

2021 Annual Report

Mount Brown Public School



4423

Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

Mount Brown is committed to nurturing independent, resilient problem-solvers who are creative life-long learners.

School context

Mount Brown Primary School is a medium-sized southern regional school located in a low socio-economic part of the Illawarra with this school's ICSEA steadily dropping over the last eight years. The school caters for students in Kindergarten to Year 6 with a steadily growing increase in the number of Indigenous students- predicted to be 50 in 2021. Mount Brown Primary School has 25 teaching staff with a student enrolment of 392. The school has strong relationships with a small but active P&C consisting of parents, caregivers and the wider community. Mount Brown Primary School has a proud sporting history, provides a multitude of opportunities in the performing arts and promotes student responsibility, respect, and safety.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around building greater student and family connectedness to school.

1. Student growth and attainment

When analysis was conducted against the student outcome measures, it was evident that we have steadily improving Value Added data between Kindergarten and Year 5 with growth from: K-3 achieving 'Sustaining and Growing'; Years 3-5 achieving 'Excelling'; with Years 5-7 'Working Towards Delivering'.

Recent years has seen relatively good growth in reading with numeracy an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: **Reading** - VOCABULARY and COMPREHENSION STRATEGIES, and **Numeracy** - NUMBER SENSE. Our whole school focus to improve student growth and achievement in Numeracy while maintaining student achievement in reading is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

2. Quality Teaching & Learning Cycle

Mount Brown Primary School will continue a strong focus upon Quality Teaching. School evaluations indicate great teacher satisfaction with the school efforts in building quality teaching through improved teacher observation and authentic feedback, teacher mentoring, team teaching, teacher collaboration in planning/ assessing and Consistent Teacher Judgement, the provision of leadership opportunities for teachers AND the inclusion of QTR (Quality Teaching Rounds).

3. Wellbeing

When conducting the analysis of the school wellbeing matrix - (TTFM), it was evident that great focus was placed upon this element in the current school plan. At Mount Brown Primary School this element is improving but 'Student Sense of Belonging' remains well below State norms. This is an area of ongoing focus. Similarly, interest and motivation are improving yet still well below State norms. Student perceptions for 'Bullying' and 'Sense of Belonging' are identified as areas necessary to focus upon in 2021-2024. Mount Brown students indicate clearly that they believe school and what they do here is important, they believe they do try hard and that their teachers teach them well-this does not correlate with their responses to 'Sense of Belonging' and 'Bullying'.

Additionally, the increased incidence of students and parents exhibiting problematic anxiety has been noted and in caring for our community, targeting anxiety support for students, families and our whole community is seen as a necessary function of our new school improvement plan. Continuing and building upon existing school wellbeing programs such as Bounce Back, Rock and Water and Be You will also be a focus of our plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their literacy and numeracy learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Expert practitioners lead, observe and provide feedback to colleagues
- Embedding data driven practices

Resources allocated to this strategic direction

Socio-economic background: \$141,077.00

Low level adjustment for disability: \$97,360.00

COVID ILSP: \$21,200.00

Beginning teacher support: \$14,845.00

Aboriginal background: \$25,000.00

QTSS release: \$72,600.00

Professional learning: \$7,034.00

English language proficiency: \$5,785.00

Integration funding support: \$151,321.00

Summary of progress

Our focus in 2021 was to improve students growth in literacy and numeracy through explicit, consistent and research-informed teaching. This is a two part initiative focusing on using a highly knowledgeable mathematics instructional leader to model effective teaching practices to improve teaching and learning and develop whole school effective practices embedding data to drive teaching and learning.

