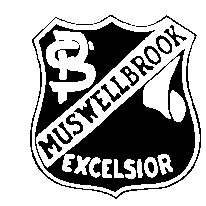
Muswellbrook Public School

Annual Report



2688

2015



Introduction



The Annual Report for 2015 is provided to the community of Muswellbrook Public School as an account of the school’s operations and achievements throughout the year.

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

John Fibbins

Principal

School contact details:

Muswellbrook Public School

3-9 Roger Street

Muswellbrook NSW 2333

Muswellbro-p.school.nsw.edu.au

[Muswellbro-p.schools@det.nsw.edu.au](mailto:Muswellbro-p.schools@det.nsw.edu.au)

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**Message from the Principal**

The school community has contributed greatly to the results in this annual report. This year has realised the formation of our school’s Parent Planning Committee who, together with the principal share the responsibility of managing and leading the school into the future. This group meets every Wednesday in weeks 2 and 8 of each term.

I certify that the information provided in this report is the result of rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school’s achievements and areas for development.

John Fibbins

Principal

**School background** (mandatory)

| School vision statement |
| --- |
| Our purpose at Muswellbrook Public School is to provide the best education possible through programs designed to educate every student, catering for and meeting their needs in a humane and caring manner, regardless of their background or learning. It is also our purpose to grow professionally as teachers, ensuring quality education is provided that is designed to maximise student learning.  We believe that everyone deserves quality education delivered through a holistic approach that provides equal opportunities for all students. Students are treated fairly and respectfully in a learning environment that is safe, caring and supportive. Values that include trust, honesty and loyalty underpin many of the teaching programs and these values are reflected in our school motto of “Humanity and Excellence”.  Our ethos is to provide excellent education within an inclusive environment so that students reach their full potential and become confident, creative individuals who are prepared to embrace 21st century changes, building our community for today and tomorrow. |
| **School context** |
| Muswellbrook Public School has an enrolment of 604 students, served by approximately 49 teaching, administration and support staff. It is a well-respected school within the local community. There is some student mobility; however, this is limited to less than 10% of our student population. There is a mixture of experienced and developing teachers working within the school. The school is served by a non-teaching Principal and Deputy Principal as well as four teaching Assistant Principals.    It is the belief of parents and staff that our greatest strengths lie in having high expectations for our students. These expectations are supported by quality teaching and learning programs that are designed to maximise student learning. Programs are differentiated so that all students achieve their greatest potential within our classrooms.  Due to significant programs being introduced our aim is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students in the 2015-2017 plan. |

Self-assessment and school achievements (mandatory)

Our school has worked very hard this year as an effective team. We have fully assessed our outcomes using the following School Excellence Overview.

Alongside the learning achievements of our students, we have had great success in a variety of areas. In the Sporting arena, one of our students achieved two gold medals and one silver medal at Nationals for Athletics while others represented at State level. Many more students continue to gain representation across a wide variety of individual and team sports at Regional level.

A Grade 5 student received a gold medal from the University of New South Wales for getting 100% in the International Competitions and Assessments for Schools (ICAS) exam in technology as well as being placed in the top six candidates who undertook these assessment tasks.

Many of our students compete in Horse Sports and have received a myriad of medals in these competitions. Our creative arts programs have been a success with our school dance groups winning accolades for outstanding work; while our school choir and band have performed extensively, representing our school.

Our school was also involved in the local Eisteddfod with many students and classes being awarded prizes for excellence while our art program which has been ongoing throughout the year continues to gain in popularity and interest.

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Time has been allocated from training and development sessions each alternate fortnight on a Wednesday as well as time spent during Term 4 staff development days. Staff reflected on the progress being made across the school based on expectations within the Framework.

In the domain of Learning, our efforts have primarily focused on learning culture, curriculum and learning as well as Assessment and Reporting. Programs are being designed address the needs of identified student groups with effective plans in place identifying what students are expected to know, understand and do. The curriculum is differentiated to meet the needs of individual students which is also supported by effective systematic processes to meet individual student need. Analysis of student assessment data has refined learning opportunities to meet student needs. All students in grades 1 to 4 have been placed on a writing continuum reflecting current levels of performance and target future learning directions.

