2020 Annual Report

Mount Brown Public School

4423

Introduction

The Annual Report for 2020 is provided to the community of Mount Brown 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.

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Message from the principal

2020 was indeed a very special year for Mount Brown Primary School. The international pandemic could have been a devastating influence on our school's progress were it not for our incredible school staff who went above and beyond to make school as accessible and successful for all of us.

 I congratulate parents, carers and community members for working along with us to help us deliver our remote learning as effectively as we possibly could so that student learning received the least negative impact possible. It was hard at times for parents and teachers alike to change the delivery of face to face teaching and learning to learning through technology- computers and mobile devices. A steep learning curve was achieved by perseverance, support and determination to succeed. I also congratulate teachers and executive for rapidly creating an effective learning platform given the very, very short timeframe. Our support staff also chimed in helping families through regular phone calls, ZOOM chats, Dojo and other means. A big well done to the Administration staff for their valuable contribution, their extra work to ensure new systems were supported and for their assistance liaising with families.

From everything bad, can come something good if we look hard enough. There was incredible growth in our teacher's use of technology to enhance learning. Thrown into remote learning saw teachers very quickly learn to develop and deliver online learning programs, and especially build highly professional community websites which we now use as part of our everyday activity as a school. Many parents have started to use the Parent Partnership website to learn how to help their child with learning, to understand how and why teachers teach the way they do and to keep better informed about all school matters. We have also developed a brand new Community Welfare website to help parents navigate family matters. If you haven't already begun using these I thoroughly recommend you have a look and see for yourself- refer to the school website.

The second half of 2020 saw us gradually move back towards school normality as Covid restrictions eased, however it was unfortunate not to be able to have parents at our usual events, including Presentation Day. Our bands and our drama and performing arts groups also were not able to continue which was most unfortunate. Let's all hope that the improvements in Coronavirus management nationally we have begun to experience lead to a far more normal 2021.

School vision

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 394 students has been stable for a number of years. The number of students with Aboriginal heritage has steadily increased from 23 in 2014 to 41 in 2019. The school boasts an enthusiastic and dedicated Aboriginal Education team strengthened by the appointment of a teacher with Aboriginal heritage since 2018 and the continuation of contribution from an SLSO with Aboriginal heritage. Together, along with a dedicated and enthusiastic Aboriginal Education Team has seen much success for indigenous students and their families in 2019. Aboriginal dancing was a feature at a number of whole school performances along with the Aboriginal choir teaching all Mount Brown students the National Anthem in local indigenous language at a school assembly.

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 in 2019 saw a highly satisfying improvement in Year 3 results when they have typically shown results well below State in Year 3. This has been a work in progress with much effort throughout the 2017-2019 School Plan aimed at strengthening K-2 academic performance. This was clearly demonstrated in our VALUE ADDED data for 2019 NAPLAN which you can see later in this Annual School report.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

At Mount Brown Primary School significant progress has been made working with the School Excellence Framework (SEF) following highly rewarding and successful External Evaluation in 2018. As we have completed two full SEF evaluations since the EV our emphasis from the results of the framework have shifted strongly towards the school striving to achieve EXCELLENCE in all domains.

As EXCELLING is the target those elements required to move to excelling have been noted in the determination of strategies required for the new 2021-2024 school plan. Those elements have been identified as follows:
- Curriculum
- Assessment
- Learning and Development

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.

Improvement Measures

All teachers use Formative Assessment and Visual Learning strategies.

All students reflect on their learning.

Overall summary of progress

All teachers' professional development plans focused upon providing innovative and evidence based teaching and learning. Supervisors supported teachers in determining clear direction in learning programs and checked in twice per term with data discussions and consistent judgement of student progress. Two groups of three teachers each participated in Quality Teaching Rounds where each teacher demonstrated their teaching for colleagues to observe formally and evaluate their effectiveness, providing feedback to strengthen further teaching delivery. A number of teachers also had their teaching related to formative assessment videoed and later delivered as professional learning at staff development meetings throughout the year.

Unfortunately due to the restrictions from the impact of Covid-19 parent workshops where they attended in person had to be cancelled. These were replaced through the inclusion of teacher-made videos placed on to the Parent Partnership website.