This involved extensive professional learning, a mathematic instructional leader in classrooms team teaching and modelling exemplary practices and collaboratively planning programs and lessons. To support improvement in literacy and numeracy extensive professional learning was provided to staff informing best practices embedding data driven practices to inform teaching. Valid teacher judgement was supported across Stages and the school through collaborative analysis of data and professional learning on PAT, Check-in and NAPLAN data. Teachers are using the data to identify target areas and identify students needs. Teachers work in collaborative teams supported by the instructional leader to plan and embed evidence informed teaching practices. Data has been used to identify high performing and learning support needs across 3-6 and are being used to effectively group students. Students in the high performing classes and Quicksmart program have been tracked in order to demonstrate student growth and attainment.

Professional development was delivered regularly to k-6 teachers targeting improvement pedagogy in Number Sense, Big Ideas, and mathematical reasoning. Teachers were provided resources such as explicit lesson plans, manipulatives and learning activities to ensure programs reflected the PL. Student knowledge and engagement were built using a variety of learning activities and explicit teaching of concepts. Resources were allocated to purchase DoE supported licences, concrete materials and evidence based texts to continue professional learning.

The instructional leader worked alongside staff in regular and consistent team teaching experiences to share knowledge, model explicit math lessons and effective use of resources. The modelled lessons improved teachers ability to develop programming of big idea concepts. This worked to demonstrate improvement in teaching and learning programs and enables teachers to reflect on students' development of mathematical reasoning.

Consistent and targeted development of professional learning in data analysis ensured growth in data literacy for all staff. Executive led small group professional learning centred on understanding effective use of PAT and NAPLAN to guide teaching and learning in literacy and numeracy and reflective practices ensuring where to next strategies. Teachers are effectively using DoE apps such as ALAN, SCOUT and PLAN2 to assess students and gather data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving NAPLAN top 2 bands in Numeracy to be at or above the lower bound system negotiated target of 28.10%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 27.06% and is progressing toward the lower-bound system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the lower bound system negotiated target 61.70%.	The percentage of students achieving expected growth in Numeracy decreased to 48.15% indicating progress yet to be seen toward the lower bound system negotiated target.
Students will achieve its system negotiated in the Top 2 Bands target of between the lower-bound target of 26% and the upper bound target of 30% in Reading.	The percentage of students achieving expected growth in Reading increased to 40% indicating progress toward the upper bound system negotiated target.
MBPS students will achieve Expected Growth of between the lower bound system negotiated target of 56% & the upper-bound target of 60% for Reading	The percentage of students achieving expected growth in Reading decreased to 42.86% indicating progress yet to be seen toward the lower bound system negotiated target.
MBPS Aboriginal students MAINTAIN at least 17% more students in the top three bands for Reading and Numeracy than the similar schools group.	20% of Aboriginal Year 5 students and 50% of Year 3 have achieved results in the top 3 NAPLAN bands in Numeracy indicating progress has been achieved.
At least 70% of students from Years 2 to 6 will demonstrate spelling growth as determined by school data.	Due to a change in Spelling Program for 2022 we do not have the baseline data to determine this. We have collected an analysis of Spelling Mastery for the 2022 progress measure.
PAT) At least 64% of students from Years 2 to 6 will demonstrate growth annually when comparing a year's scale score to the previous year in the Progressive Achievement Test (PAT) in Numeracy.	52.5% of students from Years 2 to 6 demonstrated growth in 2021 when comparing a year's scale score to the previous year in the Progressive Achievement Test (PAT) in Numeracy. We did not meet the target of 64% of students making growth.

Strategic Direction 2: Quality Teaching and Learning Cycle

Purpose

Our purpose is to empower teachers to enrich student learning through a shared vision of quality teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Curriculum Monitoring Processes
- Quality Teaching

Resources allocated to this strategic direction

Socio-economic background: \$108,000.00

Literacy and numeracy: \$10,700.00

Summary of progress

Our focus for 2021 was on the implementation of consistent and compliant curriculum & policy monitoring processes and high quality teaching. Significant professional development was undertaken by two Assistant Principals, completing six modules on curriculum and policy monitoring. Planning was completed with executive consultation to review and update policies and procedures and to deliver professional learning to staff through a series of sessions across the year. Surveys were regularly conducted and identified when there was a need to clarify or revisit information. Staff embraced this process and were making excellent progress in Semester 1. The process has been broader than originally anticipated however the learning has been deeper. The leading APs also presented for the Principals Network Meeting and the UoW STEP program. Progress in Semester 2 was delayed due to the extended lockdown when priority went to reconfiguring programs of learning to suit online & at school learning, with a wellbeing approach. The PcSaS trial provided us with regular opportunities to meet as an executive and analyse where we were at and our steps moving forward.

