address this inequity through the funding of support personnel and provision of quality professional learning and teaching and learning resources.

School NAPLAN results have typically shown results well below State in Year 3 while demonstrating excellent growth to Year 5.

Key to school improvement is to replicate the excellent later growth in the earlier years of schooling.

By providing highly engaging programs, a wide range of exciting school experiences across all KLAs, and a focus on improving teaching and learning through data driven evidence based pedagogy we aim to increase both student and family connectedness to school as we drive academic excellence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated Mount Brown was making excellent progress across the all the domains of Learning, Teaching and Leading.

STEP ONE School self evaluation... EXECUTIVE- TO WHOLE OF STAFF EVALUATION

At all times, judgement based upon the self-assessment team's evaluations have been rigorously tested through regular and frequent return to staff for verification and feedback before agreeing on judgement. This has involved numerous staff meetings. Following school validation process in Term 3 our internal validation assessments were again updated by an independent panel of assessors. Encouragingly our overall processes of self and external evaluation in 2018 saw continual refinement and positive movement upwards in analysing school effectiveness.

The school leadership team drove the school assessment and validation process through detailed school self-assessment involving a wide range of evaluative sources including the School Excellence Framework, What Works Best Reflection Guide, Analytical Framework, Tell Them From Me suite of surveys, focus groups and school designed surveys where executive evaluative decisions as stated were returned to staff for further feedback and validation. This was again re-evaluated during external validation by the independent assessors.

At Mount Brown Public School, we collected evidence for a number of years. This initially led us to develop an evidence pro-forma which we use for a variety of purposes including teacher accreditation, the annual School Excellence Framework, professional learning evaluation and feedback, and for Performance and Development Plans. The breadth of evidence initially collected saw us devise seven evidence sets comprising of much information drawn from the wide range of evaluation tools for external validation. Once valid evidence was chosen, the self-assessment team annotated and analysed it and made a value judgement based on the statements of excellence from the School Excellence Framework. This was then returned to staff meetings to verify the team's decisions. Following feedback from staff

meetings, the team realised that they were much harder markers than teaching staff. After reconsidering the evidence which included a wide range of artefacts and evidence of our impact, consensus was then determined resulting in a number of evidence sets being adjusted upwards. The element of Student Performance Measures was moved from 'Working Towards Delivering' to 'Delivering', and the element of Data Skills and Use was moved upward from 'Delivering' to 'Sustaining and Growing'. **One of the most uplifting discoveries through our participation in the self-assessment process was that the executive team has confidently moved from a position of 'I think' to 'I know' in regard to where we believe Mount Brown Public school is positioned across all areas outlined in the School Excellence Framework. This has enabled us to make evidence-based judgement about how to further improve our whole school performance.**

STEP TWO Amended whole of staff self evaluation– TO EXTERNALLY VALIDATED EVALUATION

Following our in–depth school self–evaluation our judgement was then independently assessed by the External Validation panel of independent assessors. This process led to once again a lifting of our school effectiveness assessments.

Following the external validation by an independent panel of assessors Mount Brown was found to be placed in the top band '**Excelling**' in four areas– Wellbeing, School Planning/Implementing & Reporting, School Resources and Management Practices and Processes. The school was found to be '**Sustaining & Growing**' in five areas– Learning Culture, Assessment, Professional Standards, Learning and Development and Educational Leadership while it was found to be '**Delivering Excellence**' in a further four areas– Curriculum, Reporting, Effective Classroom Practice and Data Skills & Use.

As the results of our 2018 school evaluation indicate, confidence in our ability to assess our impact on learning, teaching and leading was enhanced by the thoroughness of the School Validation Process. This has further equipped Mount Brown Primary School to effectively assess our directions, and importantly our ongoing impact on learning, teaching and leading. This has also boosted our ability to manage in–school self assessment as we move forward in these changing times making us a far more effective and dynamic place of learning, teaching and leading. **In this our self-assessment and the external validation 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:

Strategic Direction 1

INSPIRED TEACHING AND LEARNING

Purpose

Our purpose is to ensure quality innovative and evidence-based teaching and learning. Through collaboration we implement well-resourced teaching and learning programs in an inclusive environment that provides opportunities for all students to succeed.

Overall summary of progress

Ongoing PL throughout 2018 in Formative Assessment and Visible Learning saw whole staff commitment and expertise grow. All staff shared newly learned strategies regularly at weekly staff meetings which were observed by executive in their in-class teaching observations. Students have begun reflecting on their own learning with their teachers increasing opportunities for this to happen. In class support was boosted through SLSOs being released to prepare and organise materials and resources for the teacher toolkits. Teachers spoke positively of their observation and feedback sessions with key ideas being drawn on for their 2019 PDPs. The classroom observations also demonstrated implementation of formative assessment strategies acquired through 2018 PL with teacher annotations demonstrating increases in student reflections of their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use Formative Assessment and Visual Learning strategies.	20c. Teacher release x 8 \$4000	1&2. Classroom observations demonstrate implementation of formative assessment strategies.
All students reflect on their learning.		ALL: Teacher annotations demonstrate increases in student reflection of learning

Next Steps

Formative assessment embedded with explicit instruction in research based pedagogies. Collegial sharing of formative assessment strategies continues. Parents introduced to formative assessment used in classrooms. APs continue to observe and provide feedback to teachers on their use of formative assessment.