Progress towards achieving improvement measures

Process 1:   Embedding Formative Assessment and Visible Learning

Professional training in John Hattie's Visible Teaching and Learning and Dylan William's Embedding Formative Assessment focused on explicit quality criteria, effective feedback and self-regulation.

Evaluation	Funds Expended (Resources)
Embedding Formative Assessment strategies are reflected by changes to staff pedagogy through the use of Formative Assessment strategies. This is evidenced by teacher dialogue, assessment strategies and learning intentions/success criteria in lesson plans and on classroom walls. Two staff meetings per term dedicated to introducing new, discussing previous and evaluating effectiveness of formative assessment strategies. Teacher programs evidence formative assessment strategies. Teacher lesson preparation notes and teaching/learning programs include strategic use of learning intentions and learning intentions and success criteria evident on walls in classrooms.	Teachers present formative assessment strategies to colleagues for professional dialogue Teachers video themselves

Process 2:   Effective Class Practice

Develop effective Scope and Sequences for all KLAs targeting creative and critical thinking. Deepen understanding and pedagogy through targeted professional learning and the leadership of experts.

Evaluation	Funds Expended (Resources)
WRITING FOLDERS providing bi-annual work-samples for Grade and Stage meeting professional learning	Student writing folders/ progressions $927- PAT data- 2 teachers released

Progress towards achieving improvement measures

PAT bell-curve data wall created in Principal's Office. These Bell-Curve data sheets used by all grades to evaluate student progress- work in progress as PAT data builds over years.

NAPLAN analysis identifies student learning strengths and shortfalls - Identifies at MBPS there has been significant upward movement **within the middle bands for numeracy and reading.**

CHECKIN data reveals:

  a) READING
 1. Year 3 overall reading - 10% above Similar Schools Group (SSG) AND 5% higher than State with strengths in comprehending and needs in vocabulary
 2. Year 5 overall reading- 2.5% above SSG and 2.5% below State with strengths in comprehending and needs in vocabulary
 b) NUMERACY
 3. Year 3 overall numeracy 0.5% below SSG and 7% below State with needs in 'Number Sense' and 'Algebra' and significant needs in measurement & geometry
 4. Year 5 numeracy 1.5% below SSG and 12.5% below State with 'Number Sense' and 'Algebra' and significant needs in measurement & geometry
ATSI STUDENTS- Consistent data over ten years indicates MBPS Aboriginal and Torres Strait Islander students perform significantly above District, SSG and State   **Reading 10 year average** indicates MB students are at least 17% above SSG and an amazing 37% above State indigenous students
Numeracy 10 year average indicates MB students are at least 27% above SSG and an   even more amazing 58% above State indigenous students

for analysis and construction of bell curve data wall

$1350- NAPLAN data- 3 teachers released for analysis and construction of ANALYSIS REPORTS data wall/NAPLAN analysis data

Funding Sources:
 • Professional learning ($2277.00)

Process 3:   BIU

> Through the identification of 'Bump-it-up' students, develop deep teacher understanding, analysis, implementation and use of data from targeted Assessment programs to strengthen pedagogy in reading and numeracy.

Evaluation	Funds Expended (Resources)
Bump It Up students are identified through the analysis of data from Best Start / PAT/ NAPLAN and teacher observations. Teachers use collaborative planning days to develop teaching and learning programs targeting the needs of students. This is evidenced by student growth and teaching programs. School data analysis from NAPLAN, CHECKIN, PAT and BEST START provided teachers with the results necessary to identify students capable of 'bumping-up' their performance. In total 37 students were identified with 24 of the 37 indicating moderate improvement mostly from lower middle band to upper middle band. 7 further students displayed minor increases in achievement with two identified students demonstrating movement from mid to upper bands of achievement in both Reading and Numeracy. Part of the school's collaborative planning release for teachers was dedicated to data discussions where the 'Bump-it-up' identified students were discussed in some depth and strategies discussed to hone in on further improvement.	Collaborative Planning Days $35,000 annual release (7X 1/2 day release for each classroom teacher) **Funding Sources:** • Socio-economic background ($35000.00)

Next Steps

Formative assessment to continue to be a regular agenda item in grade and stage meetings in 2021

Teaching programs to be major focus in 2021 -2024 Strategic Improvement Plan

'Bump-it-up' strategy to transfer into 'Differentiated Learning Groups' for Numeracy in particular to address the school shortfall in numeracy performance

Teaching programs to be focused on in far greater depth in 2021 with school to ensure total compliance with NESA and DoE as a major priority

Teacher observations to focus on productive, timely feedback-

QTR to be broadened

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.

