

Mudgee Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Mudgee 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.

School contact details

Mudgee Public School
Perry St
Mudgee, 2850
www.mudgee-p.schools.nsw.edu.au
mudgee-p.school@det.nsw.edu.au
6372 2036

Message from the principal

Mudgee Public School continued to provide a quality education to each and every child in 2019 continuing this work since the school commenced in 1855. In 2019 we have seen the number of students at Mudgee Public continue to grow to 677. The school aims to provide a wide range of opportunities to enable every child to feel that they have achieved success in 2019. Academic, cultural and sporting activities provided a high level of engagement, supported by dedicated staff to further the learning of each child.

Student Wellbeing continues to be a focus for 2019, with the Positive Behaviour for Learning program continuing, as well as our Speech Pathologist, Social Worker and Chaplain, supporting many of our students.

My thanks to all who have supported Mudgee Public School in 2019. The school is well-respected in the community and enjoys a positive relationship with many organisations within the town. My sincere thank you to our P&C who contributed in many ways to the school, supporting school events and assisting with funds for school resources.

Our students also deserve congratulations for their efforts in 2019. As we progress through the 21st century, the skills they learn each day will enable a positive and productive contribution to our future society.

Finally I thank all of the staff who have worked tirelessly over the year. As a group, we reflect on a successful year of learning and achievement for the students of Mudgee Public School.

Ros Rogers

Relieving Principal

School background

School vision statement

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

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

School context

Mudgee Public School has an enrolment of 677 students with a 12.9% Aboriginal population and has a proud tradition of providing quality public education since 1855.

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

In the Learning Domain, the school demonstrated a high level of commitment to student wellbeing and ensuring there is a school wide collective responsibility for student learning and success. Positive, respectful relationships are widespread between staff and students which enable optimum conditions for student engagement and learning. In the areas of curriculum and assessment, the school continues to sustain and grow as the teachers assess students' needs and differentiate to support individual learning needs.

In the Teaching Domain, the teaching staff are skilled at explicit teaching techniques and excel in the area of collaborative practice and timely feedback. A continuation this year of Stage Planning Days has enabled professional dialogue and emphasis on improving Literacy and Numeracy programs across the school. The teachers are encouraged to develop robust Professional Development goals and undertake Professional Learning to continually build their capacity. The school promotes sharing of this new professional learning across the staff or in stage groups.

The school is proud of excelling in the Leading Domain, particularly in the areas of community engagement and satisfaction, where results were data based. The leadership team models high levels of expectation and instructional leadership to facilitate whole school improvement. They continually evaluate the areas of need within the school and this year have focused expenditure in the areas of curriculum, wellbeing and technology to improve student outcomes.

Strategic Direction 1

Active, Valued and Creative Learners

Purpose

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

Improvement Measures

- Increase the percentage of students demonstrating expected growth in Literacy and Numeracy.
- Increase the proportion of students demonstrating active engagement with their learning.
- Increase in the proportion of students having their individual needs addressed eg ILPs, IEPs and Academic Extension programmes.

Progress towards achieving improvement measures

Process 1: • Develop practices to build the level of student understanding of their learning.

Evaluation	Funds Expended (Resources)
Teaching staff at Mudgee PS have different ways of building student understanding of their learning. Learning Intentions and Learning Goals are the common practices used by staff. Student Wellbeing and engagement is a big focus in the classrooms, with the Dojo system being used school wide to provide immediate feedback to students. RFF / Casual teachers have access to a consistent school wide classroom reward systems. Visible Learning strategies are used by most staff to promote understanding of learning.	Total \$4500 RAM Equity including \$3500 P/L

Process 2: • Develop strategies so that students receive feedback enabling them to self-monitor their learning progress.

Evaluation	Funds Expended (Resources)
Feedback is provided to students across all KLAs. Feedback in the area of student well being is consistent throughout the school using the PBL system. Students displaying negative behaviour plan and discuss their improvement goals with teachers and stage supervisors. Written feedback to students is more predominate in English than Maths in the Primary years. Verbal and visual feedback is used in all KLAs K–6. Stage supervisors discuss with teachers the quality of student feedback each semester. Student self monitoring of their learning is evident in some classrooms.	Total RAM Equity \$17600 including \$3100 P/L

Process 3: • Monitor student progress across all KLAs and capabilities.

Evaluation	Funds Expended (Resources)
Semester reports inform parents of student progress in all KLAs throughout the year and discussed at Parent Interviews. Teachers K–6 are recording student data on Plan 2 in the areas of Quantifying Number and Creating Text. This data can be used by the new teachers at the beginning of 2020 to inform teaching. K–2 have submitted data as part of the Phase 2 Supplementary School program and this data is monitored by the stage supervisors. Stage Planning Days are used to discuss student progress and the new Spelling program. The Spelling program has been monitored closely to evaluate the effectiveness, and teaching practices adjusted to meet the needs of the students. Student ILPS are updated each semester to ensure student outcomes are achieved.	Total \$29000 RAM Equity

Strategic Direction 2

Collaborative Quality Teaching and Learning

Purpose

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

Improvement Measures

- All teaching programs will have evidence of ICT capabilities embedded into teaching activities.
- 100% of mainstream class teaching staff and relevant support unit staff accurately track students using PLAN2 in Literacy and Numeracy.
- All teaching staff display evidence of differentiation in teaching / learning programs.

Progress towards achieving improvement measures

Process 1: • Implement a whole school approach to Professional Learning, drawing on relevant research.

Evaluation	Funds Expended (Resources)
A whole school approach to Professional Learning was established through the use of PDPs and Power Hour time. Teacher's goals were planned and discussed with their supervisor and relevant professional learning was sought in areas of need. All teaching staff had the opportunity to attend in- school professional learning when offered during Staff Development Days, Staff Meetings, Stage Planning Days or online courses. All teachers were observed by Executive and peers and given feedback to further develop their skills and knowledge.	Total \$25700 RAM Equity

Process 2: • Support given to build teachers knowledge and understanding of the needs of the 21st Century Learners and how to implement this in the learning environment.