Strategic Direction 2

ENGAGED ENVIRONMENTS

Purpose

Environments that elicit positive emotional responses lead to enhanced learning with important cognitive and behavioural consequences.[1] Our purpose is to create and maintain stimulating and engaging environments for developing self-regulated, critical thinkers; a professional environment for educators and a place of connectedness within our community.

1 The Psychology of Learning Environments by Ken A. Graetz Winona State University.

Overall summary of progress

The CFC (Centre for Collaboration) office–workspace was begun with approximately 75% completed by end of the year, along with the re–organisation of all teacher resources. A compactus was purchased and installed, preparing for 2019 implementation. Due to the nature of hazardous material in the room conversion the completion of the CFC has been extended into 2019.

Two teachers attended PL in designing C21st Learning spaces, shared this PL with all staff and organised the ordering of Phase One of C21st furniture– Stage 3 and the Computer Lab were involved in phase One.

Six classrooms received new Interactive Whiteboards throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student commitment to their learning and community participation within the school is increased as indicated by the Tell Them from Me survey.	8g. Furniture and resource purchases– \$40000 IWBs– \$36000	7g. Modified use of the CfC 8g. Visible change in physical environments enhancing student engagement 41. School community are utilising outdoor spaces for school events eg Band, Choir, Wakakirri, Pirate Cove
Staff collaboration is increased as evidenced through shared programming and professional learning opportunities.	\$35000 teacher release	Staff feedback is highly positive with CFC in modified use– Full use 2019. Common grade programmes.

Next Steps

Centre for Collaboration (CFC) to be completed 2019 with teacher planning space and student learning pods completed and fully utilised. Compactus to be installed early 2019 and all teacher resources transferred. Library proper and Kindergarten rooms targeted as Phase 2 C21st Learning spaces. Joint Funding project to see tiered decking from Primary COLA to grassed area above with all community to use.

Strategic Direction 3

WELLBEING

Purpose

We intend to support our community to develop their sense of self-worth, self-awareness and personal identity so that they can manage their emotional, mental, spiritual and physical wellbeing.

Overall summary of progress

Whole school welfare programme (PBL) reviewed. Inter-relate antibullying sessions successfully completed for students and parents. Wellbeing wall in operation with all staff utilising this to target students with wellbeing needs. Whole school wellbeing programme– 'BOUNCE-BACK' successfully initiated with strong positive feedback relating to the Tell Them From Me (TTFM) suite of evaluations completed with 96 families responding– similar outcomes to previous years indicate true data. TTFM data used to inform school planning. School Leaders introducing whole school expectations focus at assemblies on respectful behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classes participate in weekly lessons in social-emotional learning and Positive Behaviour for Learning.	Teaching resources \$1,800 Training fees \$1,200 Total \$3,000	12j. Observation of students becoming self-regulated learners and reduction in behaviour and SEL learning support referrals. Reduction of students on attendance monitoring programs. 35c. Increased attendance at school events Two staff trained in ROCK AND WATER student Wellbeing programme
All staff engage in explicit wellbeing and team building professional development.	Collaborative Planning teacher release \$35,000	Positive staff feedback. Staff morale strengthened through ample opportunities for collaboration.
Increased community attendance at school functions, including parent workshops in curriculum support and performance events.	\$1250 community engagement funds	Formative assessment strategies (counters into three tubs) allowed staff to count the number of parents at sessions.

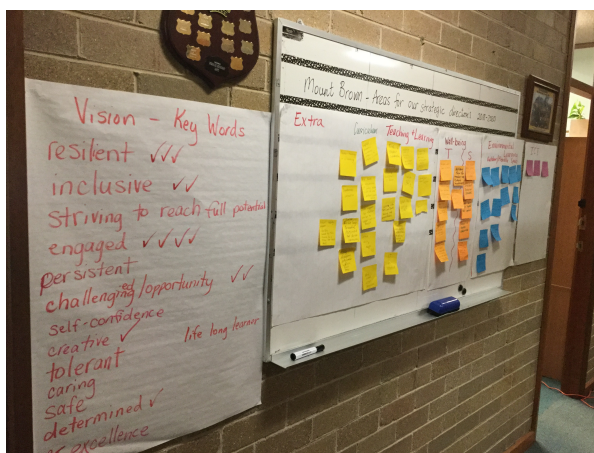
Next Steps

Positive Behaviour for Learning (PBL) staff refresher scheduled for 2019 SDD T1. Student Wellbeing programme– ROCK AND WATER to begin following 2018 training for staff. Cyber safety to be targeted for student wellbeing in 2019. Wellbeing Wall and Bounce Back programme continue along with Tell Them From Me evaluations as a strong form of school data. Growth Mind–set to be a Stage 3 goal. Parents to be introduced to Cyber Safety through evening session in 2019. School transitions continue to be strengthened with our highly successful Learning Bee transition programme to continue along with High School transitions.