Improvement Measures

Student commitment to their learning and community participation within the school is increased as indicated by the Tell Them from Me survey.

Staff collaboration is increased as evidenced through shared programming and professional learning opportunities.

Community engagement is increased at school events as evidenced by attendance data.

Overall summary of progress

Significant upgrades of school resources were completed enhancing the warmth and feel of the school boosting inclusivity and engagement. Classrooms and the Library were upgraded with brand new furniture, creating vibrant, flexible learning spaces which improved teachers' ability to teach more dynamically. The new learning pods in the converted library were completed, furnished with student using all new pods. the final few classrooms received brand new state of the art Interactive Whiteboards and significant new technology was purchased. The school grounds were beautified with a new indigenous garden including plants, a Yarning Circle and sitting platforms. Significant new playground equipment was purchased and installed including:

- a giant slope-slide
- seven fitness stations
- a sensory maze with additional items purchased by P&C
- a new K-2 Challenger playground equipment set
- five new outdoor learning platforms
- five new outdoor seating sets (12-16 seater)

Progress towards achieving improvement measures

Process 1:   Staff Engagement

Develop an inviting and professional workspace for educators to collaborate.

Evaluation	Funds Expended (Resources)
New Staff professional planning space - the Centre for Collaboration (CfC)developed providing purpose-built space for collaborative planning	$1,700 Shelving removed and transferred to the learning hub
Learning Support Team using the CfC when not used for staff planning	**Funding Sources:** • English language proficiency ($1700.00)
Teacher survey indicates 100% teacher satisfaction with the CfC space	

Process 2:   Student Engagement

Create stimulating and engaging learning areas for students.

Evaluation	Funds Expended (Resources)
Survey indicated 100% teacher satisfaction with upgraded learning spaces	$164,000 All classrooms upgraded so that all now have new furniture,

Progress towards achieving improvement measures	
Feedback from all students indicate 100% satisfaction with grounds and classroom improvements SENTRAL records indicate fewer behavioural issues recorded Unfortunately parents could not attend school due to Covid-19 restrictions.	recently installed IWBs (Interactive White-Boards) **Funding Sources:** • Socio-economic background ($105000.00) • Accumulated reserve funds (general 6300) ($59000.00)

Process 3:   Community Engagement

Development of the outdoor environment to encourage school community engagement and connectedness.

Evaluation	Funds Expended (Resources)
Unfortunately due to Covid restrictions parents were unable to share the school playgrounds and classrooms in 2020 Attendance records continue to show improving school attendance with MBPS performing above Similar Schools and State attendance rates. Attendance rates for our indigenous students indicate that MBPS success is far and beyond SSG, District and State.	PLAYGROUND ADDITIONS: New Mud kitchen, CHALLENGER fixed play equipment set, Sensory Maze playground equipment, Additional sensory play items-P&C, Giant Slope Slide, 7 Fitness Stations, New Deck over Tiered Deck, Outdoor Learning Platforms, Outdoor Seating X5 **Funding Sources:** • Socio-economic background ($65000.00) • My Community Grant ($156000.00) • P&C ($6000.00)

Next Steps

K-2 COLA targeted in the next School Improvement Plan

Focus to shift from outdoor equipment and hardware to indoor teaching and learning resources in 2021-2024 SIP.

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.

Improvement Measures

100% of classes participate in weekly lessons in social-emotional learning and Positive Behaviour for Learning.

All staff engage in explicit wellbeing and team building professional development.

Increased community attendance at school functions, including parent workshops in curriculum support and performance events.

Overall summary of progress

BOUNCE BACK and Positive Behaviour for Learning both successfully implemented in all classrooms, with staff provided with PL at Staff Development Days and afternoon staff professional development meetings. Initial successes from our Bounce Back have identified the potential for assisting cope with student anxiety during Covid. All staff worked collaboratively supporting one another through the remote learning experience. Unfortunately parent attendance at school functions was completely curtailed due to Covid restrictions.

Progress towards achieving improvement measures

Process 1:   Student Social-Emotional Learning

Deliver whole school social-emotional learning processes that support all students so that they can connect, succeed and learn.