Our major focus in the domain of Teaching has targeted the provision of quality teaching through effective classroom practice, the use of data to direct teaching and collaborative teaching practice. Teachers routinely review previous content and preview the learning planned for the classroom. The school’s leadership team is promoting quality teaching practice through modelling and the use of effective evidence based practice. Teachers regularly meet and collaborate within stages ensuring consistency of curriculum delivery, differentiation and teacher judgement.

In the domain of Leading, priorities have centred toward the development of leadership, the implementation of school planning and reporting as well as the improving the provision of school resources. A Parent Evaluation Committee has been established with its focus being measuring and setting the school directions into the future. Meeting regularly (weeks 2and 8 each term) this group has quickly developed an understanding of the need to link school excellence framework to school targets then measuring the effectiveness of this planning against evidence based data.

Our evidenced based self-assessment will continue to improve as our understanding grows with implementation.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

| Strategic Direction 1 | | |
| --- | --- | --- |
| The provision of quality teacher practices. | | |
| Purpose | | |
| The pursuit of ongoing excellence in teaching is an essential part of our day to day work at Muswellbrook Public School. Our staff continue to work together to improve student outcomes, by ensuring that quality teaching and learning programs are developed and delivered in our classrooms supported by quality teaching practices. | | |
| Overall summary of progress | | |
| All K-2 staff have been successfully trained in Targeting Early Numeracy (TEN). Similarly, ES1 teachers finalised their training in Language, Learning and Literacy (L3) with staff across grades 1 – 6 continuing to implement Focus on Reading (FoR) super six strategies. A Literacy Development Officer was employed to target writing skills throughout the school, leading to a deeper understanding of how to teach writing while modelling ‘best practise’ to all teachers. Focus on Reading continues to be implemented from year 2 to Year 6. | | |
| **Progress towards achieving improvement measures** | | **Resources (annual)** |
| **Improvement measure** (to be achieved over 3 years) | **Progress achieved this year** | **<$>** |
| Improved literacy results in 2015 Naplan | 90% of Grade 3 students and 93% of Grade 5 students achieved target in reading. | $49376 RAM 2014 |
| Teachers in ES1 And S1are trained in the mathematics pedagogy of Targeting Early Numeracy (TEN) | All K-2 teachers are trained in the mathematics pedagogy of Targeting Early Numeracy (TEN) with appropriate differentiation and individualised support for K-2 students. Student engagement in Mathematics is high and all students aremeeting their mathematics goals. Studentachievement in mathematics is consistently assessed and plotted on the Numeracy continuum. | Nil as deputy principal is a trained facilitator in TEN and provided training after school through the provision of workshops and training and development meetings. |
| ES1 teachers successfully completed training in Language, Learning and Literacy (L3). | 75% of ES1 students achieved at or above expected target of 9 with 79% scoring a 40+ vocabulary score target. | $10000 |
|  | | |
| **Next steps** | | |
| * Teachers will ensure they provide explicit, specific and timely feedback to students explaining how to improve their performance. * Teachers will also regularly review each student’s learning ensuring each student understands what they need to do to improve their performance. * Teachers will demonstrate an increased understanding of the importance of value adding for student performance through individual student discussions. * School leadership will provide appropriate induction programs and preparation/development for future leadership opportunities for staff using the 360 degree learning tool. * Beginning and early career teachers will be supported in areas of identified need as identified via Professional Development Framework. | | |