Evaluation	Funds Expended (Resources)
Support was given to all teaching staff to build knowledge and understanding of new technology in the school. All teachers successfully use the new Smart panels and implement technology into their teaching. Beginning teachers were more confident in the areas of Literacy and Numeracy after mentoring from Stage supervisors. Staff continue to build their expertise and knowledge in the area of feedback. Executive began to discuss the need for further professional learning for staff in the area of Critical and Creative thinking and how this is embedded in our current units of work.	Total \$9800 RAM Equity/including \$5800 P/L

Process 3: • Develop a plan to ensure appropriate technological hardware is available in all learning environments.

Evaluation	Funds Expended (Resources)
It is important to ensure that all teachers are considering 21st Century Learning and how we need to improve and adjust our classrooms and programs to ensure students will be prepared for life outside of school. The technology team continue to research current practice and the latest technology available to schools. Daily access for all students to laptops or computers continues to increase at Mudgee PS as hardware is updated and purchased. Audits of hardware are maintained and the Technology Team assess the needs of students across K-6 when new technology is ordered.	\$12 000

Strategic Direction 3

Effective Partnerships, Communications and Connections

Purpose

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

Improvement Measures

Identified students requiring welfare processes are receiving support.

Levels of improved staff welfare as evidenced by staff feedback through TTFM and wellbeing surveys.

- Increased representation by parents/carers at school events/surveys.

Progress towards achieving improvement measures

Process 1: • Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Have the wellbeing strategies been useful to successfully engage all students to thrive in the school setting? Wellbeing teacher has been able to collaboratively liaise with staff and support services allowing students and families to have individualised learning and wellbeing support and plans implemented across the school. Students and families are aware of the Parent Liaison as another avenue to seek appropriate support within the school.	Total \$16000 RAM Equity

Process 2: • Strengthen systems to support staff wellbeing.

Evaluation	Funds Expended (Resources)
Do staff feel that their wellbeing is taken into consideration within the school setting? Many staff have commented on the implementation of additional resources and processes in place to support their overall wellbeing. Time management such as report writing GANTs, stage planning days, additional release for complex case management, Power Hour. Are the staff using advice and strategies from our Wellbeing Course with Sacha Sullivan in Term 3? Staff regularly acknowledge components of the course and how they are using them to improve their own wellbeing.	Total \$400 RAM Equity

Process 3: Strengthen systems to improve parent/carer engagement in their child's education.

Evaluation	Funds Expended (Resources)
Have parents actively engaged in their child's education this year? Results from TTFM and data collected indicate that there is an increase in parents attending school activities and parent workshops. How successful has our Kindergarten transition program been? There is an increased number of parents attending Parent Information Sessions. Parent Liaison has increased parent engagement during initial transition sessions, ensuring that parents felt welcome and supported.	Total \$19 650 RAM Equity

Process 4: Strengthen connections with community organisations to support students learning and wellbeing.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Has the Wellbeing teacher developed positive relationships with outside agencies? The Wellbeing teacher makes regular contact with local services in regards to families. Eg. Benevolent Society, Family Referral Service and Community Health. She has been attending the Child Family Network meeting and has regular contact with Early Childhood Centres and Preschools.

\$0

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background \$143,175	<p>The school employed two School Learning Support Offices to support Aboriginal students in their classrooms. Class teachers indicated that this resource enabled improved engagement in the curriculum by Aboriginal students. NAPLAN results indicated this as a positive strategy.</p> <p>Aboriginal Funding also supported the Breakfast Club program at the school, students provided with breakfast three mornings a week. On average 100–120 students per day benefited from this program.</p> <p>Staff evaluation of this strategy indicated that the School Learning Support Officers were effective in supporting Aboriginal students at the school. 100% of staff saw the SLSOs as being effective in their role supporting Aboriginal students.</p>
English language proficiency	ESL funding \$8 608	<p>ESL students made good progress over the course of 2019, demonstrating improvement in their literacy and numeracy skills.</p> <p>The school was able to receive a staffing allocation to support several newly arrived students and as a result the ESL teacher attended one day a week during the year, supporting the students in the classroom as well as assisting the teachers.</p>
Low level adjustment for disability	Low Level Adjustment for Disability Funding \$263,978	<p>From this allocation 1.6 staff were employed resulting in \$93,232 being utilised to employ an SLSO.</p> <p>The allocation enabled a teacher to act fulltime in a student welfare role across the school coordinating services for targeted students and liaising with the appropriate support staff. The Wellbeing teacher also coordinated the Learning and Support teams at the school. 74% of teaching staff found this role to be effective in the annual evaluation.</p> <p>A School Learning Support Officer (SLSO) was employed to work with identified students across the school as well as run a lunchtime 'playhouse' under the Infants' COLA using the funding associated with this source. 95% of teaching staff saw this as a worthwhile initiative.</p> <p>Very positive feedback was received from staff in relation to all SLSOs. 100% agreement on their positive impact. in classrooms.</p>
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students (QTSS) \$130,300	<p>This funding enabled five Assistant Principals at Mudgee Public to work closely with the teachers in their stage, visiting classrooms on a regular basis to monitor and support teaching and learning in each classroom. Assistant Principals were also better able to support teachers with their Performance and</p>

Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students (QTSS) \$130,300	<p>Development Plans. 91% of teachers reported that they were supported in this process.</p> <p>Staff survey indicated positive feedback for executive staff supporting class teachers. In the Tell Them From Me Survey, the Teacher survey rated 'Collaboration' at 8.0 compared to the state average of 7.8. 91% of teaching staff reported effective collaboration amongst their stage in the annual evaluation and 91% indicated that they were able to support other stage members during the year.</p>
Socio-economic background	Socio-economic Background – \$426,644	<p>Funds were expended on an extra hour of release per week – 'Power Hour' to enable teachers to plan and implement their Performance and Development Plans. Through the supervision log, teachers were guided in the use of their power hour and end of year reflection indicated 91% of teachers found this to be a useful strategy.</p> <p>Stage Planning Days were implemented to support teachers to work collaboratively in planning in various curriculum areas and to target assessment and data collection, using the Literacy and Numeracy Progressions. Stage Planning Days received 100% positive support from the teaching staff in our yearly evaluation.</p> <p>The school continued to employ a speech pathologist who worked with students two mornings a week and followed up with families as required. She continued to provide ongoing professional support to teachers as required. 96% of staff reported they found this role worthwhile at the school.</p> <p>A Social Worker worked in 2019 supporting students and their families, with specific needs. 90% of teachers found this position to be worthwhile.</p>
Support for beginning teachers	\$4 269	<p>Is the beginning teacher program effective in developing the skills of the beginning teachers? The funding enabled two of our 'beginning teachers' to receive extra release, mentored by an experienced class teacher/executive to support them. Are beginning teachers provided with feedback as to their performance? Many discussions are had with the Beginning teacher and their mentor and their Executive to assist them with their teaching and student management.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	318	359	370	359
Girls	300	327	323	318

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	93.8	92.6	92.8
1	93.7	95	92.6	91.4
2	94.4	93.7	95.1	93.8
3	93.5	94.2	93.1	93.8
4	93.2	94.8	94.5	92.6
5	92.3	94	92.2	93.8
6	92	93.6	93.4	93
All Years	93.5	94.1	93.4	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.92
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	9.46
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	591,544
Revenue	7,305,266
Appropriation	7,030,477
Sale of Goods and Services	26,709
Grants and contributions	246,346
Investment income	1,634
Other revenue	100
Expenses	-6,874,336
Employee related	-6,156,296
Operating expenses	-718,040
Surplus / deficit for the year	430,930

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	951,184
Equity Total	842,406
Equity - Aboriginal	143,175
Equity - Socio-economic	426,644
Equity - Language	8,608
Equity - Disability	263,978
Base Total	4,391,014
Base - Per Capita	170,676
Base - Location	18,945
Base - Other	4,201,394
Other Total	659,599
Grand Total	6,844,203

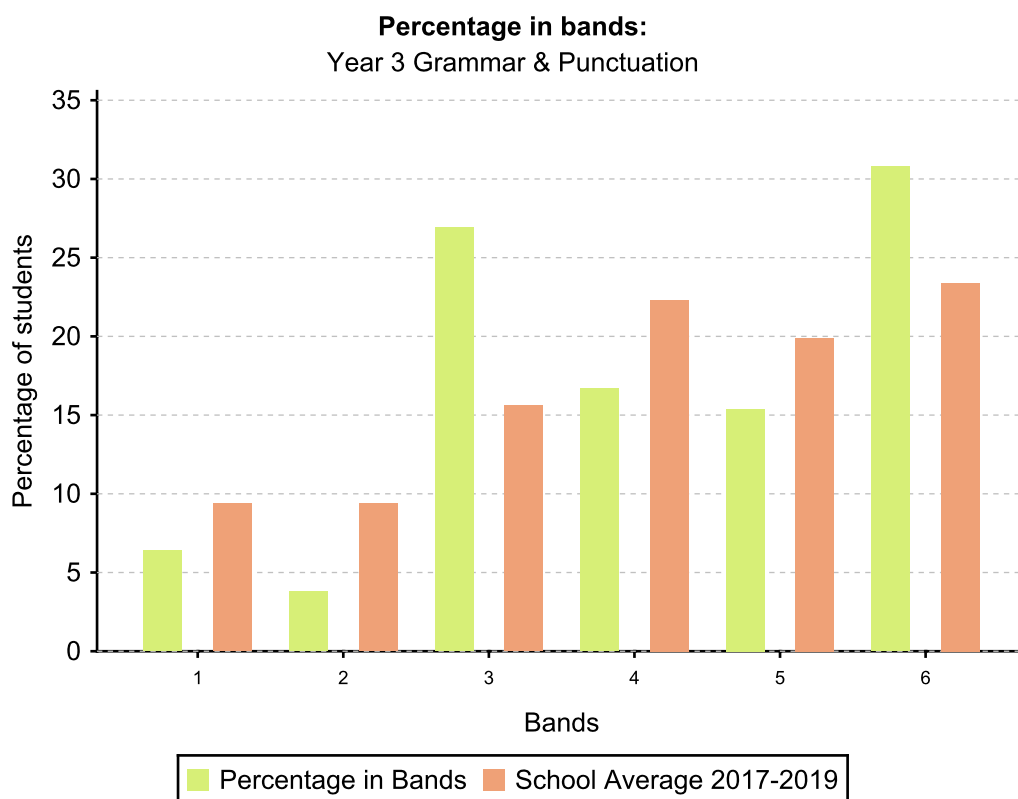
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