Evaluation	Funds Expended (Resources)
All classes engaging with Bounce Back with teachers indicating that further focus should transfer into the 2021-2024 School Improvement Plan Rock and Water groups indicate success in conflict resolution Teachers increase understanding of mental health of students, staff AND community Executive now use the BOUNCE BACK continuum of Mental Health for Child Protection purposes with data from this successfully used in accessing IFS funds	BOUNCE BACK online subscription and resources PBL program BE YOU PL for all staff- online modules completed Rock and water training- 3 SLSOs/ 2 teachers **Funding Sources:** • Socio-economic background ($8220.00)

Process 2:   Collegial Relationships

Further enhance collegial relationships that foster support, respect and collaboration to enhance staff wellbeing.

Evaluation	Funds Expended (Resources)
Staff morale raised through weekly reflection on staff wellbeing with 'Shout-Out-Wall' used each staff meeting	School Induction programs upgraded and updated Planning days- time set aside for 'are U OK' strategies

Progress towards achieving improvement measures

Process 3: **Learning Community Relationships**

Provide the learning community with authentic opportunities to build authentic relationships.

Evaluation	Funds Expended (Resources)
New school Parent Partnership website developed to compensate for the reduced focus on parent physical interaction at school meetings and events due to Covid. All items listed to be transferred to the 2021-2024 SIP	Parent Partnership website

Next Steps

BOUNCE BACK to gain higher profile in 2021-2024 SIP

MH to remain a strong focus in 2021 with reference to Be You Mental health continuum to continue

Parent Partnership website to maintain high focus in 2021 and beyond

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	*The school's own self-evaluation tool based upon:* *1. 10 point Action Plan to Achieve Sustainable Change Adapted from 'Achieving Extraordinary Success'* **2.***What Works Well- DoE* **3.** *6 Secrets of Change- Michael Fullan* **4.** *Reflect & Reset evaluation tool*	School Plan MILESTONES: *5 WEEKLY REVIEW MEETING* ***Annual Milestones evaluation*** **EVALUATIVE THINKING TO INFORM FORWARD PLANNING** **These questions are to have us reflect upon the overall picture: What have we been doing? How are we going? Has it really mattered? Do we need to change anything?** **KEY INITIATIVE- ABORIGINAL EDUCATION** **How have we demonstrated high expectations/explicit and structured teaching/data to inform teaching/ systematic use of data/ built an orderly learning environment** *Catered PLP afternoon held to gain important interaction and data from families. Authentic goals created and tracked for our indigenous children. Teachers have identified that there is greater need to provide resources to facilitate student achievement of the goals determined in PLPs. Data identified specific needs for individual indigenous students for which special resources (Pre-Lit) are required* **How have we utilised collaboration/developed a culture of shared responsibility/ developed and nurtured our colleagues/built capacity** *Teachers released to complete authentic PLPs. Improved family to school relationships for indigenous families. Teachers identified increased need to provide release time for teachers AND the Aboriginal Team members to discuss/plan the 'where to next' for PLPs.* **How have we developed strong leadership/provided effective feedback/planned for collegiality/ and demonstrated transparency?** *The PLP process has improved feedback from parents to school regarding their children's needs. Release time assists collegial interaction in PLP writing.* **How have we prioritised and focused on what matters most/ used initiatives strategically?** *Employed an indigenous SLSO to support Aboriginal and IFS students. Completed a new YARNING CIRCLE and indigenous garden. Provided strong support to our indigenous families during the Covid-19*

| Aboriginal background loading | The school's own self-evaluation tool based upon:

1. 10 point Action Plan to Achieve Sustainable Change Adapted from 'Achieving Extraordinary Success'   **2.**What Works Well- DoE   **3.** 6 Secrets of Change- Michael Fullan **4.** Reflect & Reset evaluation tool | closures- technology/ extensive access to indigenous SLSO/ increased phone contact. The PLP process has identified a need to gain better data on indigenous student needs

How have we helped build deep and lasting change that really matters and built pride in our school?