Staff 'SHOUT-OUT' wall continues, outdoor staff furniture purchased with a privacy screen. Staff meetings to rotate through teacher classrooms. Collaborative planning days continue. Executive provide morning teas.

Community encouraged to connect through Yarning Circles, special morning/afternoon teas (for PLPs/IEPs) Meet and Greet sessions, three way interviews, open playground community involvement, community garden. Wellbeing articles for parents in newsletters. Wakikirri working Bees, Kindergarten Expo and Cyber Safety night. Parents invited to band performances. TTFM– Parents as Partners evaluation to inform school plans. Reports back to parents regarding the Three Way interviews. Choir– SIMF, Kindergarten transition to continue along with the Showcase.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teachers previously released \$5000	Staff feedback analysed and impact through plan amendment
English language proficiency	Handover staff meeting– nil cost	LAST teachers forward data to individual teachers for use in end of year reports
Low level adjustment for disability	Staff and Executive Meetings QTSS planning day • Quality Teaching, Successful Students (QTSS) (\$ 1500.00) • Quality Teaching, Successful Students (QTSS) (\$1 500.00)	All staff input including surveys, analysis of school data and anecdotal records tabled at an Executive Planning session with preliminary 2019 milestones drafted/ Students surveyed/ Parents surveyed and focus group completed
Quality Teaching, Successful Students (QTSS)	PDPs External Validation report	External Validation
Socio–economic background	a) SLISO– \$6375 b) \$37500 c) \$5000 \$48,875.00 • Socio–economic background (\$ 48875.00) • Socio–economic background (\$48 875.00)	a) BIU– Boiling Pointers programmes– all in class and SLISO data presented with executive recommendations for 2019 reported back to staff at end of year staff evaluation meeting b) All programmes data analysis and reports prepared by executive made available for class handovers c) Report for parents of staff evaluations completed and communicated
Support for beginning teachers	Beginning Teacher 2019 funds \$13,450	Mentor PDPs and support staff to be firmed in 2019



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	202	189	202	189
Girls	181	180	183	168

Due to a larger Year 6 transition to High School when combined with a smaller than usual Kindergarten intake for 2018, overall school student numbers was a little smaller than typical. With the opposite forecasted for the beginning of 2019, the usual enrolment of close to 390 students is anticipated.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	94.2	93.2	95.5
1	93.6	92.7	94.8	93.9
2	94.4	94	93.9	94.3
3	93.4	94.7	94.5	92
4	94.4	93.6	95.1	93.3
5	93.2	92	93.6	94.5
6	94.3	92.3	92.3	93.8
All Years	94	93.3	93.9	93.9
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

At Mount Brown student attendance has been relatively stable over a number of years with a few instances of poor attendance affecting overall school attendance rates. We have worked hard with all families stressing the vital nature and impact of school attendance upon overall academic performance AND social acceptance, development of friendships and what we see as

absolutely crucial to our school's continued growth—student and family connectedness to school.

For serious non-attendance issues HSLO (Home School Liaison Officer) interventions, in-school student attendance improvement plans and regular and prompt attention from school Assistant Principals aims to lift attendance rates.

As well as the stricter processes involving the HSLO, increasing the range of positive, exciting school programmes such as Band, Wakikirri Dance & Performance, Choir, Chess Club. Technology Lunchtime Hub, Debating and Public Speaking and indigenous programmes etc. specifically aim to make school a more dynamic place where children want to be. Improving school facilities and upgrading playgrounds and playground equipment also aims to lure children to an exciting and interesting place to want to be. New playgrounds such as 'Pirate Cove', indigenous bark/stick grounds, along with step-art installation, numerous murals including the indigenous mural where every child in the school contributed.

Classroom improvements have also been targeted as a way to entice children to want to be at school. Two teachers were provided with professional learning on developing schools as dynamic and exciting learning places. Following this, new classroom furniture has been purchased for a number of classes along with complete upgrade of furniture for the 'Computer Lab' with major changes planned each year for the next five years starting with Stage 3 early 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.89
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*Full Time Equivalent

Staff with Aboriginal Heritage

One permanent teacher and one temporary Support Learning Officer were engaged at Mount Brown in 2018. One part time student from Dapto High School was engaged as a Support Learning Officer one and a half days per week through the Aboriginal Student Placement programme.

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	20

Professional learning and teacher accreditation

At Mount Brown significant professional learning saw teachers engage in a range of self improvement opportunities. Much professional learning was completed in-house, led by a number of our exemplary teachers and in some cases by our support learning officers.