| Strategic Direction 2 | | |
| --- | --- | --- |
| The provision of quality student learning and engagement. | | |
| Purpose | | |
| Excellence in engagement and student learning remains our focus at Muswellbrook Public School. Through the establishment of creative and innovative thinkers our students will function at a high level in a 21st Century learning environment. Our students are highly competent global citizens able to communicate effectively. Students master mathematical, technological, scientific and creative concepts to become competent, humane and ethical citizens. | | |
| Overall summary of progress | | |
| Students were to be actively engaged in their learning seeking support when needed. Staff were expected to provide appropriate learning activities that will reflect differentiation to meet individual student needs. Parents and carers were invited to participate actively in open forums to discuss the future directions of our school in respect of student learning as well as participating in surveys that will identify their understanding of differentiation and how teaching programs meet student needs with a similar invitation extended to our community partners to make student learning real and purposeful. Finally, school leaders were expected to support teachers in the development of learning programs to meet student needs as well as becoming leaders of learning to address individual staff member’s learning needs and the Australian Professional Standards for Teaching. | | |
| **Progress towards achieving improvement measures** | | **Resources (annual)** |
| **Improvement measure** (to be achieved over 3 years) | **Progress achieved this year** | **<$>** |
| Excellence in engagement and student learning remains our focus at Muswellbrook Public School. Through the establishment of creative and innovative thinkers will our students function at a high level in a 21st Century learning environment. Our students are highly competent global citizens able to communicate effectively. Students master mathematical, technological, scientific and creative concepts to become competent, humane and ethical citizens. | 1. Students are achieving expected growth in key learning areas 2. Employment of additional staff to support student learning in classrooms. 3. Implementation of reading and mathematics programs directly supporting student learning 4. Purchase of resources to support student learning in technology, literacy and numeracy 5. All staff display greater understanding of new syllabus requirements and have developed appropriate teaching and learning strategies which has led to improved student outcomes. 6. Training opportunities have been provided to support Individual teacher goals identified through Professional Development Framework (PDF). 7. School executive have successfully completed leadership training modules resulting in a clear understanding of their role. 8. Learning Support Team data and Welfare Committee data is collated and compared to monitor student learning ready to make changes when required. At this stage a reduction in red cards has not been realised   **Practices:**  1. Staff and students have reflected on achievements of their learning.  2. Staff teams collaborate to support Accreditation processes at all levels of NST.  4. A Planning Committee has been established designed to monitor the implementation of the Strategic Plan strategies and measurement rubrics.  5. Community perceptions with respect to homework have been conducted.  PLAN Writing data results:  K: 69% in cluster 4 4: 53% in cluster 10  1: 56% in cluster 6 5: 57% in cluster 11  2: 64% in cluster 8 6: 60% in cluster 12  3: 67% in cluster 9  NAPLAN data 2015:   * 85% of students will achieve school set PM benchmark standards in reading. * 90% (Grade 3) and 93% (Grade 5) of students target 95% will achieve at or above National Benchmark standards in reading. * 95% of our ATSI students will reach the minimum National Benchmark Standards in reading in Years 3 & 5. * Increase our top two skill bands in Year 3 & 5 from 25% to 30% in reading. * 95% of students will be working at or beyond the minimum National Benchmark Standards in writing. * 30% of Grade 3 of students in the top two skill bands for writing with 24% of Grade 5 students to be similar. * 95% of our ATSI students will be working at or beyond the minimum benchmark in writing. * 90% of students will achieve above National Benchmark Standards in Spelling, Grammar and Punctuation.   TEN data analysis:  Kindergarten: Year 1: Year 2:  Emergent: 7% Emergent: 7% Emergent: 1%  Perceptual: 33% Perceptual: 25% Perceptual: 4%  Figurative: 44% Figurative: 20% Figurative: 22%  Counting on and back: Counting on and back: Counting on and back:  15% 31% 37%  Facile: 1% Facile: 17% Facile: 36% | $28000 (Ab. RAM)  $31000  $4200  $70000 |
|  | | |
| **Next steps** | | |
| * A learning environment will be created supported by quality teaching and professional practice that will provide students with the opportunities to connect, succeed and thrive. * Greater emphasis is placed on growing students’ abilities to use assessment and reporting processes to reflect on their learning. | | |

