2022 Annual Report

Mount Brown Public School

4423

Introduction

The Annual Report for 2022 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 Public School is a medium-sized southern regional school located in a low socio-economic part of the Illawarra. The school caters for students in Kindergarten to Year 6. Mount Brown Public School has 25 teaching staff with a student enrolment of 390, 12% Aboriginal students. The school has strong relationships with the P&C consisting of parents, caregivers and the wider community. Mount Brown Public School provides a multitude of opportunities in the performing arts, sports, promotes student responsibility, respect and safety and has a strong focus on authentic Aboriginal Education for all students.

The school completed a situational analysis that 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 Public 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Excelling
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

Professional learning: $3,200.00
QTSS release: $25,000.00
Low level adjustment for disability: $128,428.00
Integration funding support: $137,303.00
AP Curriculum & Instruction: $150,571.00
Socio-economic background: $201,434.00
English language proficiency: $2,433.00

Summary of progress

Our focus in 2022 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 highly knowledgeable mathematics teachers to model effective teaching practices and whole school participation in quality, research-based mathematics professional learning to improve teaching and learning and develop whole school effective practices embedding data to drive teaching and learning.

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 student 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 in pedagogy in Number Sense, Big Ideas, and mathematical reasoning and the new syllabi. K-2 engaged, as a self selector school, in the new K-2 Curriculum. Teachers were provided resources such as explicit lesson plans and manipulatives. Student knowledge and engagement was built using a range of learning activities and explicit teaching of concepts.

Leaders provided professional learning centered on understanding effective use of PAT and NAPLAN data 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.

Moving forward K-2 will fully implement new K-2 syllabus, 3-6 will explore the new English and maths syllabi in preparation for full implementation in 2024. This will be supported through the additional curriculum release and collaborative planning days.

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

Improvement in the percentage of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 28.1%.	2022 NAPLAN data indicates 15.04% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the implementation of Big Ideas professional learning to support the explicit teaching of number concepts.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the lower bound system negotiated target of 61.7%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
READING: (Top 2 bands) Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 39.1%.	2022 NAPLAN data indicates 35.04% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in teachers building background knowledge in vocabulary to support the teaching of new units of work.
Increase the proportion of students achieving expected growth in NAPLAN Reading to the lower bound system negotiated target of 68.3%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
MBPS Aboriginal students MAINTAIN at least 17% more students in the top three bands for Reading and Numeracy than the similar schools group.	2022 Year 5 NAPLAN data indicates Mount Brown Aboriginal students have maintained at least 17% more students in the top 3 bands for Reading & Numeracy than the similar schools group.
An increased number of students from Years 2 to 6 will demonstrate spelling growth as determined by school data.	The end of year 2022 Spelling Mastery assessment indicates that there is an increase in students working at grade level spelling for 2023. Students' data is collated in a Google form each year to track data.
(PAT) An increased number 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.	2022 PAT data indicates demonstrated growth for students in Years 2-6 for PAT data in reading and mathematics. Mathematics Year 2 - 84% growth, Year 3 - 85%, Year 4 - 85.5%, Year 5 - 68%, Year 6 - 83% Reading Year 2 - 93% growth, Year 3 - 79.3%, Year 4 - 89%, Year 5 - 67.7%, Year 6 - 85.3%

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

Per capita: $84,050.00
QTSS release: $50,273.00
Beginning teacher support: $500.00
Professional learning: $21,000.00

Summary of progress

Our 2022 focus was compliant curriculum and policy monitoring processes and high quality teaching. Our school has made excellent progress across the year, refining the use of digital storage for programs and evidence. The leading Assistant Principals presented for the University of Wollongong Education 4th year students and have shared curriculum monitoring processes and resources through the APC&I network. Staff are keen to move toward digital programs in 2023.

Research into best practice in teaching spelling led the school to purchase, complete professional learning in and implement the Spelling Mastery program 3-6. Student learning outcomes have been tracked through the collection and analysis of data and has been used to ensure differentiated support for all students. InitiaLit has continued K-2 with data analysis used to ensure individual student needs are met in the classroom and identify those in need of further intervention.