Each Tuesday afternoon all teaching staff attend a 60–90 minute professional learning session. This year the Numeracy Building Blocks professional learning was delivered by Mrs Rivers, our highly competent and enthusiastic Assistant Principal. Technology sessions were led by a number of our teachers while all three Assistant Principals led a number of sessions on Visible Learning and Formative Assessment. Mrs Ruscica led the Focus on Reading professional Learning sessions with the emphasis on ensuring the 2017 learning was utilised to the fullest. Mrs Rostirolla led a number of Aboriginal Education sessions leading the school to develop great enthusiasm for embedding Aboriginal perspectives across curriculum.

The range of externally provided professional learning displays the depth of professional experience expanded upon across the whole school. Some of the courses attended by staff at this school included:

Assessment Practices, Gymnastics, Behaviour Management, 7 Steps to Writing Success, Programming Vocabulary, PBL– Project Based Learning, Aboriginal Education, Accreditation for Principals, Midframes for Learning, Early Stage 1 Conference, Using SCOUT data, Literacy & Numeracy Progressions, Unpacking the PD/H/PE Syllabus, Disability Standards, Keeping Quality Evidence, Library–OLIVER training, Overviewing MyPL, eFPT BUSINESS MANAGEMENT, Positive Schools Conference, Teaching Students with Significant Reading Difficulties, Understanding Personalised Learning & Support, Wellbeing with Dr Michael Carr–Greg, Reading Tutor training, Taming the Behaviour Monster, Future Focussed Immersion training, Traffic Jam in My Head, Sarah Acome–Assessment and Programming for Reading Difficulties, Rock and Water, BEST START, Equipment Register Workshop, Administration and Management.

Two 'Beginning Teachers' were supported in their professional development throughout the year by their

supervisors and their chosen mentors. This involved buddy-teaching, observation and feedback sessions, attendance at the 'Beginning Teacher Conference' and also included specifically tailored professional learning such as Bill Rogers' Challenging Behaviour workshops.

A number of teachers were supported by colleagues in the attainment of the standard of 'Proficiency' as measured by the Australian Professional Standards for Teachers.

All teachers began their journey of 'Maintenance of Accreditation'. Over the last few years this has been supported by a whole school focus on using the standards in describing their work especially following attendance at external professional learning. Mount Brown has consistently used a report pro-forma which clearly links school initiatives, learning and actions to the Australian Professional Standards AND the School Excellence Framework. This report pro-forma has been used as the basis of an evidence sheet for Accreditation, School Validation, Professional Learning Appraisal AND Teaching Observation Feedback for the Professional Development Plan process and report.

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	259,606
Revenue	3,330,295
Appropriation	3,196,299
Sale of Goods and Services	17,980
Grants and Contributions	112,468
Gain and Loss	0
Other Revenue	0
Investment Income	3,548
Expenses	-3,258,194
Recurrent Expenses	-3,258,194
Employee Related	-2,852,809
Operating Expenses	-405,386
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	72,100
Balance Carried Forward	331,706

2018 has seen the beginning of the transition from previous school budget management practice to the use of the Department of Education's new budgeting format. These LMBR new processes of financial management are being determined, refined and set for further use. Significant learning has taken place by the Principal, School Administrative Manager and School Administrative staff which will continue throughout 2019 and beyond as schools become used to the new management practices. As effective budgetary practices are mastered and entrenched a finance team will join the Principal and School Administrative Manager. As it is envisaged that a significant amount of change will need to take place in 2019 the school plans to employ a Business Manager for two days per week to ensure smooth and efficient transition to the new management systems takes place.

As staffing costs are delayed the 2018 rolled over figure is inflated as these costs will be represented in the early 2019 figures. As the WBIOS improvements are introduced in 2019 this delay should be rectified.

Also, a significant amount of 2018 Equity funding will be aligned to the purchase of furniture upgrades for whole stages and as the orders are large, delays in delivery have resulted in Equity funds from 2018 being carried over to Term 1 2019. Additionally, a larger than usual contingency from 2018 to 2019 has been put aside for significant upgrade projects that require more funding than typically provided in one year. In 2019 some of these upgrades include— whole grade furniture replacements, Library upgrades, tiered decking for the Primary COLA and significant technology improvements.

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	2,566,877
Base Per Capita	74,447
Base Location	0
Other Base	2,492,430
Equity Total	336,325
Equity Aboriginal	26,655
Equity Socio economic	168,354
Equity Language	4,479
Equity Disability	136,837
Targeted Total	43,866
Other Total	126,950
Grand Total	3,074,019

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.

LITERACY

YEAR 3 LITERACY

Due to the complexities of comparing 2018 data because of ONLINE versus PAPER assessments, a comparison of 2018 with the previous 3 year average for READING is probably more realistic. In that comparison we saw an increase in the percentage of students achieving in the bottom bands (due to a significant number of children with special learning needs)

LOWER BANDS

The three year average of 15.8% increased to 26.7% This is a disappointing development, however the with all remaining Year 3 students, there was the marked improvement that we strived hard for after moving from middle to upper bands.

MIDDLE BANDS

In 2018 we saw a reduction in middle bands from the three year average of 48% TO 30%. This reduction in middle bands is what we really are after, providing there is strong movement from these middle bands to the upper bands. In 2018 this most certainly was the case.