| Strategic Direction 3 | | |
| --- | --- | --- |
| Professional and innovative leadership will drive teaching and learning in our school. | | |
| Purpose | | |
| Creative leadership maximising the strengths and experiences of our school community will guide improvements and understandings of and for learning into the future in an environment that is safe to everyone. | | |
| Overall summary of progress | | |
| * Quality systems that are open, clear and transparent within the school will lead to excellent student improvement and a positive school climate. * Fortnightly training and development meetings alternate with the development of programs and teaching and learning strategies across the Stages is maintained * Maintaining a safe learning environment. * A Professional Learning Framework for each teacher has been developed with staff across stages being supported by their respective Assistant Principals to meet identified learning goals. | | |
| **Progress towards achieving improvement measures** | | **Resources (annual)** |
| **Improvement measure** (to be achieved over 3 years) | **Progress achieved this year** | **<$>** |
| Professional and innovative leadership will drive teaching and learning in our school. | **Parent Survey Results:**  92% of parents/carers believe our school communicates events well with 83% believing we communicate issues about their child’s education well. 85% identify our school clearly outlines to parents/carers through class newsletter.  **Staff Survey Results:**  63% of staff agreed that communication in our school is transparent while 82% believe their supervisor supports them when developing their personal and professional learning goals.  All students have a deep understanding of local Aboriginal culture and history and they will continue to learn, to value, understand and respect Aboriginal culture.  There was some natural attrition this year in numbers of parents who attend the meetings. We now have a core group of parents who have a deep understanding of our school and the strategies that we employ to support learning in our school. With this deeper understanding they are able to help us set our statistical targets for 2016’s School Plan – these are not aspirational targets, they are ‘real’ targets that we hope to meet.  Our P&C and Yarn Up groups have met throughout the year. They have contributed greatly to the wellbeing and education of our students by arranging quality events; fundraising and contributing to our educational programs.  Fortnightly training and development meetings alternate with the development of programs and teaching and learning strategies across the Stages is maintained.  A Professional Learning Framework for each teacher has been developed with staff across stages being supported by their respective Assistant Principals to meet identified learning goals. | $18000  $5500  $20000 |
|  | | |
| **Next steps** | | |
| * Strong Transitions Programs are evident in Kindergarten and Grade 6/7. * Leadership capacity has been enhanced utilising elements of the 360 degree Reflection Tool in a collaborative and self- reflective manner which has led to greater understanding by supervisors of their leadership role. * A closer monitoring of Values Education will be undertaken by the school executive working in RFF leading to a 10% reduction in the issuing of red cards. * Staff will meet to identify solutions to resolve perceptions to of lack of transparency in communications. | | |