Research into best practice in teaching Literacy led us to purchase, complete professional learning in and implement the InitialLit program K-2. Staff were excited about the opportunity to embed this explicit teaching program into their everyday practice and these practices were targetted at student need. Student learning outcomes have been tracked through the collection and analysis of data and have shown improvement across K-2 with the data used to ensure differentiated support for all students.

Curriculum-based Play was embraced in K-2, setting systems in place to ensure students have ample opportunities to apply the skills they have learned across a range of learning opportunities and KLAs. Embedded into the CBP process, formative assessment is key to teachers knowing their students (what they know and where to next) and using these observations to inform future teaching. As a result of the success of the K-2 CBP model, 3-6 are being trained in the Walker method ready to implement Project-based Learning in 2022.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation and documentation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further enhanced teaching and learning practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
75% teachers engage in Quality Teaching Rounds	Delayed initiatives in Terms 2 and 3 have required this work to be postponed to 2022. To date 72% of staff have been able to participate in Quality Teaching Rounds.
70% teachers involved in coaching, mentoring relationships and leadership opportunities for high order collaborative practice	A minimum of 70% of teachers have engaged in mentoring/coaching/leadership opportunities ensuring collaborative practice, for example leadership mentoring with new AP and aspiring AP, mentoring in preparation for relieving principalship, beginning teacher mentoring with

70% teachers involved in coaching, mentoring relationships and leadership opportunities for high order collaborative practice	experienced staff, temporary teachers mock application and interviewing process, T4W lead teachers, Instructional Leader in maths.
All SEF evaluations and External Validation demonstrate growth in all SEF domains	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Student Performance Measures, Professional Standards and Assessment. In all remaining elements the school is currently performing at Excelling.
70% of teaching programs meet DoE and NESA standards	Document analysis of learning programs indicate at least 70% of learning programs include evidence of compliance in the areas of School Documents, most Class Documents, HSIE, PDHPE & Science.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to build a sense of belonging through connectedness, success and self-regulation to create a thriving, resilient school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building staff capability to authentically engage and motivate students
- Building School Connectedness

Resources allocated to this strategic direction

Low level adjustment for disability: \$49,000.00

Socio-economic background: \$1,410.00

School support allocation (principal support): \$22,200.00

Professional learning: \$14,600.00

Aboriginal background: \$26,000.00

Summary of progress

In the area of wellbeing, developing student resilience, social-emotional capability and connectedness has been a significant focus of Strategic Direction 3. Executive staff, the wellbeing team and the learning support team have led professional learning, programs and activities to meet this focus. A particular focus of 2021 has been the implementation of the Bounce Back program in all classrooms. All teachers were supported to implement this program after ongoing professional learning and the development of resources to support this. Linking this program with our curriculum monitoring focus increased the effectiveness of implementation and students have participated in weekly literature based lessons to develop their resilience and wellbeing. Students are now observed using the shared language from the program when discussing their wellbeing. This program has been further supported with the Wellbeing Officer and Learning Support Teacher's targeted programs (Worry Woos, Mighty Moe, Rock & Water). These programs are accessed & implemented with students who need further support in mental health & wellbeing. The effective implementation of all programs has led to a significant increase in students accessing high quality, evidence-based wellbeing programs. As a result of the success of these programs they will continue to be implemented in 2022, with the addition of the Berry Street Education Model. All staff will complete professional learning to "successfully improve students' self-regulation, relationships, wellbeing, growth and academic achievement."