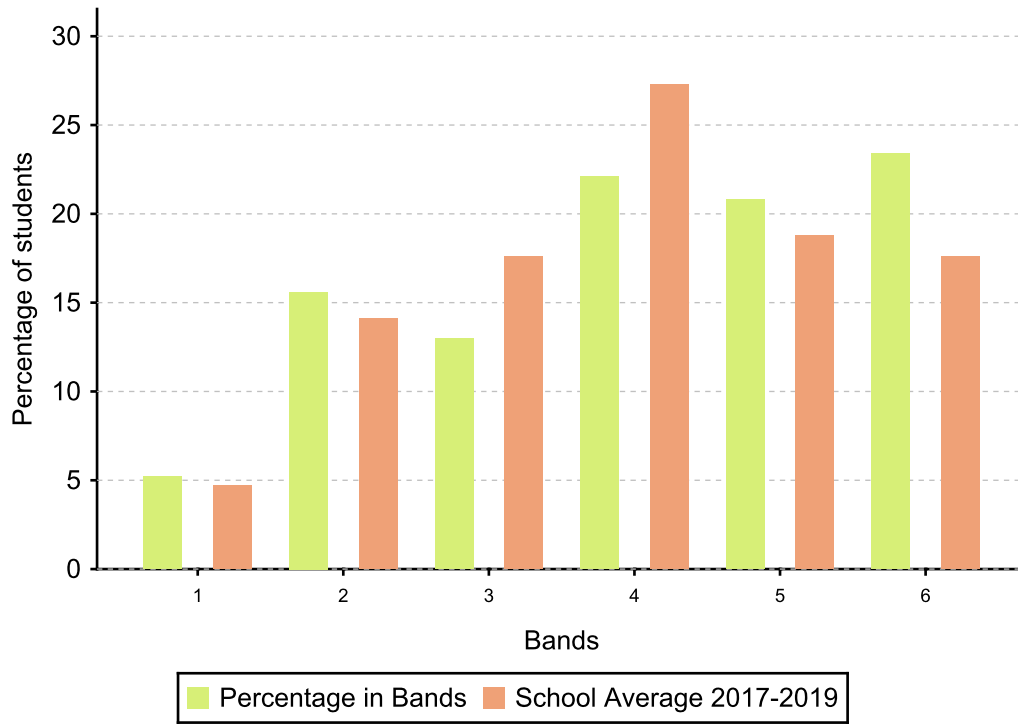
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



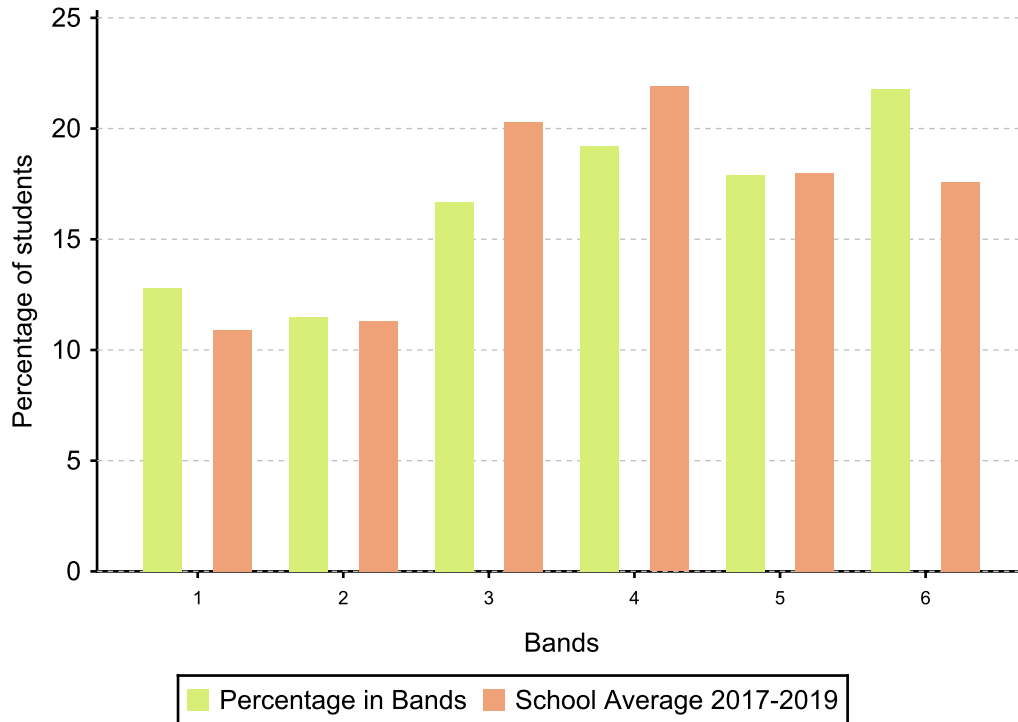
Band	1	2	3	4	5	6
Percentage of students	6.4	3.8	26.9	16.7	15.4	30.8
School avg 2017-2019	9.4	9.4	15.6	22.3	19.9	23.4

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	5.2	15.6	13.0	22.1	20.8	23.4
School avg 2017-2019	4.7	14.1	17.6	27.3	18.8	17.6