| Key initiatives and other school focus areas | | |
| --- | --- | --- |
| This section includes:   * Key initiatives (from School planning template B). * Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education. * Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects. | | |
| **Key initiatives** (annual) | **Impact achieved this year** | **Resources** (annual) |
| **Aboriginal background funding**   * A local Aboriginal parent and community member has been employed to develop Aboriginal cultural awareness through storytelling and writing across our school. * Time has been provided to class teachers to develop in consultation with Aboriginal students and their families’ individual personalised learning programs. * A bush tucker garden continues to be developed. * Celebration of NAIDOC Day was recognised with activities and whole school assembly to help students understand the significance of the occasion. | * All students have a deep understanding of local Aboriginal culture and history and they will continue to learn, to value, understand and respect Aboriginal culture. * Yarn-Up group have met throughout the year contributed greatly to the wellbeing and education of our students by arranging quality events; fundraising and contributing to our educational programs.   Literacy:   * Kindergarten– av. growth is 2.5 clusters * Year 1: av. Growth is 1.5 clusters. * Year 2: av. Growth is 1.6 clusters * Year 3: av. Growth is 0.5 clusters * Year 4: av. Growth is 1 cluster * Year 5: av. Growth is1.5 clusters * Year 6: av. Growth is 0.8 clusters.   Numeracy   * Kindergarten: av. Growth is 1.3 aspects * Year 1: av. growth is 0.8 aspects * Year 2: av. growth is 0.8 aspects * Year 3: av. Growth is 0.5 aspects * Year 4: av. Growth is 0.5 aspects. * Year 5: av. Growth is 0.2 aspects * Year 6: av. Growth is 0.6 aspects. * 95% of our ATSI students will reach the minimum National Benchmark Standards in reading in Years 3 & 5. * 95% of our ATSI students will be working at or beyond the minimum benchmark in writing. | $25808 |
| **English language proficiency funding**   * Support for students entering Kindergarten specifically identified as requiring targeted language support. | Two students were supported from ESL staffing for a total of 0.2days per week in 2015. One student has since left our school however the remaining student has progressed 4 clusters along the literacy continuum and 2 aspects on the numeracy continuum. This student exited the program at his appropriate stage level. Money will be carried over to support students entering Kindergarten in 2016. | Nil |
| **Targeted students support for refugees and new arrivals**  Nil arrivals requiring support |  | Nil |
| **Socio-economic funding**   * Monies were directed to supporting needy students in targeted areas of learning, their participation in excursions as well as the provision of technology and activities to support learning and welfare. * Outstanding accounts still to be paid include CEPS for School Learning Support Officers, purchase of laptops and docking stations. * Monies have been tagged for expenditure as quotations from providers have not been received to include sandpit, repainting of classrooms and installation of new blinds | * 75% of K students will achieve the target of Cluster 4. * 60% of Yr 1 students will achieve Cluster 6 in overall literacy. * 60% of Yr 2 students will achieve Cluster 8 in overall literacy. * 60% of Yr 3 students will achieve Cluster 9 in overall literacy. * 60% of Yr 4 students to achieve Cluster 10 in all aspects of literacy. * 60% of Yr 5 students will achieve Cluster 11 in all aspects of literacy. * 60% of Yr 6 students will achieve Cluster 12 in all aspects of literacy. | $56967  $57000  $85000 |
| **Low level adjustment for disability funding**  Monies were combined from socio-economic to support student learning in meeting the needs to students not eligible to receive Integration Funding Support. | NAPLAN data 2015:   * 85% of students will achieve school set PM benchmark standards in reading. * 95% of students will achieve at or above National Benchmark standards in reading. * 95% of our ATSI students will reach the minimum National Benchmark Standards in reading in Years 3 & 5. * Increase our top two skill bands in Year 3 & 5 from 25% to 30% in reading. * 95% of students will be working at or beyond the minimum National Benchmark Standards in writing. * 30% of Grade 3 of students in the top two skill bands for writing with 24% of Grade 5 students to be similar. * 95% of our ATSI students will be working at or beyond the minimum benchmark in writing. * 90% of students will achieve above National Benchmark Standards in Spelling, Grammar and Punctuation. * Staff submitted 120 of 601 (20%) learning accommodations designed to meet individual student need across our school. | Approximately $36000 |
| **Support for beginning teachers**  Carryover monies were placed with 2015 allocation ($13127) to support new teachers. | Training for teachers included TEN, L3 and FoR were provided by trained staff facilitators at minimal costs. Beginning and temporary teachers in this group did not use these funds. A new beginning teacher will be appointed in 2016 with funding readily available to target areas of identified need or goals identified via the teacher’s professional development framework. | $5649 |

Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile (mandatory)

Enrolment numbers for the last three years have remained relatively constant tending to have more boys than girls enrolled. However in 2015 there were 294 boys and 303 girls enrolled in our school.

