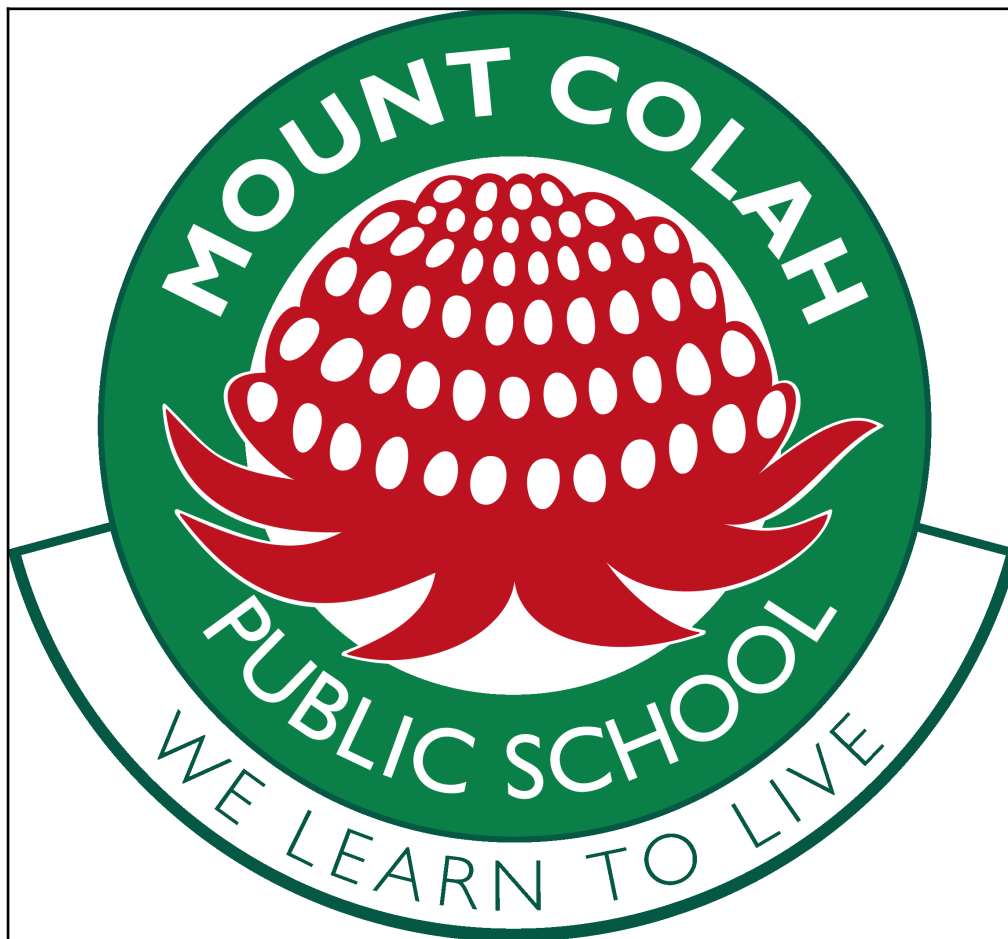# Mount Colah Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Mount Colah Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Mount Colah Public School

Telopea St

Mount Colah, 2079

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

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

9477 3627

Message from the principal

Mount Colah Public School is a dynamic and energetic place where students and staff experience school grounds and facilities that support and enhance learning. A range of extra curricular programs such as band, choir and dance add cultural components which enable students to have experiences beyond the classroom and the school. . Students, parents and staff show a high level of interest in the school's physical environment and the variety of fauna and flora that the school ground support.

Teachers contribute their individual expertise to additional programs and activities that range from robotics to land care and horticulture and well as expertise and prowess in sporting areas. The result is happy and engaged students who are learning that part of the pleasure of life in primary school is giving back to the school and community by taking on leadership roles in which to serve the school..

Message from the school community

2019 has once again been a very busy year for the P&C.