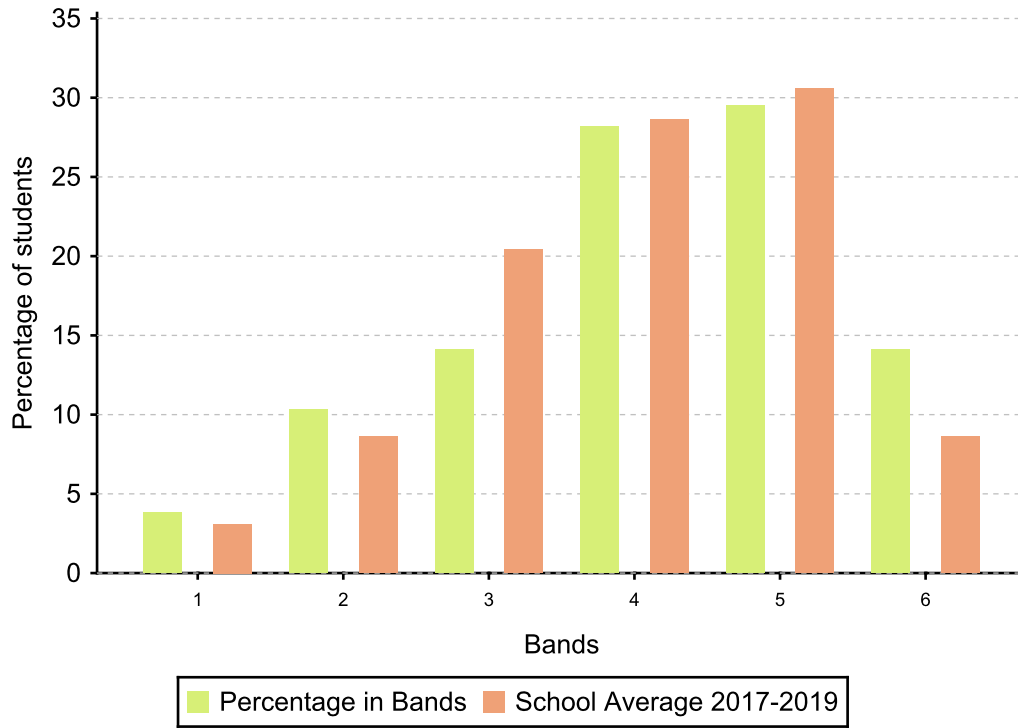
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	12.8	11.5	16.7	19.2	17.9	21.8
School avg 2017-2019	10.9	11.3	20.3	21.9	18	17.6

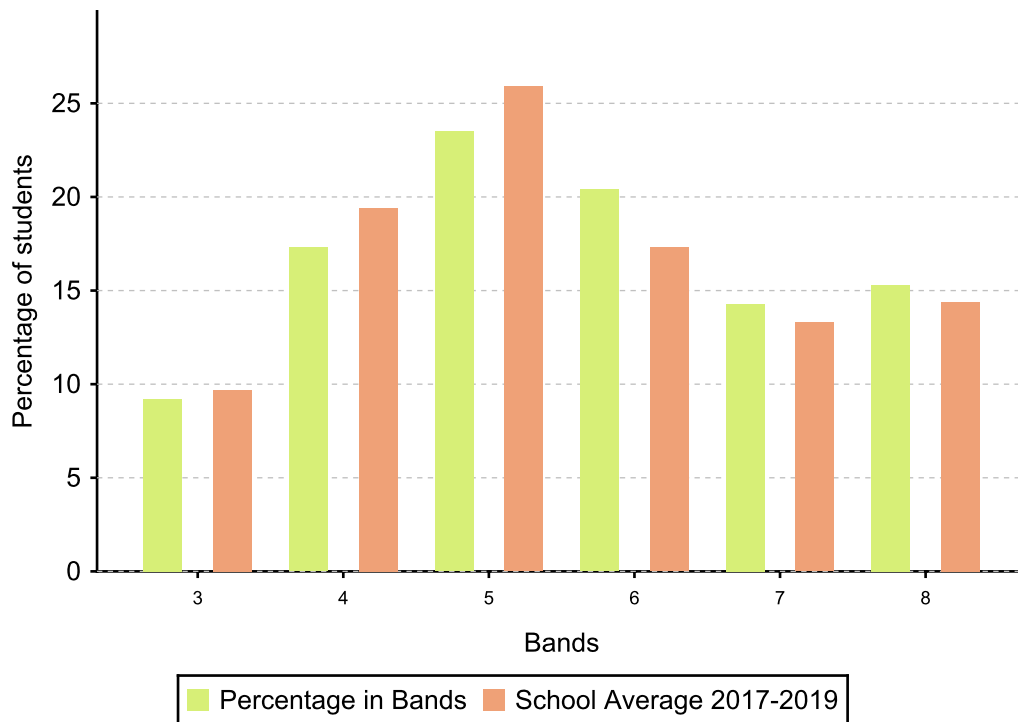
Percentage in bands:

Year 3 Writing



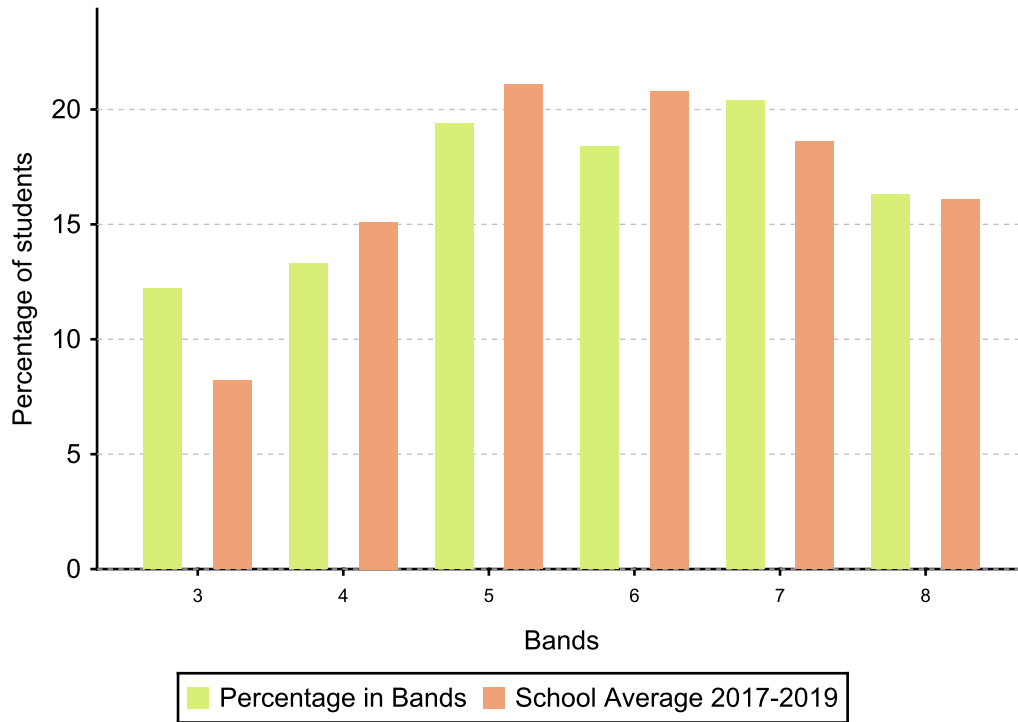
Band	1	2	3	4	5	6
Percentage of students	3.8	10.3	14.1	28.2	29.5	14.1
School avg 2017-2019	3.1	8.6	20.4	28.6	30.6	8.6