Curriculum-based play (CBP) and Project Based Learning (PBL) were embraced in K-6, 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 with formative assessment used to inform future teaching. High student engagement has been evident throughout the school and 3-6 have held expos to share their learning and end products with the wider school community.

All classroom teachers participated in Quality Teaching Rounds across the year. Written feedback from staff indicated this professional development is highly valued by staff and subsequent observations confirmed an ongoing impact on teaching and learning programs. The school has determined a model that works best for 2023, which will include the APCI in all rounds to ensure the integrity of the program is maintained. Key APs completed professional development in QT Assessment and Programming. This will become part of the schools 2023 QTR journey.

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
An increase in teachers engaging in Quality Teaching Rounds	All classroom teachers and the librarian have now engaged in Quality Teaching Rounds. The first round in 2023 will include new staff to the school.
An increase in teachers involved in coaching, mentoring relationships and leadership opportunities for high order collaborative practice	All teachers have engaged in mentoring/coaching/leadership opportunities ensuring collaborative practice, for example leadership mentoring with new AP, beginning teacher mentoring with experienced staff, temporary teachers mock application and interviewing process, interview preparation for non permanent staff, and an accreditation support group.

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. In all remaining elements the school is currently performing at Excelling.
Teaching programs increasingly meet all DoE and NESA standards	Document analysis of learning programs indicate a high level of compliance. Digital storage of evidence of teaching/learning is improving.

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

Aboriginal background: $51,514.00
Integration funding support: $61,000.00
Per capita: $15,000.00
Professional learning: $1,959.00
Low level adjustment for disability: $20,342.00
Socio-economic background: $40,000.00

Summary of progress

In the area of wellbeing, developing student resilience, social-emotional capability and connectedness has continued to be a significant focus of Strategic Direction 3. In 2022 all staff participated in Berry Street trauma informed professional learning & began implementation in their classrooms. The Bounce Back program, Worry Woos, Mighty Moe, Rock & Water have all continued to be used alongside Berry Street to provide extensive opportunities for students to engage in high quality wellbeing programs.

All K-2 classrooms continued to implement Curriculum Based Play (CBP) and all 3-6 classes begun implementing Project based Learning (PBL) after teachers completed professional learning. Students continued to be observably engaged and excited during this time in their classrooms, with a number of students reporting PBL as their favourite thing about school in the Year 3-6 Wellbeing survey.

Extra-curricular programs all resumed after being paused during 2020/2021. Involvement in these programs was high with student excitement surrounding the programs being evident.

Staff feedback has indicated ongoing improvement in the implmentation of all wellbeing focuses and all the information gained is being used to make decisions surrounding wellbeing direction and decisions. In 2023 staff will finalise their Berry Street professional learning & the wellbeing team will lead & support the implementation of this through a whole school teaching and learning sequence. Extra-curricular programs will continue & there will be a focus on implementing focus students through CBP & PBL.

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 proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school.	TTFM data shows 79.47% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging).
SENTRAL behaviour referrals for 'Majors' decrease from the baseline data provided in 2021.	Data indicates Major behaviour referrals entered on Sentral increased from the previous year, however, it is noted that students were on site learning all 4 Terms in 2022 versus only 2.5 full terms in 2021.
Increase in parent engagement as measured through the use of online	Online platforms (Dojo/ School Facebook/ School Partnership website/ School Counsellor's Parent website) indicate a decrease in parent

platforms- DOJO/ School Facebook/ School Partnership website/ School Counsellor's Parent website and workshops by 2022	engagement, however, platforms were used significantly more during the 2021 learning from home period and use has decreased due to return to on-site learning.
Increase in teachers embedding 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 also now implement Berry Street strategies.
Increase the number of students participating in school wellbeing programs	100% of students participate in Bounce Back & Berry Street wellbeing programs and 15% participated in additional wellbeing programs.
Increase the percentage of students attending school 90% or more of the time.	The number of students attending greater than 90% or more of the time is 27.32% indicating progress yet to be seen toward the lower bound target.