We have cooked BBQ's, danced at our Easter Disco, baked up a storm for our Election Day & Grandparents Day cake stalls, we've sold raffle tickets, had an early Christmas with our Trivia Night, we've designed and printed our very own Tea towel and tote bag, we've coloured you all at our successful Colour Run. All these things we do is to provide the extras for the school and have a little fun along the way.

As in every year, the P&C could not run without our fantastic Sub–committees:

This year has brought on a few changes to our school uniform. Everyone is now able to wear green shorts! Years 3 –6, have a fantastic new sports shirt to wear every Friday. A massive thank you to Leah, Jen & Nicole for delivering such a great service for the school.

Our canteen has grown leaps & bounds this year, allowing an outstanding donation of $25,000 back to the school. The canteen is looking forward to a busy 2020. Thanks goes to Trudie & her amazing helpers who continue to bring the canteen to life each week.

The Dance Program gets bigger & better every year. Lead by Shannon & Jane. all groups performed above & beyond at their Dance Festivals and all school performances. For the first time, senior dance for 2020 have three boys in the group. I thank you both for the time & effort.

The Music Program who look after our three fabulous bands. This year the very energetic committee took on the massive task of Mt Colah's first ever CAPA night, which was an amazing success. Thank you to Susanne and all the committee for their work.

School banking has continued thanks to Lisa & Geraldine. Monthly book orders from Book Club taken care of, thanks to

Bethany.Our disco thanks to Suzie, Mothers & Father's Day stalls thanks to Lee & Jane for all their efforts. A big thank you to our Fundraiser, Leigh, who pulled together a very successful Colour Explosion in Term 4.

This is the last time I will present the P&C Report as my youngest children are in their last year at MCPS. I would like to thank Dr Paterson and the executive for going along with everything I suggested or told them to do over the past two years! I believe we have achieved some great changes and look forward to the next Executive bringing a change and different point of view to the P&C.

Finally, thank you to the staff & every parent who has stepped up, helped up & just showed up over the past two years, it has made a difference to not only to our school, but to me. The parent volunteers at MCPS not only help the P&C run, but also allow the school to provide a better school environment for our kids. Your time and effort are very much appreciated.

Alison Scott–Branagan

School background

School vision statement

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

a set of values –– honesty, integrity and good judgement

a complement of essential skills –– linguistic, mathematical, scientific, artistic, physical and social

an enquiring and discriminating mind and a desire for knowledge.

strong self–esteem and high personal expectation

acceptance and respect for others.

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

School context

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

Self-assessment and school achievement

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

The next steps after the External Validation were formulated by the panel and the school executive team. They are:

- School executive to collect high–quality evidence for the next evaluation period and build in termly planning meetings reflecting self–assessment and the School Excellence Framework.
- Review School Plan to strengthen the role and purpose of internal assessment in driving and informing decisions around student growth and achievement.
- Collect authentic evidence of impact of the professional learning on improving student outcomes K–6.
- Collect baseline data prior to the implementation of new programs or modification of existing programs.
- Aspiring leaders will be encouraged to further their career development including HA/Lead Teacher and Instructional leadership roles.

Strategic Direction 1

Transforming Learning

Purpose

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

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

Improvement Measures

All teacher programs reflect differentiation in English and Maths.

50% of students are represented in the top 2 bands in NAPLAN English and Numeracy

Students demonstrate an increased understanding of how to guide their own learning and improvement as measured by twice yearly surveys

Progress towards achieving improvement measures

Process 1: Implement assessment and tracking strategies using the PLAN 2/ Learning Progressions and common assessment tasks to inform teaching and learning programs K–6 and drive differentiation and quality teaching.