UPPER BANDS

There was excellent growth from the three year

average of 26.8% TO 43.4% proving an excellent result for our Year 3 Literacy. Our goal will now be to hold and even grow this percentage in these upper bands.

YEAR 5 LITERACY

LOWER BANDS

Decreasing from the three year average of 19.6% TO 17.2% in 2018 was a pleasing result with fewer students in the lowest bands.

MIDDLE BANDS

The 54.5% in middle bands remained a little static at 55.7%, however the fact that a few more children came into these middle bands from the lower bands disguises the fact that there was a movement from the upper middle band to the upper bands.

UPPER BANDS

A slight improvement (24.9%–26.9%) in Year 5 students performing in the upper bands represents the movement we are after.

OVERALL LITERACY INDICATORS

There is some pleasing movement from lower to middle and greater movement then from the lower middle band to the upper middle band but at this moment not the growth into the upper bands that we are striving for. We intend to keep this gradual growth through bands continuing which will eventually see more students 'sneaking' into the desired top bands. With continued hard work and diligence, time will tell.

NUMERACY

Year 3 Numeracy

LOWER BANDS

With 5.9% fewer students in the lowest bands than the three year average we celebrate a great result.

MIDDLE BANDS

With movement from 54% to 62.2% in the middle bands and you factor in 5.9% from the lower band, the reality is our middle band actually grew by 2.3% which is disappointing. In 2019 we will be working very hard to maintain the movement upward from lower bands WHILE 'sneaking' students from upper mid bands to the upper bands..

UPPER BANDS

2018 saw 3.2% less students achieve upper bands than our three year average (25.8% TO 22.6%) As stated previously there was good movement from lower middle to upper middle bands and we will be working very hard in 2019 to continue this gradual movement to gain more students in the upper bands as planned.

Year 5 NUMERACY

LOWER BANDS

With 7.1% fewer students in the lower band than the three year average, this represents an excellent result (22.4% to 15.3%)

MIDDLE BANDS

With such a large percentage moving from lower to middle bands it is almost inevitable that our middle band grows. however there was good movement of student from the middle into the upper bands also.

UPPER BANDS

With 9.3% more students in the upper bands than the three year average, this represents a pleasing development.

OVERALL NUMERACY INDICATORS SHOW:

Some pleasing movement out of lower bands, thickening of percentages in middle bands with disguised upward movement (lower middle to upper middle) and some indications that the gradual 'creeping' up the middle bands should show successes moving to upper bands in time.,

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

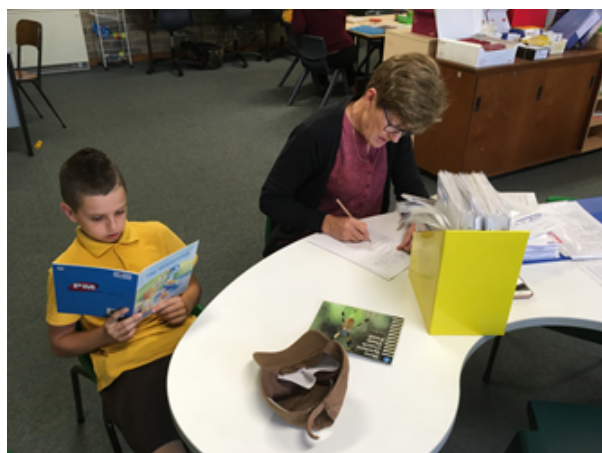
Premier's Priorities

In 2015 18.34% of students achieved top two bands. Premier's target for Mount Brown was to increase to 26.34% by 2019. In 2018 Mount Brown students achieved 29.29% achieving the Premier' Priority one year earlier than expected.

For our Aboriginal students, with a cohort of only three students per NAPLAN year raw data is unreliable. Overall Aboriginal students a Mount Brown achieved a 2.4% growth in Reading and Numeracy from 2017 and above State average scores. Year Three students performed significantly above State and Similar Schools however little can be drawn from such a small group of students as the data is not reliable when there are less than thirty students.

Tell Them From Me surveys indicate significant student satisfaction with school with 88% Aboriginal students feel good about their culture, 75% Aboriginal students believe teachers understand Aboriginal culture AND

60% Aboriginal students believe they will go to University.



Parent/caregiver, student, teacher satisfaction

Each year for the past five years Mount Brown Primary School has engaged with the Tell Them From Me surveys utilising the Parents as Partners data, the Student Tell Them From Me survey and the Teacher survey as a valid form of student, parent and teacher feedback. The data this school receives has been highly consistent each year from all parent, teacher and student responses. That coupled with the highly pleasing parent involvement rate leads us to value this data as a true source for our school judgement. In 2018 however respondents were fewer than previous years but still with 51 families responding to the Parents as Partners survey provides us with an excellent insight into parent, family and community perception of our impact at this school.