Another significant area of focus through wellbeing has been authentically engaging and motivating students in the classroom. K-2 teaching staff all engaged in professional learning on implementing a play based learning approach and are effectively implementing "Curriculum Based Play" throughout the week. Students are observably engaged and excited during this time in their classrooms and it acts as a springboard into learning across curriculum areas throughout the remainder of the day. As a result of this effective pedagogy, all 3-6 staff will be trained in project based learning to extend this engagement into the Primary years & new K-2 teachers will have professional learning so that the success of the pedagogy can continue to grow.

The learning from home period during COVID lockdown saw the need for a significant focus on wellbeing for both students and staff. During this time the executive team organised wellbeing packs for students and staff, all teachers and SLSOs were engaging in regular wellbeing checks with students and stages implemented wellbeing days to continue to highlight the importance of mental health and wellbeing during this period. Survey results indicated that families were overwhelmingly satisfied with the communication levels from teachers and the school, and although they acknowledged the difficulty of the period they felt supported. As a result of the success of some programs and strategies from this period, we are looking at how they can be embedded & developed in our regular wellbeing practices in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Overall WELLBEING as measured by	Tell Them From Me data shows 84.51% of students identify as having

TTFM to be between at least 82.2% and 87.2.%	positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating a positive achievement.
Baseline data for Major behaviour referrals determined as a result of monitoring and reporting changes implemented.	Data indicates Major behaviour referrals entered on Sentral decreased from the previous year.
Establish baseline percentages for parent engagement as measured through the use of online platforms- DOJO/ School Facebook/ School Partnership website/ School Counsellor's Parent website and workshops by at least 2% by 2021	Baseline percentages for parent engagement as measured through the use of online platforms- DOJO/ School Facebook/ School Partnership website/ School Counsellor's Parent website and workshops increased, although this was slightly impacted by COVID restrictions.
80-85%% teachers embed a wide range of BOUNCE BACK strategies in teaching and learning programs and in daily interactions with students	100% of classroom teachers have implemented regular Bounce Back lessons and 80% of teachers embed a wide range of Bounce Back strategies.
Increase the number of students participating in school wellbeing programs	100% of students participate in Bounce Back and 12% of students engaged in additional wellbeing support programs.
Increase the percentage of students attending school 90% or more of the time to be at or above the system-negotiated baseline target of 76.72%.	The number of students attending greater than 90% or more of the time is 71.76% indicating progress yet to be seen toward the system negotiated baseline target.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$250,487.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Brown Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expert practitioners lead, observe and provide feedback to colleagues • Embedding data driven practices • Building School Connectedness • Curriculum Monitoring Processes • Building staff capability to authentically engage and motivate students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff to support student literacy and numeracy learning <p>The allocation of this funding has resulted in: student improvement in literacy and numeracy as evidenced by internal and external data sources.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage literacy and numeracy mentors to support our trajectory towards achieving targets. Individualised learning and support will be strengthened through the provision of targeted and differentiated teaching and learning.</p>
<p>Aboriginal background</p> <p>\$58,528.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Brown Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expert practitioners lead, observe and provide feedback to colleagues • Building School Connectedness • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: students scoring above state schools for NAPLAN in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ an Aboriginal SLSO to support students during small group tuition and to obtain PLP goals. We will continue to strengthen</p>