Percentage in bands: Year 5 Grammar & Punctuation



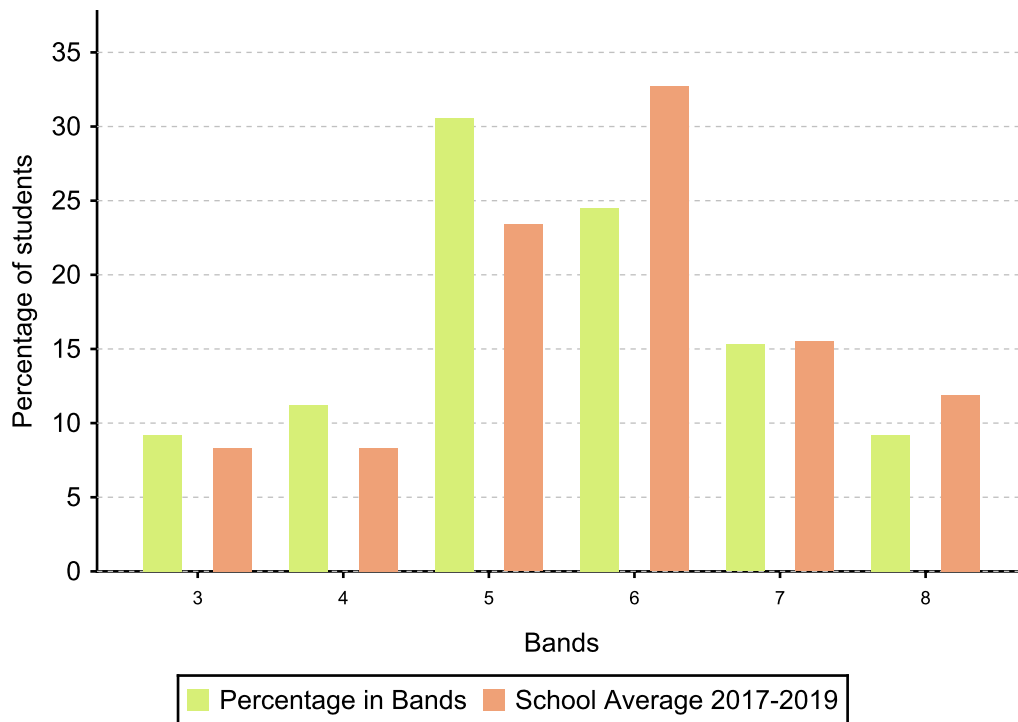
Band	3	4	5	6	7	8
Percentage of students	9.2	17.3	23.5	20.4	14.3	15.3
School avg 2017-2019	9.7	19.4	25.9	17.3	13.3	14.4

Percentage in bands:
Year 5 Reading



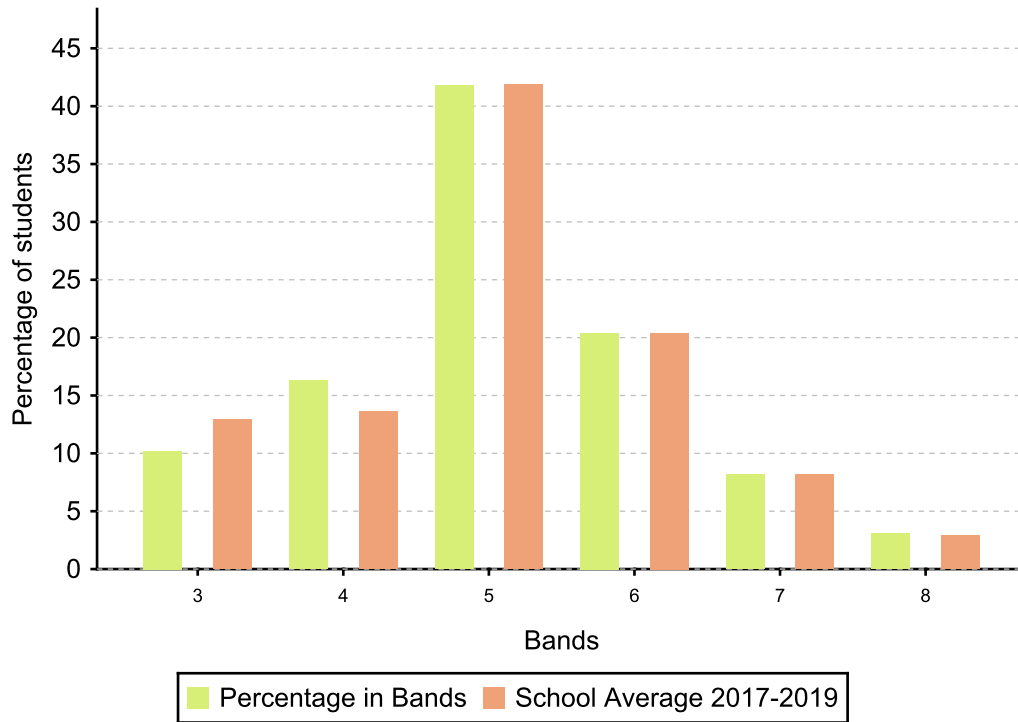
Band	3	4	5	6	7	8
Percentage of students	12.2	13.3	19.4	18.4	20.4	16.3
School avg 2017-2019	8.2	15.1	21.1	20.8	18.6	16.1