PARENT SATISFACTION

Overall in all areas except one Mount Brown parents rated our performance above State expectation. A summary of the areas and parent responses are as follows:

1. Parents Feel Welcome

School 77% satisfaction (3% above State) with strengths in access to teachers, friendly and helpful administration staff and well informed about school activities with room to improve in scheduling events at times so all parents may attend.

2. Parents are Informed

School 64% satisfaction (2% below State) with strengths in teachers informing parents in regard to student behaviour and progress with room to improve in informing parents regarding student social and emotional wellbeing.

3. Parents Support Learning at Home

Satisfaction 1% above State at 64% with particular strengths in praising and encouraging children for doing well. Interestingly each year at Mount Brown parents

response is extremely consistent in that they claim not to talk to their children about how important school is AND how they are doing in their classes at school. This will become a focus for improvement in 2019.

4. School Supports Learning

Satisfaction at 3% above State at 74% indicates parents value our impact. Expectations, encouragement and interest in students show as strengths while again parents perceive our teachers at Mount Brown to need to have higher expectations for their children.

5. School Supports Positive Behaviour

80% and 3% above State expectations displays a strong perception from parents that school is excelling here with particular strength in clarity of school rules for behaviour and teacher expectations for student good behaviour in class. With a 74% satisfaction for 'teachers maintain control' of their classes is an indication that we need to promote what we are doing in our classrooms and make parents more familiar with daily class interactions.

6. Safety at School

At 71% satisfaction at Mount Brown was actually 3% below State average which we found most disappointing given the high attention and focus school gives this category. The most noticeable areas for further school improvement in this area are in informing parents better how the school deals with bullying AND improving parent perceptions on how the school deals with behaviour issues in a more timely fashion. Once again, the clear picture emerges that our school needs to better promote what we are doing with an exceptional commitment towards extra-curricular activities not receiving the recognition it deserves at 74% satisfaction. This will be a focus for 2019.

7. Inclusive School

At 69%, and 2% above State response this represents a 'bitter-sweet' result. We work extremely hard to maintain a highly inclusive school so even though we rate higher than average we are not happy with less than 70% for this area. Parents clearly see as a strength at Mount Brown teacher effort to include all students in all activities, help students develop positive friendships and understanding the learning needs of all students however we do need to improve how we inform our parents how we provide opportunities for students working at a slower pace. These students show great growth in standardised tests yet parent perceptions are low. This needs to be changed in 2019.

STUDENT SATISFACTION

Each year students at Mount Brown from Years 4–6 engage with the Tell Them From Me surveys with our data remarkably consistent from year to year. Following is a brief summary of the 2018 surveys to children:

The school rates for student satisfaction was high across all three cohorts in the following areas:

Student participation in sports 3% above State at 86% , Student participation in Extra Curricular Activities 3% above State at 58% Students with positive behaviour at school at 4% above State at 87% Students reporting as victims of bullying are 7% less than State at 29% with a significantly larger number being girls

An Interesting development shows in our data where Years 4 and 5 then show a good response compared with State while for the same areas there was a significantly lower response from Year 6. This was evident in each of the following areas:

Students with a positive sense of belonging Years 4/5–82%– 2% above State while Year 6 was a meagre 58% Students with positive relationships Years 4/5–88%– 3% above State while Year 6 was lower than State 80% Students value school outcomes Years 4/5 – 96% (same as State) while Year 6 was a lower 70% Student effort for Years 4/5 was 1% above State at 89% while Year 6 was less than State at 80% Effective Learning Time for Years 4/5 was 2% above State at 84% while Year 6 was less than State at 80% **School relevance** Years 4/5 was 3% above State at 82% while **Year 6 was less than State at 60%** Classroom rigour Years 4/5 was 2% above State at 84% while Year 6 was less than State at 75% Students advocates at school Years 4/5 was 4% above State at 81% while Year 6 was less than State at 62% Positive teacher/student relations Yrs 4/5 –4% above State at 88% while **Year 6 was less than State at 67%** **Expectation for success** Years 4/5 was equal to State at 87% while Year 6 was less than State at 76%

Areas where each Mount Brown cohort responded lower than State were:

Positive homework behaviours– Years 4/5 were 10% behind State while Year 6 was a worrying 27% lower Interest & Motivation Years 4/5 were 4% behind State while **Year 6 was a staggering 37% lower than State.**

Overall a distinct variation in our data was evident with the Year 6 students where clearly engagement and satisfaction with school appears to require immediate attention. This is targeted in 2019 through changing teacher pedagogy, adopting project based learning, purchasing exciting new state of the art classroom furniture, developing further wellbeing programs and giving students greater voice in school.

TEACHER SATISFACTION

Teachers at Mount Brown engage in the TTFM– Focus on Learning survey each year to help determine clarity of perception from teachers regarding the impact we have as a whole for the students at our school. From the eight areas surveyed teachers responded very positively for the following areas:

Leadership

At 76% teacher satisfaction (5% higher than State) of particular strength were Leaders help teachers create new learning opportunities, help teachers with stressful situations and monitoring student progress while

attention needs to be given to supervisors observing teachers teach.