Evaluation	Funds Expended (Resources)
Questions: How successful was the use of Learning Progressions for improving writing? What activities impacted on the implementation of the strategy? **Data Sources:** NAPLAN, school– based assessments **Analysis:** Progress on the introduction of learning progressions as a means of assessing and tracking student learning through PLAN 2 has been slow this year. Writing was identified as an area of particular need and professional learning opportunities via proposed Tuggerah District Office writing workshops for Stage 2 and Stage 3 were identified as the basis for upskilling staff in the learning progressions. Unfortunately, after just one meeting the program was abandoned and alternative professional learning was sought. All staff completed an online introduction to the learning progressions. Whole school analysis of 2018 NAPLAN data indicated that vocabulary and the development of ideas were the two areas where both year 3 and year 5 performed poorly. A whole school assessment was conducted to collect baseline data for the two areas. The learning progressions were used to assess students' performance and to program writing units to improve these two areas. Exemplars and rubrics from these assessments were collected and stored for future reference and to aid consistent teacher judgement. A follow– up assessment was due to be completed six weeks later but time restraints meant this was delayed to next year. The Seven Steps writing program has been used for narrative writing but discussions at community of schools meetings highlighted the need to use a variety of strategies for teaching writing and no one program will necessarily lead to improved writing results. Research and consultation is needed to select and implement the most effective teaching strategies. **Implications:** Follow up next year is needed to develop a whole school focus on a plan for regular assessment in writing based on a five week cycle of improvement. Writing is to be assessed and areas of need identified with a five week plan for improvement developed. Explicit teaching then takes place involving formative assessments to gauge student progress and post testing	Stage/ staff meeting times.

Progress towards achieving improvement measures	
to inform the next cycle of teaching. Further professional learning for staff is needed on best practice strategies for improving and tracking writing.	

Process 2: Through mentoring and professional learning staff develop and implement differentiated learning programs to meet the needs of all students including learning and support and gifted and talented students.

Evaluation	Funds Expended (Resources)
Questions: What professional learning has been undertaken to support teachers in the differentiation of programs? To what extent are programs being differentiated? What structures are in place to support GAT students? **Data Sources:** Staff survey, program supervision **Analysis:** As with process 1, a major element of professional learning failed to eventuate due to external forces. The term 2 Staff Development Day with a Harvard professor had to be cancelled due to them withdrawing their services at the last minute. It was not possible to reschedule. This meant many of the milestones could not be met although teachers have been differentiating their programs. Maths programs in Stage 2 & 3 were differentiated in 2018 and this has continued. ES1 and Stage 1 teachers attended two TENS courses specifically aimed at differentiating maths programs. When surveyed in 2018 82.7% of teachers understood the concepts and components of differentiation and in 2019 100% of teachers reported the same understandings. The survey also pinpointed ways that teachers are differentiating their programs and there were improvements in the use of scaffolding (from 66% to 94.7%), varying product(from 33% to 52%) and changing the outcome (from 44% to 57%). The school implementation guidelines for the GATS policy were rewritten, however, at this stage they have not been finalised as the department released a new GATS policy in the latter part of the year. **Implications:** Despite the lack of professional learning, most staff have the knowledge to utilise differentiation strategies and are programming with this knowledge in mind. Having developed the guidelines for the implementation of the GATS policy, these need to be checked against the new Department GATS policy and the guidelines then need to be shared with the staff. Staff need to be surveyed to ascertain their knowledge in the effective use of differentiation practices for GAT students. Depending on these results, professional learning and mentoring around catering for GATS may be a focus in 2020.	Staff meeting **Funding Sources:** • ($0.00)

Process 3: Staff develop procedures for integrating visible learning and regular feedback into classroom routines to support the learning needs of all students

Evaluation	Funds Expended (Resources)
Questions: To what extent are Visible Learning strategies and feedback being used to improve learning? How successful have these strategies been in improving learning? **Data Sources:** NAPLAN, Teacher, Student and Parent Surveys **Analysis:** Following professional learning and sharing sessions, teachers report an increase in the use of feedback to improve student learning (2018 33% agreed they used it and in 2019 73.7% agreed they used it and 5.3% strongly agreed). With the focus on Visible Learning strategies in writing, most teachers (94.8%) reported explicitly using learning intentions and success criteria compared to 41.5% in 2018. A majority of students(75%) report using feedback from their teacher to improve their learning. 2019 NAPLAN results indicate that Year 3 are performing above the goal of	Visible Learning and differentiation survey

Progress towards achieving improvement measures

50% in top two bands with over 65% of students achieving in the top two bands for reading, writing and numeracy. Year 5 NAPLAN results show that there is still work to do to move students into the top two bands in all three areas with numeracy at 37.5% and reading 41.7%. There has been a slight gain in writing but it is still presenting as an area of great need at 18.1%. However, there has been an increase in the percentage of students achieving the expected growth in writing from 50% in 2018 to 73% in 2019.