Built stronger connection to school by our indigenous parents through YARNING afternoon and increased access. Began holding cultural group sessions at lunchtimes to increase pride and self esteem. Completed a new YARNING CIRCLE and indigenous garden. Acknowledged indigenous perspectives- in-class SORRY DAY/ RECONCILIATION activities. Enrolled students in creative dance workshops prior to Covid-19. |
|---|---|---|
| Low level adjustment for disability | The school's own self-evaluation tool based upon:

1. 10 point Action Plan to Achieve Sustainable Change Adapted from 'Achieving Extraordinary Success'   **2.**What Works Well- DoE   **3.** 6 Secrets of Change- Michael Fullan **4.** Reflect & Reset evaluation tool | **KEY INITIATIVE- TARGETED FUNDING SUPPORT**

How have we demonstrated high expectations/explicit and structured teaching/data to inform teaching/ systematic use of data/ built an orderly learning environment

IFS students regularly linked up with SLSO/LAST during Covid-19 through telephone/ email/ MS TEAMS/ WUSHKA

How have we utilised collaboration/developed a culture of shared responsibility/ developed and nurtured our colleagues/built capacity

Students were identified by their teachers to receive extra support from the LAS teacher and/or SLSO

How have we developed strong leadership/provided effective feedback/planned for collegiality/ and demonstrated transparency?

How have we prioritised and focused on what matters most/ used initiatives strategically?

SLSOs & LASTs were allocated particular IFS students to ensure regular connections and support continue. All IFS students were closely monitored to ensure they received the necessary support to engage in remote learning- technology items and support provided. Where technology issues proved too great work-packs were used instead.

How have we helped build deep and lasting change that really matters and built pride in our school?

Built improved rapport with IFS families through regular school-home communication-telephone/ email/ MS TEAMS/ Dojo. The fact |

Low level adjustment for disability	The school's own self-evaluation tool based upon: **1.** 10 point Action Plan to Achieve Sustainable Change Adapted from 'Achieving Extraordinary Success' **2.**What Works Well- DoE **3.** 6 Secrets of Change- Michael Fullan **4.** Reflect & Reset evaluation tool	*that some families appeared to actively avoid contact/communication with school during Covid-19 remote learning identified the need for developing stronger school systems for engaging these families- this will feed into the next 4 year school plan.*
Socio-economic background	The school's own self-evaluation tool based upon: **1.** 10 point Action Plan to Achieve Sustainable Change Adapted from 'Achieving Extraordinary Success' **2.**What Works Well- DoE **3.** 6 Secrets of Change- Michael Fullan **4.** Reflect & Reset evaluation tool	**KEY INITIATIVE- LOW SOCIO-ECONOMIC** **How have we demonstrated high expectations/explicit and structured teaching/data to inform teaching/ systematic use of data/ built an orderly learning environment.** *LAS has improved school-home communication. SLSO log of activity used to strengthen school student data. Videos used to assist students and parents with children's learning. More regular parent contacts. The quality of log data kept by SLSOs & LASTs helped improve outcomes* *SLSOs are now more proficient in assisting students with online delivery of learning programmes which value adds to LAS in classrooms.* **Semester 1 with the pandemic has really shown how tight this school community is and how well we band together to create the best possible outcomes for our whole school community. With very short notice staff collated data around the availability of technology in our families homes, put in support mechanisms from device loans, to alternative work packs, to creating a website that explains how to access Dojo, Google Classrooms etc.** **How have we utilised collaboration/developed a culture of shared responsibility/ developed and nurtured our colleagues/built capacity** *SLSOs upskilled with online platforms-GOOGLE CLASSROOM/ GOOGLE SUITE/ STUDYLADDER/ SOUNDWAVES. Regular contact & support with CTs & LAST identified struggling students with extra support given. LAS staff completed PL online. More regular parent contacts. LAS staff (LASTs/SLSOs) strong collaboration through the use of regular meetings and use MS TEAMS effectively whenever required* **Teams met to rewrite and recreate our teaching programs to support the Learning from Home period as well as Online Learning. They then adjusted back to teaching at school with restrictions in place. Communications with parents were dramatically increased in this time as they were supported to support their child.**