Percentage in bands:
Year 5 Spelling



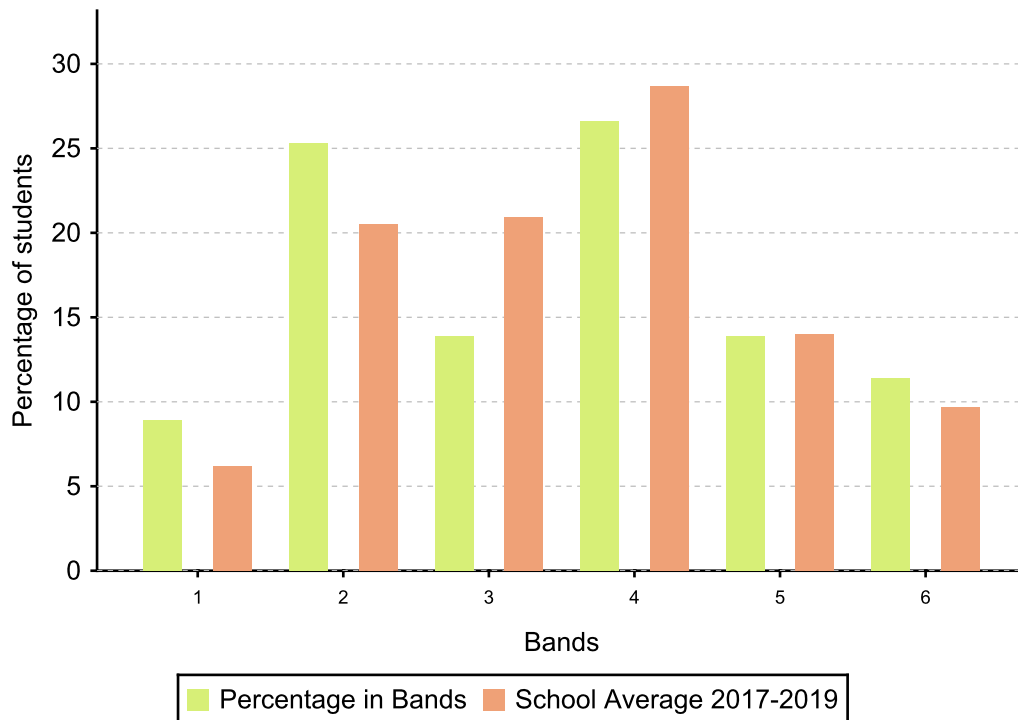
Band	3	4	5	6	7	8
Percentage of students	9.2	11.2	30.6	24.5	15.3	9.2
School avg 2017-2019	8.3	8.3	23.4	32.7	15.5	11.9

Percentage in bands:
Year 5 Writing

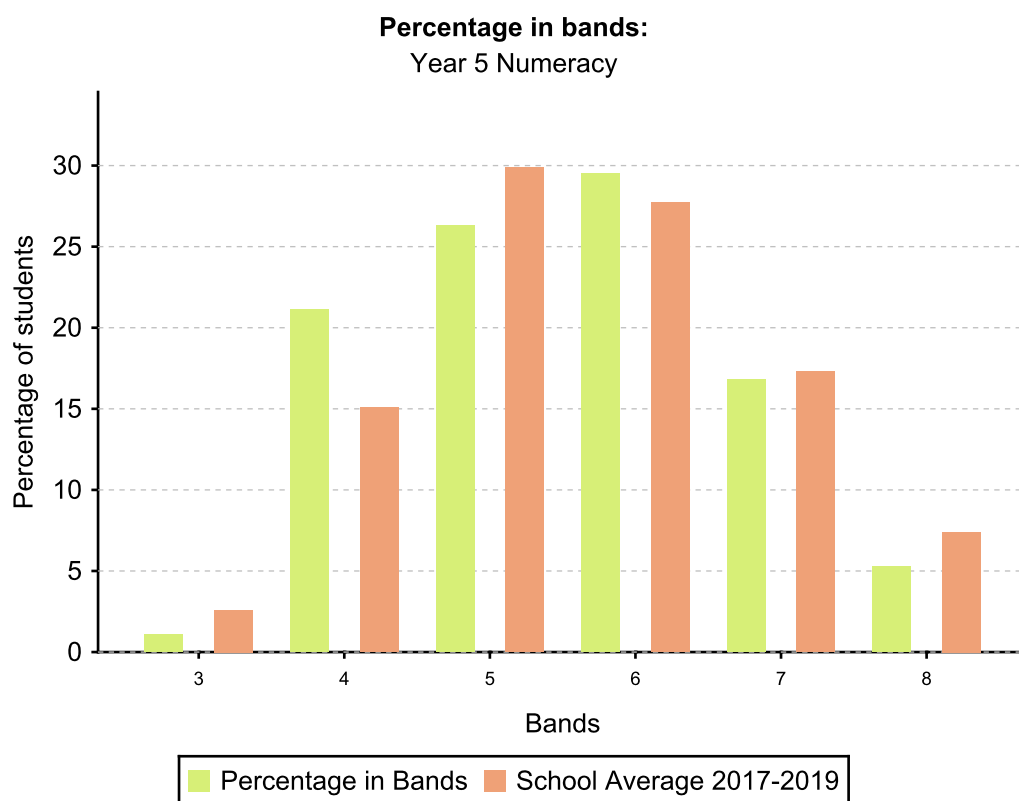


Band	3	4	5	6	7	8
Percentage of students	10.2	16.3	41.8	20.4	8.2	3.1
School avg 2017-2019	12.9	13.6	41.9	20.4	8.2	2.9

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	8.9	25.3	13.9	26.6	13.9	11.4
School avg 2017-2019	6.2	20.5	20.9	28.7	14	9.7