Implications: The introduction of Visible Learning strategies has started to have some positive impact on student achievement. Survey results indicate there is still room for improvement with only 47.4% of students reporting that they use learning intentions and success criteria to evaluate their learning and to reflect on their progress. Continued focus on student's taking responsibility for their learning through self–reflection and evaluation should be a focus next year through the use of Visible Learning strategies.

Strategic Direction 2

Professional Learning Through Collaboration

Purpose

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

Improvement Measures

All staff report increased participation in collegial learning as measured by staff surveys.

All Stages will have refined a range of assessment tasks to better align with differentiated programs.

Stage meeting minutes record Teacher dialogue indicating their ability to articulate how performance data informs their teaching practice.

Differentiated teaching and learning programs that reflect the individual learning needs of students ranging from Learning Support to Gifted and Talented are in place.

Progress towards achieving improvement measures

Process 1:   Develop a whole school professional learning plan that supports the needs of staff for relevant and meaningful training.(school based, BOSTES, other PL)

Evaluation	Funds Expended (Resources)
Question: Have the professional learning needs of the staff been met? What has been the biggest change of the professional learning? What has been the impact on student outcomes? **Data**: Staff Survey. Exit slips from writing **Analysis**: The creation of the online professional learning log greatly assisted staff in tracking their professional learning across the year to ensure a clear link between their professional learning, the teaching standards and the needs of their classrooms. 84.6% of teachers found the professional learning log useful with 76.9% wanting to continue and refine it over the next year and 100% of staff felt supported in their professional development. Only 38.5% of teachers are transferring the record of their professional learning into their NESA account. Almost all staff surveyed, 92.3%, used their professional learning within their classroom to directly impact on student outcomes. Some of the professional learning identified as having a direct impact on student outcomes was TENS training, visible learning strategies and MiniLit and MacqLit training. **Implications**: Staff are keen to continue with the online professional learning log but measures have to be put in place to support teachers in transferring that information into their NESA accounts in order to reduce undue anxiety towards the end of the accreditation period. Professional learning is having a direct and positive impact on student outcomes, due to teachers implementing new strategies within their classrooms. Professional learning with the greatest perceived impact is TENS training and visible learning strategies. Providing support for teachers to continue that implementation throughout the coming year, will be integral for student outcomes to continue to grow. Staff are keen to be kept informed of upcoming professional learning opportunities so they can continue the positive impact their professional growth has, on student learning outcomes.	survey **Funding Sources:** • Whole School Professional Learning ($5000.00) • Individual Professional Learning ($0.00)

Process 2:   Facilitate collegial partnerships through coaching and mentoring at the school level for achieving and maintaining accreditation and supporting PDP goals

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Questions: How many people successfully achieved accreditation? Were teachers satisfied with the number of coaching or mentoring opportunities they received? Were teachers satisfied with the quality of the coaching and mentoring opportunities they were given? Did the coaching and mentoring have an impact in the teaching or classroom environment? **Data**: Survey **Analysis**: Over 40% of staff are working towards some type of accreditation with 18.2% considering beginning the HAT or LEAD pathway to accreditation. Nearly 70% of staff feel supported in the Performance and Development Program (PDP) and the coaching and mentoring they have received through that process. However, to further assist the 30% who are not feeling adequately supported, staff suggested providing additional time for teachers to observe one another implementing best practice strategies within the classroom, targeted professional development and the opportunity to meet with mentors to discuss the progress of their goals. The coaching and mentoring within the PDP program is vital for student outcomes, with 90% of staff perceiving a direct positive outcome within the classroom, when PDP goals are achieved. **Implications**: Based on the importance placed on the PDP by the staff with 90% identifying a direct link between the achievement of professional goals and improved student outcomes, over the coming year it will be important to ensure that staff are fully supported in achieving these goals. Creating mentor groups for over half of the staff who are undertaking accreditation or planning to, may assist those staff in providing the information they need and the support required to complete the accreditation with the time frame. Although 70% of staff feel supported through the PDP process, it is important that time is provided for staff to develop a supportive relationship with their mentor, and receive the training required to adequately achieve their goals and implement them within the classroom.	