Socio-economic background	The school's own self-evaluation tool based upon: **1.** 10 point Action Plan to Achieve Sustainable Change Adapted from 'Achieving Extraordinary Success' **2.**What Works Well- DoE **3.** 6 Secrets of Change- Michael Fullan **4.** Reflect & Reset evaluation tool	**How have we developed strong leadership/provided effective feedback/planned for collegiality/ and demonstrated transparency?** *Regular contact & support with CTs. Increased home-school contact/communication empowered parents and improved feedback about students. LAS coordinator structured strong team focus through the use of MS TEAMS when working remotely. SLSO logs clearly demonstrated the work being undertaken by them.* ***This semester leaders stepped up throughout the school, such as Brad & Jess with Technology, Tim & Jess leading Stage 1 in online learning, Emma in ES1, Lauren supporting St2 with technology and Google classrooms, Jackie mentoring beginning teachers.*** ***Using Microsoft Teams formally and informally to meet kept communication flowing and allowed for peer support/collegial development, and a social aspect during the pandemic.*** ***The impact of changes in costs/expenditure were discussed transparently by Steve with the whole staff, as imperatives changed.*** **How have we prioritised and focused on what matters most/ used initiatives strategically?** LAS moved online- (Covid-19) with SLSOs delegated students to follow up with. Reading support went online using MS TEAMS/ WUSHKA. LAS-regular meetings maintained through MS TEAMS. LAS SLSO-student contact logs identified previously unidentified students with needs. The data from reading assessment during Covid-19 identified student strengths & weaknesses for follow up upon return to school. LAS plans have been determined in following up since Covid-19. Remote learning clearly identified technology needs of students. **Wellbeing had to be a major focus this semester due to the pandemic affecting kids, parents, teachers (whole community). Learning from Home and Online Learning allowed us to 'get back to basics' in many ways.** **How have we helped build deep and lasting change that really matters and built pride in our school?** *Parents are clearly more engaged and empowered by online delivery of learning. Stronger and more positive relationships developed between parents & staff through regular online and telephone connections. SLSOs upskilled in technology and more confident supporting students in classrooms. Students not previously identified were now being identified*

Socio-economic background	*The school's own self-evaluation tool based upon:* *1. 10 point Action Plan to Achieve Sustainable Change Adapted from 'Achieving Extraordinary Success'* **2.***What Works Well- DoE* **3.** *6 Secrets of Change- Michael Fullan* **4.** *Reflect & Reset evaluation tool*	*due to the different format of delivery of teaching and learning. Identification of those families with difficulty with technology access from home.* *Our use of technology has improved significantly as a staff and is being embedded in our practices moving forward. Eg virtual family nights in Literacy, Maths and Science, Transition, Assemblies etc. The rapport built with our wider school community this semester has helped build pride in our school too.*
Support for beginning teachers	7 steps Writing PL course Focus on Reading PL (4X 750) Mentor support (6X$750) Behaviour Management course- Bill Rogers $770 Accreditation days (5X $750) Reporting Day (1X$750) Additional teaching/learning resources $400 **Funding Sources:** • Support for beginning teachers ($14 000.00)	Highly successful support was provided with early career teachers feeling well supported and comfortable with their progress for the year. Significant progress noted by Assistant Principal in summary for PDPs.

Student information

Student enrolment profile

	Enrolments			
Students	**2017**	**2018**	**2019**	**2020**
Boys	202	189	211	200
Girls	183	168	177	196

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.2	95.5	92.8	94
1	94.8	93.9	93.4	93
2	93.9	94.3	93.9	93.4
3	94.5	92	94.6	93.4
4	95.1	93.3	92.5	94.2
5	93.6	94.5	92.5	90.4
6	92.3	93.8	93.2	93
All Years	93.9	93.9	93.2	93
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Mount Brown Public School 4423 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.02
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	430,571
Revenue	3,725,917
Appropriation	3,641,038
Sale of Goods and Services	18,482
Grants and contributions	65,720
Investment income	677
Expenses	-3,912,258
Employee related	-3,286,514
Operating expenses	-625,744
Surplus / deficit for the year	-186,341
Closing Balance	244,230

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.

	2020 **Approved SBA** ($)
Targeted Total	108,758
Equity Total	417,393
Equity - Aboriginal	39,366
Equity - Socio-economic	230,379
Equity - Language	2,823
Equity - Disability	144,825
Base Total	2,799,784
Base - Per Capita	93,316
Base - Location	0
Base - Other	2,706,469
Other Total	201,344
Grand Total	3,527,280

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Due to the absence of NAPLAN 2020 Mount Brown participated in CHECKIN and PAT annual assessments.