Collaboration

At 85% a clear 7% above State displays Mount Brown's great strength in this area. Teachers discussing learning goals and learning problems is seen as very strong with providing teachers with effective feedback about their teaching at 3% lower than State is an area to focus upon for 2019.

Learning Culture

At 85% a clear 5% above State is also reflected in the school Validation report. Of noticeable strength are high expectations, setting learning goals for lessons, monitoring student progress with giving written feedback about student's work seen as an area for improvement.

Data Informs Practice

Is an area Mount Brown have worked hard to develop over the last few years. A pleasing 3% above State at 81% shows positive movement in our continuum of growth. Interpreting assessment data and using assessment data to inform planning for teaching are strengths with teachers provide students with examples of A–E work an area for growth.

Teaching Strategies

Reflect the previous indepth professional learning at Mount Brown with 84% being 5% higher than State. Linking new concepts to prior learning and providing students with feedback are declared strengths with providing students with written feedback at least once per week seen as an area for concerted effort at 17% lower than State.

Inclusive School

At 4% above State with 86% is seen as an area teachers work extremely hard to achieve. Including children with special learning needs and clear classroom behaviour expectations are strengths where teachers being regularly available for students with special needs is seen as an area to grow capacity.

Parent Involvement

At 8% above State at 76% satisfaction relays our focus to build school capacity in engaging our parents and community. Ensuring parents have clear understandings of teacher expectations, working with parents on children's learning needs and regularly informing parents of student progress are seen as strengths with teachers review and ask parent comment on student work standards is seen as an area for further development.

Technology

One area was identified by teachers as an area of further need of focus– Technology. 65% and 2% below State represents this area of need for further

development. The area of students using technology themselves to track their own progress was 38% below State at 35%.

Teachers also responded to the four dimensions of classroom and school practices.

Overall Mount Brown scored higher than State in three of the four domains– Challenging and Visible Learning Goals, Planned Learning Opportunities and Overcoming Obstacles to Learning with Quality Feedback recognised as an area of further development.

Policy requirements

Aboriginal education

2018 was a very good year for Aboriginal education at Mount Brown. The dynamic and caring Aboriginal Team worked hard throughout the year attending numerous conferences and professional learning events to strengthen our resolve and build greater school capacity to deliver authentic Aboriginal perspectives across all key learning Areas. The team led staff through a number of staff meetings where staff understanding, care and empathy for local Aboriginal history was developed.

Aboriginal students were supported through the range of MULTILIT programmes with a dedicated SLSO working in classrooms with Aboriginal students. Yarning sessions were held regularly each term with a growing number of parents engaging with school.. A significant amount of teaching and learning resources were purchased across K–6 providing school with a wide range of high quality Aboriginal literature. Teachers were released to work with parents and students on Personalised Learning Plans for all indigenous students..

The Aboriginal Education team attended professional learning to build further capacity in writing authentic activities into our Aboriginal Education plans. Our indigenous students wrote their own local 'Acknowledgement to Country' which is delivered at every school assembly. Local Aboriginal artist Mr Darren Dunn worked with students designing a school indigenous shirt which is proudly worn by both indigenous and non-indigenous students, teachers and office staff Fridays. Mr Dunn also worked with students from across the school to paint a wonderful new school mural which was attached to the Staff Room wall. During 2018 students also worked with an Aboriginal parent to learn Aboriginal Dance which was performed at a whole school assembly.

The Aboriginal Education Team worked with locals to plan and design a beautiful Aboriginal Garden which is to be constructed in 2019. Aboriginal students attended

a cultural excursion to Killalea Educational resources Centre.

Significant academic data was collected and used in planning for 2019 milestones for the school plan and to monitor further student academic growth. NAPLAN average scaled growth for Aboriginal students from Year 3 to Year 5 was pleasing in Numeracy and Reading at almost 30% more growth than both State and Similar Schools and 16% in Spelling. Care does have to be taken with such a low cohort but nevertheless the scaled growth was encouraging.

Against the Premier's Priority for Aboriginal students Mount Brown has steadily increased the percentage of Aboriginal students in the top two bands by 15% in Reading and Numeracy since 2016. Once again, care is required interpreting small cohorts.



Multicultural and anti-racism education

One teacher was trained in Anti-racism and was available to manage all things multicultural including any suggestions for possible racist behaviour. Typically at Mount Brown when incidents occur the lack of knowledge and understanding is usually the case and the ARCO teacher works with these groups to build common compassion, care, and empathy.

Other school programs

Debating and Public Speaking

This year, Mount Brown has continued to run a debating program for Stage 3 students. Participation was voluntary, with practise sessions held weekly at Thursday lunch times. In March 2018 eight students attended a debating workshop in Wollongong hosted by the Department of Education Arts Unit. Student participation fees were funded by the school. In May 2018, ten students attended the DLC debating gala day at Dapto High School. At this event, our students competed against other schools in the Dapto Learning Community.