Process 3: Provide Professional Learning in the collection and interpretation of student data.

Evaluation	**Funds Expended (Resources)**
Questions: Did all staff complete initial training in accessing Scout data? Did all staff actively engage in Scout training? Have staff applied the skills to collect and interpret data in Scout? What impact is the data having on professional practice in the classroom. **Data**: Staff training accreditation log, Record of analysis of Scout data across writing and survey **Analysis**: All staff completed the initial training in order to participate in the later training sessions. Based upon the staff analysis of NAPLAN writing data, staff demonstrated their ability to interpret data and pinpointed areas of continuous improvement. These skills have been utilised in analyzing varied data sources throughout the school. Teachers analysed data from both formal and informal data sources, and for both formative and summative purposes. 100% of staff believed that the collection of this data was having a positive impact on student outcomes. **Implications**: Now that staff have the skills to collect and analyse data, the process now needs to be formalised so that data is regularly collected and recorded throughout the entire school so that student achievement can be tracked. Based on the high importance teachers have placed on the collection and analysis of this data, it is being directly used to benefit student outcomes within the classroom. The wide variety of summative and formative assessment strategies being used throughout the school indicate the high	

Progress towards achieving improvement measures	
level of skill in data collection and analysis and a desire to use it to improve teaching and learning within the classroom.	

Strategic Direction 3

Developing a Partnership School Culture

Purpose

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

Improvement Measures

Increase parent participation across all school events

15% improved response to school initiated feedback surveys from parents

Multilit program has become a part of the learning support structure within the school.

Decrease in behaviour related incidents after students receive specific instruction through PBEL lessons on expectations of behaviour.

Progress towards achieving improvement measures

Process 1: Communicate and engage through provision of opportunities for parents to work in a meaningful partnership in various school events

Evaluation	Funds Expended (Resources)
Questions: What has been the impact of providing more opportunities for parents to receive information about school activities and programs? Are there more or different ways of communicating information? **Data Source:** Online school surveys, parent exit slips from Taster Night. **Analysis:** The school has improved their processes when deciding what information parents need and when delivering this information. Surveys have been used to ask parents their understanding of different programs and activities throughout the school. The results from these surveys were used to impart information to the parents on the areas that parents had the least amount of understanding. This was achieved through utilising parent information evenings to provide information on these areas as well as the development of a Taster Night where a number of school activities were specifically chosen and presented to parents to up–level their knowledge in these areas. Communication of information to parents was also a priority and the idea of class parents was discussed with the P and C. The P and C opted for Year group P and C run Facebook pages which could be used to deliver information by a P and C representative. **Implications:** Delivery of information at the Parent Information Night at the beginning of the year was well received and gave parents a sample of what some of these programs were for and how they benefited their children. The taster night was well attended and received with parents reporting a large gain in their understanding of all programs presented on the night. Feedback was that this night was a highly effective way of communicating school programs to parents and giving them information they need to support their child in these programs. Communication of school information has been extended to social media through the school P and C which has been an effective way of ensuring parents are informed with the correct information promptly.	