Funding sources	Impact achieved this year
Socio-economic background $241,434.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building staff capability to authentically engage and motivate students • Embedding data driven practices **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff in areas of focus, including Berry Street and Autism programs to support student learning • employment of additional staff to support Collaborative Planning implementation. **The allocation of this funding has resulted in the following impact:** Enhancing data driven practices Building staff capability to authentically engage and motivate students. **After evaluation, the next steps to support our students will be:** Further work with staff on embedding data driven practices. Building capacity in new staff members in programs and initiatives such as curriculum based play and the Berry Street model.
Aboriginal background $51,514.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building staff capability to authentically engage and motivate students **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. Tell Them From Me data indicated 74% of Aboriginal students feel good about their culture at school. **After evaluation, the next steps to support our students will be:** Increasing Aboriginal SLSO position to deepen community connections and work more regularly with students to effectively engage and motivate Aboriginal students.
English language proficiency $2,433.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Brown Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding data driven practices

English language proficiency $2,433.00	**Overview of activities partially or fully funded with this equity loading include:** • Oral language groups with LST. • employment of additional bilingual staff to support communication • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers used data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples to select students from Stage 1 to participate in small group English language lessons. **After evaluation, the next steps to support our students will be:** Continue employing a teacher to support EAL/D students and develop practices in alignment with the Learning Support Team.
Low level adjustment for disability $148,770.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Expert practitioners lead, observe and provide feedback to colleagues • Building staff capability to authentically engage and motivate students • Embedding data driven practices **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists **The allocation of this funding has resulted in the following impact:** An increase in students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.
Professional learning $26,159.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mount Brown Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Expert practitioners lead, observe and provide feedback to colleagues • Quality Teaching • Building staff capability to authentically engage and motivate students **Overview of activities partially or fully funded with this initiative funding include:** • Expert practitioners lead, observe and provide feedback to colleagues. • Trial/Implementation new K-2 syllabus

Professional learning $26,159.00	• Quality Teaching Rounds • Math & Berry Street professional learning. **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed effective practices in the explicit teaching of the new K-2 syllabus and mathematics, resulting in improved internal student results. Increased teacher knowledge in trauma-informed practice, resulting in deescalation of students. **After evaluation, the next steps to support our students will be:** Continued Quality Teaching Rounds and Berry Street professional learning. Refine current evidence-based Mathematics programs. All K-2 classes implementing new syllabus documents.
QTSS release $75,273.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Brown Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Expert practitioners lead, observe and provide feedback to colleagues • Curriculum Monitoring Processes • Quality Teaching **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices **The allocation of this funding has resulted in the following impact:** Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** To release assistant principals to continue to support whole school initiatives.
COVID ILSP $231,978.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • releasing staff to participate in professional learning **The allocation of this funding has resulted in the following impact:** The majority of the students in the program achieving significant progress towards their personal learning goals. Small group tuition was provided to 49 students in numeracy and 39 students in literacy, with 75.5% of students showing improvement on PAT numeracy assessments and 77% of students showing improvement on PAT literacy assessments. This funding provided intensive small group tuition for students with a high level of need that would not have been possible without