<p>Aboriginal background</p> <p>\$58,528.04</p>	<p>community connections by participating in yarns with families, attending AECG and consulting with Indigenous staff members.</p>
<p>English language proficiency</p> <p>\$5,785.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Brown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expert practitioners lead, observe and provide feedback to colleagues <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: students achieving at grade level in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ an SLSO to support students in the classroom. We will also continue high level differentiation to support students' learning.</p>
<p>Low level adjustment for disability</p> <p>\$146,360.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Brown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding data driven practices • Expert practitioners lead, observe and provide feedback to colleagues • Building staff capability to authentically engage and motivate students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based intervention programs to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an inclusive environment where all students are working towards achieving their IEP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ SLSOs to support student learning and social-emotional development. The next step is to work with a range of support staff from the DoE to further develop teacher knowledge to develop strategies that promote effective inclusion practices in the mainstream environment.</p>
<p>Literacy and numeracy</p> <p>\$10,700.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Brown Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$10,700.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in Quality Teaching Rounds <p>The allocation of this funding has resulted in: the provision of high quality literacy and numeracy resources which drive academic growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue with Quality Teaching Rounds, focused on literacy and numeracy, so teaching practice continues to improve resulting in student growth. We will also continue acquiring high quality resources and subscriptions so teachers are using evidence-based resources in the classroom.</p>
<p>QTSS release</p> <p>\$72,600.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Brown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expert practitioners lead, observe and provide feedback to colleagues <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: executive release one day a week to focus on building quality teachers and to ensure effective teaching and learning programs are embedded in all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with providing executives with release time to lead, observe and provide feedback to drive quality teaching initiatives. Expert practitioners will also continue to model effective teaching practices for staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$71,914.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mount Brown Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Literacy and numeracy intervention</p> <p>\$71,914.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: the hiring of additional staff for small group tuition and the purchase of InitialLit to support and extend the use of Multi-Lit intervention programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue implementing Multi-Lit programs across K-2 to ensure evidence-based literacy practice is embedded. Additional staff and SLSOs will be employed to target students' literacy and numeracy needs in the classroom.</p>
<p>COVID ILSP</p> <p>\$200,588.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expert practitioners lead, observe and provide feedback to colleagues • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: the employment of three staff members to provide small group tuition to students impacted by COVID.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ staff members to provide small group tuition and participate in professional learning. We will analyse data for all students to ensure individualised learning continues.</p>
<p>Integration funding support</p> <p>\$151,321.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Brown Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding data driven practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised</p>

<p>Integration funding support</p> <p>\$151,321.00</p>	<p>learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to employ additional SLSOs so each year group has additional staff to support moderate to high levels of adjustments. As teachers continue working collaboratively with learning support and families, students will continue to develop a sense of belonging as well as achieving their academic, social and emotional goals.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	189	211	200	198
Girls	168	177	196	194

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.5	92.8	94	92.3
1	93.9	93.4	93	93.2
2	94.3	93.9	93.4	91.8
3	92	94.6	93.4	94.3
4	93.3	92.5	94.2	91.4
5	94.5	92.5	90.4	91.8
6	93.8	93.2	93	92.9
All Years	93.9	93.2	93	92.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	244,230
Revenue	4,042,654
Appropriation	3,947,973
Sale of Goods and Services	16,079
Grants and contributions	78,465
Investment income	138
Expenses	-4,048,855
Employee related	-3,517,103
Operating expenses	-531,752
Surplus / deficit for the year	-6,201
Closing Balance	238,029

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.

	2021 SBAR Adjustments (\$)
Targeted Total	151,321
Equity Total	444,350
Equity - Aboriginal	51,567
Equity - Socio-economic	239,711
Equity - Language	5,785
Equity - Disability	147,286
Base Total	2,849,581
Base - Per Capita	97,621
Base - Location	0
Base - Other	2,751,961
Other Total	227,396
Grand Total	3,672,648

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.

Parent/caregiver, student, teacher satisfaction

In 2021 Mount Brown Public School gathered feedback from parents/carers, staff and students on school culture, wellbeing and learning from home. Although gaining feedback was difficult at times due to interruptions from COVID-19, the school used Tell Them From Me surveys, phone calls to students and parents/carers and digital surveys created on Google Forms to gain feedback to drive change at Mount Brown.