Process 2: Facilitating increased opportunities for parent involvement and reflection in school life in a variety of ways including utilising parent and community expertise and skills as mentors to bring mutual benefits and maximise student engagement and achievement.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Questions: Has the Multilit program maintained its successful start and further developed throughout the year? What further actions need to take place? What can be done to encourage parent volunteering in the school? **Data Source:** Learning Support, results of students attending Multilit, amount of parent volunteers **Analysis:** The Multilit program has maintained it's volunteers and groups which at the beginning of the year had 5 groups, 3 teachers and 6 volunteers. At the end of 2019 we had 7 groups (including 2 MacLit groups), 3 teachers and 6 volunteers. Attempts to encourage parent volunteering have been less successful than anticipated. Some staff were able to utilise parent skills in class. These teachers contacted parents through media such as class Dojo or parents volunteered their knowledge without a prompt. A more rigid process for teachers finding out parent skills and using them would be beneficial. **Implications:** In the Multilit programs, students have significantly developed their ability in reading. Parents who have volunteered on these programs see the improvements immediately and are enthusiastic to see the program continued and expanded. The current volunteers positive approach to the program has seen other parents inquire about helping to volunteer as well. As a result the program is further expanding with Year 1 teachers learning the InitialLit program in 2020. Outside of MultiLit, there is less success in attracting volunteers at the school. A new strategy for attracting volunteers is essential to ensure all current programs continue and students receive the full value of these.	

Process 3: Continue to evaluate and modify established school welfare programs such as PBEL, Bounce Back, Rock and Water, Growth Mindset and school values.

Evaluation	**Funds Expended (Resources)**
Questions: What school wide impact has been made by PBEL in 2019? Where to next with PBEL? Has a school PHHPE scope and sequence been created? **Data Source:** Online parent, staff and student surveys. Observations, Teaching Programs. Evidence of PDHPE Scope and Sequence. **Analysis:** A timetable for the introduction of PBEL was created and executive staff ensuring that PBEL was taught in classrooms. The PBEL area was advertised through the newsletter and in school assemblies. A PBEL coach was contacted and staff were sent to PBEL training. Areas for development were attained through a PBEL survey. A PBEL team has been created to ensure continued growth of PBEl in the school. The playground area was tracked before and after lessons were taught and the evidence from this tracking was that these lessons are having a positive affect on playground behaviour This can be seen as results were consistent from 2018– 2019 at the same time of the year which informs us that PBEL has become a successful part of our school culture and has been successfully communicated to students. The PDHPE Scope and Sequence has been completed after several staff went to professional learning on the new syllabus. These staff then provided professional development for Mt Colah staff giving them a better understanding of what is expected from the new PDHPE syllabus. **Implications:** Students are more aware of their role in creating a positive and caring environment through our school values of respect, responsibility and personal best. They are able to understand, remember and follow school expectations in each of the PBEL areas. Staff are following PBEL timetables and conveying information to students helping them to improve their social development. Staff will feel more confident to develop and deliver the new	

Progress towards achieving improvement measures	
PDHPE syllabus ensuring programs are updated and reflect changes in outcomes.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Class teacher, LaST **Funding Sources:** • Aboriginal background loading ($4 934.00)	Information communicated and successful handover of PLP.
English language proficiency	Class teacher, LaST **Funding Sources:** • English language proficiency ($21 190.00)	Successful handover
Low level adjustment for disability	Class teacher, LaST **Funding Sources:** • Low level adjustment for disability ($95 513.00)	Scheduled opportunity provided to effectively handover students NCCD folders.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($81 958.00)	QTSS funding was used essentially in 2019 to support the school executive in preparing for External Validation
Socio–economic background	Class teacher, APs, LaST, L&S Team, Principal **Funding Sources:** • Socio–economic background ($12 260.00)	Scheduled opportunity provided to effectively handover students information.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($15 000.00)	All Beginning teachers understand the Accreditation process and are working towards submission of Accreditation evidence

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	218	223	239	238
Girls	231	222	225	229

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96	96.5	96	98.3
1	95.6	96.5	96.2	93.8
2	96.9	95.6	96	94.8
3	96.6	96.5	94.9	95.3
4	96.1	96.1	96.5	95
5	95.3	96.5	94.9	94.9
6	94.3	94.9	94.1	94.9
All Years	95.9	96.1	95.5	95.3
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
Assistant Principal(s)	4
Classroom Teacher(s)	16.32
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.48