Band	3	4	5	6	7	8
Percentage of students	1.1	21.1	26.3	29.5	16.8	5.3
School avg 2017-2019	2.6	15.1	29.9	27.7	17.3	7.4

Analysis of the NAPLAN Literacy results indicated the following:

- The school continued to score an excellent result in Year 5 Reading with the percentage of students in the top two bands marginally higher than the state. There were 36.7% of Year 5 students in the top two bands compared to the state average of 36.1%.
- Averaged scaled growth was above the state average in Reading, Spelling and Grammar and Punctuation.
- Students were at or above expected growth in Spelling and Grammar and Punctuation but slightly below in Reading and Writing
- In the Value Add, Kindergarten to Year 3 were at delivering level and from Year 3 to Year 5 at Excelling level.
- The Year 3 cohort performed below state average in all areas and this reflected the support required as these students progress through the school. They were, however, above their statistically similar school group in Reading, Writing and Grammar and Punctuation.
- In Year 5, the school scored above statistically similar school group in all areas.

Analysis of the NAPLAN Numeracy results indicated the following:

- The average scaled growth score in Numeracy was 92.4 compared to the state average of 87.1.
- The percentage of students in the top two bands in Year 3 Numeracy has increased from 20.7% in 2018 to 25.3% in 2019, although in Year 5 they have slightly decreased from 2018.
- The percentage of results in the top two bands in Reading and Numeracy has improved from 31.03% in 2018 to 37.17% in 2019.
- For Aboriginal students this percentage has increased remarkably from 9.26% in 2018 to 24.49% in 2019.

Parent/caregiver, student, teacher satisfaction

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

In the student survey area of strength included:

- 82% of students had positive relationships with peers and 90% value their schooling outcomes
- 76% of students exhibit positive behaviour at school
- 82% of students try hard to succeed in their learning
- Students found time at school was spent effectively for learning and that they had positive teacher– student relationships
- Students felt teachers had high expectations for their success

Responses that were areas for development included:

- Students with positive homework behaviour
- Participation in extra–curricular activities.

In the staff survey the following results were evident:

- In each of the eight drivers of student learning the school results exceeded the average score calculated across all of the NSW government schools
- The highest scores were achieved in Collaboration, Teaching Strategies, Inclusive School and Data Informs Practice.
- The Technology driver was the area that continues to require support
- In the Four Dimensions of Classroom and School Practices, the school exceeded the state average in all areas– challenging and visible goals, overcoming obstacles in learning, quality feedback and planned learning opportunities.

In the parent survey, the following results were evident:

- The school exceeded the state average scores in seven of the eight areas– parents feel welcome, inclusive school, school supports positive behaviour, school supports learning, parents are informed and safety at school.
- School supports positive behaviour and parents feel welcome recorded the strongest responses
- Parents support learning is an area for improvement
- 1005 of the parents surveyed expect their children to complete Year 12 and 75% expect their children to go to university

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Mudgee Public School continued to offer a wide variety of educational opportunities for its students in 2019. These included:

- The School Band Program where students learn and perform as part of a school concert band. The band played at a number of school events and made up the majority of members for the Mudgee Town ANZAC Ceremony.
- The Beginners Band encouraged new members to be part of our school's Music program. Once ready these students then advance to the Concert Band.
- Creative Arts opportunities at the Gulgong Eisteddfod with the school entering three dance groups, three choirs, our concert band, percussion group and violin group. Most classes participated in the Verse Speaking section.
- Our violin group continued with an increase in numbers and interest. They performed at the Huntington Music Festival both to the parents and again to a wider audience. They were interviewed by the ABC radio.
- The School Rock band received regular tuition from our local guitar teacher, Mr Bob Burns. They performed at a number of assemblies and enthusiastically at the Year 6 Farewell.
- Cello lessons were offered to interested students by a local Cello player. Guitar lessons continued for students interested from Stage 3.
- Mudgee Public had a small choir who participated in the annual School Spectacular held at Qudos Arena in November.
- Sporting opportunities for Infants with cross country, athletics and ball games carnivals conducted. In the Primary, the school participated in the primary School Sports Competition knockouts in sports such as netball, rugby league, cricket, tennis, soccer, touch and tennis. The Girls' Softball team were the most successful PSSA team in 2019 being regional

champions and coming fourth in the State Final.

–Mudgee Public participated in several sporting gala days to promote participation by students in Sport. These included two cricket gala days, a touch gala day, a netball gala day and a rugby league carnival.

–In 2019, the school hosted several visiting performances including the Brainstorm Productions 'The Protectors', anti-bullying show and Musica Viva's March of the Fire Ants.

– The Wheelchair Sports NSW Roadshow presented a presentation on Road Safety, living with a disability and disability sport to our Stage 3 students and those from the Support Unit.

–Major excursions for the year were Year 6 to Canberra and the Snowy Mountains, Myuna Bay for Year 5, Red Hill Environmental Centre for Year 4 and Year 3 to Dunns Swamp. In the Infants, Year 2 attended the Dubbo Zoo and Mudgee Museum, Year 1 went to Red Hill Environmental Centre and Kindergarten to Dubbo Zoo.

–The School conducted its annual Open Day during Education Week and Grandparents Day in October to showcase the educational activities and opportunities available at the School.

–The Student Representative Council were very active in 2019 with students attending the Young Leaders Day in Sydney and a local leadership training day at Red Hill Environmental Education Centre. The School conducted end of term assemblies to reward students under the Positive Behaviour for Learning Program with large numbers of parents and community members attending.

–Our Transition Program for Kindergarten 2020, began in Term 3 with Jolly Gym and continued into Term 4 with Mudgee Beginners. We continued to work closely with MHS to transition our Year 6 to Year 7 in 2020, with our Support Unit students participating in a number of transition activities.