Parents and Caregiver satisfaction:

At Mount Brown Public School we value parent/carer input and seek to continuously improve community relations. Our most impressive aspect of parents'/carers' perception of Mount Brown is that parents/carers feel welcome and a part of the school community. This is with the restrictions of Covid-Smart Measures put in place by the Department of Education. Parents also felt support during the learning from home period and felt the school supported their children's learning.

Positive Parent Responses:

- Written information from the school is in clear, plain language.
- 76% of parents/carers responding are involved in the school community through school committees, volunteering, P&C
- Praise students for doing well at school
- Home learning tasks are in the middle of the range for parents'/carers' expectations for the amount of time students spend on homework or home projects.
- My child is encouraged to do his/her best work.
- My child is clear about the expectations for behaviour and teachers expect my child to pay attention in class so he/she is learning.
- My child feels safe at school.
- 49% of parents/carers feel that the school provides enough resources to help students with disability or special needs. (38% neither agree or disagree)
- 60% of parents/carers felt that the school helps students with disability or special needs feel welcome. (33% neither agree or disagree. 7% disagree)

Areas for improvement:

- Parents/carers would like to know more about their children's social and emotional development.
- Feedback directly to the parent/carer during learning from home

A sample of parent and carer's responses:

- Communication during learning from home has been fantastic!
- Communication is informative but not overwhelming while home schooling.
- Feedback on my child's assignments has been great, especially the voice recorded feedback.
- My kids' teachers have been a good support.
- Online meetings kept my child more interacted with school.
- The front office staff are very friendly and helpful.

Student satisfaction:

In 2021 student satisfaction was gathered through surveys and Champion Life wellbeing check-ins. Champion Life has guided physical activity, social & emotional learning and wellbeing monitoring that provides teachers with real-time data. Students were affected socially, emotionally and academically due to interruptions in learning and extracurricular activities. The creation of well-being bags and well-being days helped students and parents decrease stress and recharge so they are mentally ready to learn. Students enjoyed receiving outdoor chalk, bubbles, handballs and cards to help break the monotonous cycle of lockdown.

Positive Student Responses:

- 89% of students believe that students have positive behaviour at school.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- Aboriginal students feel that their teachers have a good understanding of their culture.
- 81% of students feel proud of their school.

Areas for improvement:

- Student sense of belonging
- 32% of students feel they have been physically, socially, verbally or cyber bullied.
- Varied extracurricular activities

A sample of student responses:

- I need help please. Can we have a teams meeting? (Learning from home)
- May I please do this task today as I am busy tomorrow? (Learning from home)

Staff satisfaction

2021 was a year of change. Two new assistant principals were appointed to Mount Brown, the Covid Intensive Learning Program began and again, there was disruption to learning due to Covid. It is important for all staff to be healthy physically and emotionally. Staff well being was a top priority as many staff had Covid or cared for family members with Covid and spent weeks in lockdown. Well-being days, online social time and encouragement gifts helped lift staff spirits. All meetings and professional learning were online so all staff could participate and have a voice which is vital to ensure everyone has a shared vision for the future directions of Mount Brown Public School.

Positive Staff Responses:

- School leaders support me during stressful times.
- School leaders have helped me improve my teaching.
- I work with other teachers in developing cross-curricular and common learning opportunities.
- I monitor the progress of individual students.
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations, I give them an opportunity to improve.
- I make an effort to include students with special learning needs in class activities.
- School leaders have provided guidance for monitoring student progress.
- I work with school leaders to create a safe learning environment.
- 95% of staff feel that school leaders at Mount Brown are leading improvement and change.
- 90% of staff feel that Mount Brown school leaders clearly communicate their strategic vision and values for the school.
- 93% of staff feel motivated to contribute more than what is normally required at work.
- 100% of staff feel that the school leaders encourage and value their input.

Areas for improvement:

- Teachers provide students with feedback on their work.
- Teachers provide examples of Work that would receive an "A", "B" or "C".
- Staff do not feel they have time to do their job well.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.