COVID ILSP $231,978.00	funding. Learning was differentiated more effectively school wide with students showing more engagement and confidence as learners. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
AP Curriculum & Instruction $150,571.00	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding data driven practices **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Facilitating ongoing teacher professional learning and development. Providing instructional support based on identified needs and school, stage and personal PDP goals. Engaging teachers in ongoing disciplined dialogue, accountability and evidence-based planning with knowledge of the Professional Standards for Teachers. Increasing staff capacity in the analysis of data and enhancing current data sources to ensure triangulation of data. Sharing best practice models in programming, assessment and quality teaching classroom practices through planned collaboration days. **The allocation of this funding has resulted in the following impact:** APCI is confident in the K-2 teams' ability to implement the new syllabus utilising the Year B mathematics units, provided by the DoE, in 2023. Funds have been spent on supplementing mathematics resources and providing adequate storage to ensure each class has the resources needed to implement during the same timeframe.. **After evaluation, the next steps to support our students will be:** For the APCI to focus on how the English syllabus and resources may enhance InitiaLit delivery in K-2. In Term 4 2023 the APCI will switch focus to Years 3-6 to support them with their new syllabi, ready for 2024 implementation. QTR will include the APCI in all rounds and executive will work with teams to include QT pedagogy in their planning and assessment. We will move from 0 staff accredited at HA/LT to 4 in the next few years. This has also encouraged other staff to consider the process.
Integration funding support $198,303.00	Integration funding support (IFS) allocations support eligible students at Mount Brown Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Expert practitioners lead, observe and provide feedback to colleagues • Building staff capability to authentically engage and motivate students • Embedding data driven practices **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Understanding Autism and trauma informed practice (Berry Street Model) • employment of staff to provide additional support for students who have

Integration funding support $198,303.00	high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs - Bond Blocks, IntialLit, PreLit • intensive learning and behaviour support for funded students - Rock and Water • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** All eligible students demonstrating progress towards their personalised 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. **After evaluation, the next steps to support our students will be:** Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	211	200	198	186
Girls	177	196	194	196

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	92.8	94.0	92.3	85.5
1	93.4	93.0	93.2	84.4
2	93.9	93.4	91.8	84.6
3	94.6	93.4	94.3	83.0
4	92.5	94.2	91.4	85.0
5	92.5	90.4	91.8	83.3
6	93.2	93.0	92.9	84.9
All Years	93.2	93.0	92.5	84.4
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 (2022)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.03
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	231,574
Revenue	4,311,957
Appropriation	4,199,769
Sale of Goods and Services	18,737
Grants and contributions	91,763
Investment income	1,688
Expenses	-4,232,507
Employee related	-3,910,458
Operating expenses	-322,049
Surplus / deficit for the year	79,451
Closing Balance	311,025

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	198,303
Equity Total	444,152
Equity - Aboriginal	51,514
Equity - Socio-economic	241,434
Equity - Language	2,433
Equity - Disability	148,771
Base Total	2,902,161
Base - Per Capita	99,050
Base - Location	0
Base - Other	2,803,110
Other Total	360,605
Grand Total	3,905,221

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

Students

In 2022 all students participated in a wellbeing survey with a dedicated K-2 & 3-6 survey. Student data indicated:

- 70% of students always feel safe and happy at school.
- 97% of students generally like coming to school.
- 97% of students feel their teacher likes them.
- 73% of students do their best at school.
- 92% of students feel their teacher expects everyone to do their best.
- 92% of students feel proud of their school.

Teachers

The Tell Them from Me teacher survey used a 10 point rating scale for different elements within 12 broad categories.

- School leaders have supported me during stressful times 9.2
- School leaders have helped me improve my teaching 8.6.
- I talk with other teachers about strategies that increase student engagement. 9.3
- I work with other teachers in developing cross-curricular or common learning opportunities. 8.9
- Students become fully engaged in class activities. 8.0
- Students are very clear about what they are expected to learn 8.5
- I establish clear expectations for classroom behaviour. 9.4

Parents & Carers

The Tell Them from Me parent survey used a 10 point rating scale for different elements within 7 broad categories.

- I feel welcome when I visit the school. 8.2
- Written information from the school is in clear, plain language. 7.8
- Two way communication with the school had an overall rating of 6.7
- A family member talks about how important schoolwork is. 5.5
- Encourage your child to do well at school. 7.6
- Teachers have high expectations for my child to succeed. 6.3
- My child is encouraged by teachers to do his or her best work. 7.6
- My child is clear about the rules for school behaviour. 8.7

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.