SCHOOL OVERVIEW OF CHECKIN ASSESSMENTS 2020
Year 3 READING

Overall reading-10% higher than SSG and 5% higher than State with 'Strengths'   in COMPREHENSION and 'Needs' in VOCABULARY

YEAR 5 READING

Overall 2.5% higher than SSG and 2.5% below State 'Strengths' in COMPREHENSION and 'Needs' in VOCABULARY

Year 3 NUMERACY

Overall 0.5% below SSG and 7% below State Demonstartes 'Needs' in NUMBER SENSE and ALGEBRA and

Significant 'Needs' in MEASUREMENT & GEOMETRY

YEAR 5 NUMERACY

Overall 1.5% below SSG and 12.5% below State Demonstartes 'Needs' in NUMBER SENSE and ALGEBRA and

'Needs' in MEASUREMENT & GEOMETRY

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS' ACADEMIC PROGRESS

Reading - 10 year average

MBPS- 49.52SSG-   41.8   NSW-   37.398

          MBPS ATSI students are at least **17% ≥ SSG**AND at least **33% ≥ NSW**

Numeracy - 10 year average

MBPS- 45.04SSG-   35.48   NSW-   27.814

          MBPS ATSI students are at least 27% ≥ SSG AND   at least 58% ≥ NSW

MBPS ABORIGINAL STUDENTS ARE CONSISTENTLY PERFORMING WELL ABOVE BOTH SIMILAR SCHOOLS GROUP AND NSW STATE

Parent/caregiver, student, teacher satisfaction

Student and parent satisfaction forms a vital base for Mount Brown's ongoing success and improvement. The following information has been gleaned from the 2029 TELL THEM FROM ME SURVEYS:

1. Parents stated that they were aware that their children felt a greater sense of belonging to school however our TTFM data clearly shows we can improve more on this (2% greater than 2019 but still 7% lower than state)

2. It was good to see increasing numbers of positive relationships between school and students with 3% more parents stating their children felt they had a good relationship with teachers. The school's result was equal with state.

3. There was an improvement in parents AND students belief that most time spent in class was productive learning time with 86% believing this to be the case.

4. The fact parents and students stated that relevance of what they learned was at 78% sees this as an area to focus on in the 2021-2024 School Improvement Plan

5. There was a concerning increase of 5% in the number of parents reporting that their child had claimed to have been bullied at school in 2020, yet the figure for Mount Brown is still well below the State average (5%). Again, this is to be addressed in school's wellbeing focus in the 2021-2024 SIP where the concept of bullying will be explored and clarified.

6. The most pleasing results for 2020 were in the area of advocacy, school climate, expectations of success and again positive student to teacher relationships. In each of these areas there were not only significant gains on data for 2019 to 2020 but Mount Brown parents and students scored us significantly above state. We believe this to be a wonderful platform for 'spring-boarding' us into a highly successful new school improvement cycle as we build on student and parent confident, cooperation and trust.

What teachers believe is also a vital indicator for future success and improvement.

The teachers' Tell Them From Me surveys indicate:

Significant satisfaction for Mount Brown's school leadership at 13% above state (84%)   Significant satisfaction for Mount Brown's teacher collaboration at 13% above state (91%)   Significant satisfaction for Mount Brown's technology at 12% above state (79%)

Strong satisfaction for Mount Brown's Learning culture at 5% above state (85%)   Strong satisfaction for Mount Brown's Data-informed practice 5% above state (83%)   Strong satisfaction for Mount Brown's teaching practices at 6% above state (85%)   Strong satisfaction for Mount Brown's inclusive school at 4% above state (86%)   Strong satisfaction for Mount Brown's parent involvement at 6% above state (74%)

In the four dimensions of classroom and school practices again Mount Brown was well above state except for quality feedback which was equal to state. Quality Feedback will be pursued in the 2021-2024 School Improvement Plan as an area of focus for which the engagement of QUALITY TEACHING ROUNDS will be put to good use.

The annual PEOPLE MATTERS surveys also informs our strategic thought and planning :

1. **100% of our teachers** understand what is expected of them to do well in their role
2. **100% of our teachers** strive to achieve parent and student satisfaction
3. **100% of our teachers** believe their managers encourage staff to keep improving the work they do
4. **95% of our teachers** believe their manager encourages and values employee input
5. **95% of our teachers** people in my workgroup treat each other with respect

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.