Mount Brown entered the Premier's Debating Challenge for 2018 and had great success reaching the final for the Illawarra and South East region. Our school debated against the Lakelands, Koonawarra and Dapto

Public Schools before competing against other zone winners at Mount Terry and Kiama Public School. We continued to win the quarter and semi-finals before being knocked out by Gerringong Public School in a very, very closely contested final.

Our Public Speaking and debating programmes have provided students with the opportunity to further develop their public speaking, critical thinking and reasoning skills. Furthermore, students developed their ability to 'think on their feet' when giving rebuttal and applied their literacy skills to coherently articulate their ideas and opinions.

Sport

Mt Brown PS had another successful year in the field of sport during 2018. Students participated in the three major carnival Swimming, Cross Country and Athletics at school level through to multiple students competing at the South Coast Regional level. We had two District age champions perform at these events. Mount Brown also competed at our local PSSA Gala Days where sportsmanship, teamwork and school pride was clearly on display. Mount Brown also competed at numerous State knock-outs including Rugby League, Football (Soccer) and Netball. The Mount Brown Netball team was successful all the way to the Regional Final.

This year also saw the development of school based dance fitness and gymnastics classes. Teachers with strong skills and passion in these fields developed exciting programmes then taught the programmes across the whole school K-6. This ensured all students were able to participate in a variety of quality dance and gymnastics programmes at our school.

Mt Brown also continued participation in NSW Sporting Schools, Premiers' Sporting Challenge activities and weekly fitness activity aimed at promoting fitness, fun and movement.

TOURNAMENT OF MINDS

This year a team of seven students participated in Tournament of The Minds, a gifted and talented problem solving programme. Challenges are set in the Arts, Language Literature, Social Sciences and STEM. Mount Brown proudly represented the school in Language Literature by creating their own script to bring a book to life. Tournament's aim is to enhance the potential of our students by developing diverse skills, enterprise, time management and the discipline to work collaboratively within a challenging and competitive environment. Our students again enjoyed not only competing with talented students from other schools but also building of friendships with like-minded students from other schools.

Choir The Mount Brown School Choir has been formed to excel and to positively promote the school at numerous events. The choir consists of 47 students taken from Years 2 to 6. All of these students and their families committed to consistently rehearsing so that the choir could achieve a high performance standard. The choir performed at ANZAC day assemblies, Southern Illawarra Music Festival and the end of year

showcase at the Ribbonwood centre. Feedback from the students and their families clearly showed wonderful support for this creative opportunity.

School Band

2018 saw the continuation of the Mount Brown Primary School Band programme. This year we had two bands, the Concert Band and the Beginners' Band. Both bands received tuition from the Wollongong Conservatorium of Music. During the year the bands performed at numerous school assemblies, the annual Showcase at the Ribbonwood Centre, the Bands in the Wollongong Mall and in the Combined Schools Instrumental Festival at the University of Wollongong. During the year several new instruments were purchased adding to the already rich supply of musical instruments we have at Mount Brown. The Mount Brown P&C generously supports the band programme with an annual \$2,500 subsidy to help keep costs to as low as possible for the parents and families of band students.

LEARNING BEE- PRE-SCHOOL TO SCHOOL TRANSITION

Learning Bee is Mount Brown Primary School's free transition to school programme led by an experienced Kindergarten teacher and an Early Childhood Support Learning Officer. Our exciting transition to school programme allows children to play, learn and socialise while familiarising themselves with our school. Four groups attend at different times for weekly forty minute sessions for four weeks. This innovative programme runs additionally to our regular Kindergarten Orientation programme which we run in Term Four each year. In 2018 75% of our Kindergarten students attended Learning Bee and Kindergarten teachers noted that there was clearly a marked difference in the confidence our Kindergarten students displayed upon starting school.

Towards the end of 2018 an expression of interest was put to our community regarding our innovative two year Kindergarten initiative which we have named 'PK'. PK students turn 5 years of age between January and July in the year of enrolment with a large emphasis placed upon social and emotional readiness for school. The programme is designed to deliver the Kindergarten curriculum over two years through play based learning and explicit language, vocabulary and number instruction.

Much research and planning which included a fact-finding visit to a school in Sydney which was also pioneering a similar programme was completed prior to our decision to proceed with our initiative. The writing of Mount Brown's policy and learning programme for PK then proceeded after we validated our belief that we could create a dynamic and innovative programme aimed at dramatically improving outcomes for the students of Mount Brown. Our programme is to professionally validated by the Department of Education's K-2 specialists and our Director of Educational Leadership early in 2019.

The response from community was unanimously positive which led to a class of twenty two students

enrolling to start Kindergarten as PK in 2019.

We look forward to reporting the successes this programme will deliver not only next year in 2019 but as the results from our initiative impacts upon our students over many years. We truly anticipate the academic performance will be extremely positively improved for not only the PK students, but also many other students across their age groups. This will be validated through our internal assessment records, our annual ACER PAT assessments and our annual school performance in NAPLAN assessment.