*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	418,039
Revenue	3,894,261
Appropriation	3,613,358
Sale of Goods and Services	3,142
Grants and contributions	273,112
Investment income	4,549
Other revenue	100
Expenses	-3,705,539
Employee related	-3,242,969
Operating expenses	-462,570
Surplus / deficit for the year	188,721

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	56,632
Equity Total	133,897
Equity - Aboriginal	4,934
Equity - Socio-economic	12,260
Equity - Language	21,190
Equity - Disability	95,513
Base Total	3,095,196
Base - Per Capita	108,872
Base - Location	0
Base - Other	2,986,324
Other Total	201,967
Grand Total	3,487,692

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

Outstanding results were achieved in Year 3 Literacy with the school performing above the state and above similar school groups. In year 3 there were 67.6 per cent of students in the top 2 bands in NAPLAN.

In Year 5 students continued to perform above the state level and 72.7% were at or above expected levels of growth in Writing

Numeracy

The growth in Year 5 numeracy in 2019 was greater than the growth in 2018. More details can be seen on the myschool website.

Parent/caregiver, student, teacher satisfaction

Each year parents, staff and students complete the Tell Them From Me Survey. The student survey is completed twice per year but the staff and parent survey is conducted only once..

In addition the school conducted a number of other surveys to gain further insights into parent, staff and student satisfaction..

Parents were asked for suggestions on how to improve school reports.. Parents wanted reports to reflect student progress as well as areas for improvement. Parents also felt that parent/teacher interviews should take place as close as possible to report time and that additional "informal catch ups to report on progress and give feedback would be useful. As a result the school will look at the reporting format to make the language of the reports contain less jargon and be more accessible to parents.

Teachers were surveyed also about reports and in addition about their professional learning. teachers felt that the current reporting process was working but suggested that 3 way interviews or student led interviews would give students additional responsibility for their learning by expressing their strengths and weaknesses and also verbalising their goals.

Teachers expressed the desire to have more opportunities to learn about technology and STEM strategies.

Students from years 4–6 participated in the Tell Them From me Survey. The school rated above the NSW Government norm in the area of positive relationships and significantly above the NSW Government norm in positive behaviour. In the area of bullying the students were significantly below the NSW Government norm. This correlates positively with anti–bullying programs implemented by the school.

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.

The Jews for Social Justice Group have provide Aboriginal tutors to assist Aboriginal students in reading and literacy activities.

All Aboriginal students in the school have Personalised Learning Pathways that are developed in consultation with the parents, class teacher and Learning Support Team. Aboriginal texts are incorporated into these plans and are also held in the school library

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.

Our Anti–Racism officer conducts visits to each classroom twice a year to talk to children about acceptance of people and cultures from around the world. We have a very low level of incidents that could be described as racist as student have learned to be very accepting and tolerant of different world views customs and cultures.

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.

Harmony Day 2019

On Thursday 28th March students from Mount Colah participated in Harmony Day – a celebration of Australia's cultural diversity. The day focused on inclusiveness, respect and a sense of belonging for everyone. The students wore orange, the official harmony day colour and throughout the day participated in classroom activities and attended a concert in the school hall by the Ugandan group, 100% Hope Choir. The money raised from the concert will be put towards a new kitchen for a school in Uganda. Students also entered a state–wide Harmony Day poster competition with the theme, *Harmony– It's up to us.*

Other School Programs (optional)

National Day of Action against Bullying and Violence recognition

On Friday 15 March 2019, students and teachers at MCPS recognised the ninth National Day of Action against Bullying and Violence (NDA). The National Day of Action is Australia's key anti–bullying event for schools. The topic was "Take Action Every Day" and students were encouraged to share their BIG IDEAS at an age appropriate level in their classes. All students were given a wrist bracelet to remind them that that bullying and violence are **NEVER** okay and parents were given a pocket card to assist them with contacts and services. Students participated in online activities provided by the NDA website and also created a whole school display of stop signs that stated 'Bullying no way'– Take action every

day, in the shape of the word STOP.

Mount Colah Public School 3885 (2019)