**Student attendance profile** (mandatory)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** |
| **School** | K | 94.3 | 94.5 | 93.6 | 93.5 | 93.0 | 94.5 |
| 1 | 92.8 | 93.5 | 92.8 | 94.2 | 92.2 | 91.8 |
| 2 | 94.5 | 92.7 | 93.8 | 93.9 | 93.5 | 92.7 |
| 3 | 94.0 | 94.0 | 92.9 | 94.6 | 94.0 | 93.6 |
| 4 | 94.5 | 93.8 | 95.1 | 93.7 | 93.8 | 94.5 |
| 5 | 93.6 | 94.3 | 92.7 | 95.8 | 93.0 | 93.8 |
| 6 | 93.2 | 93.6 | 92.6 | 94.7 | 94.1 | 93.8 |
| **Total** | **93.8** | **93.8** | **93.4** | **94.3** | **93.4** | **93.6** |
| **State DoE** | K | 94.7 | 94.7 | 94.3 | 95.0 | 95.2 | 94.4 |
| 1 | 94.2 | 94.2 | 93.9 | 94.5 | 94.7 | 93.8 |
| 2 | 94.4 | 94.2 | 94.2 | 94.7 | 94.9 | 94.0 |
| 3 | 94.5 | 94.4 | 94.4 | 94.8 | 95.0 | 94.1 |
| 4 | 94.5 | 94.3 | 94.3 | 94.7 | 94.9 | 94.0 |
| 5 | 94.4 | 94.2 | 94.2 | 94.5 | 94.8 | 94.0 |
| 6 | 94 | 93.8 | 93.8 | 94.1 | 94.2 | 93.5 |
| **Total** | **94.4** | **94.3** | **94.2** | **94.7** | **94.8** | **94.0** |

As in previous years school attendance follows similar trends when comparing against state.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition (mandatory)

| Position | Number |
| --- | --- |
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 24 |
| Teacher of Reading Recovery | 0 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 1 |
| Teacher of ESL | 1 |
| School Counsellor | 1 |
| School Administrative & Support Staff | 3 |
| Other positions -SLSO’s + Support Teach staff | 22 |
| Total | 59 |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We have three Aboriginal teachers currently on our teaching staff that have a combined level of experience of 30 years. These include two classroom teachers and our deputy principal with two Indigenous School Learning Support Officers. This represents approximately 9% of the total school workforce.

Teacher qualifications (mandatory)

All teaching staff meet the professional requirements for teaching in NSW public schools.

| Qualifications | % of staff |
| --- | --- |
| Undergraduate degree or diploma | 83 |
| Postgraduate degree | 17 |

Professional learning and teacher accreditation (mandatory)

All staff have participated in the mandatory training requirements that target student/staff health and wellbeing especially those that centre on Workplace Health and Safety. These include First Aid/CPR training, emergency care and Keep Them Safe (child protection) training. Similarly, all staff are up-to-date in their anaphylaxis and asthma training as well as actively participating in emergency evacuation drills when scheduled.

Staff continue to receive training in the use and implementation of the literacy and numeracy continuums focusing. These are now assisting staff in the development of student reports to parents. In 2015 $3123784 was expended on teacher training and development. This did not include ES1 teachers training in Language, Learning and Literacy (L3) outside of school hours and Targeting Early Numeracy (TEN) provided by an on staff trained facilitator held during fortnightly staff meetings as well as after school.

Beginning Teachers

Training for beginning and existing staff took place through during and after school workshops. Staff were led by trained facilitators in TEN and L3 with mentoring continuing to develop staff understanding in the collection and interpretation of PLAN data. Training continued in the new syllabus documents for all teachers.

In 2016, residual monies in this area will be directed

to support a new staff member starting in Grade 1.

Financial information

Financial summary (mandatory)

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN (mandatory)

|  | |
| --- | --- |
| Date of financial summary | 30/11/2015 |
| ***Income*** | $ |
| Balance brought forward | 620865.06 |
| Global funds | 324357.62 |
| Tied funds | 766895.29 |
| School & community sources | 112326.96 |
| Interest | 18975.96 |
| Trust receipts | 12647.00 |
| Canteen | 0.00 |
| Total income | 1856067.89 |
| ***Expenditure*** |  |
| Teaching & learning |  |
| Key learning areas | 26873.99 |
| Excursions | 15614.74 |
| Extracurricular dissections | 93480.20 |
| Library | 8553.08 |
| Training & development | 0.00 |
| Tied funds | 552748.00 |
| Casual relief teachers | 118692.26 |
| Administration & office | 67394.71 |
| School-operated canteen | 0.00 |
| Utilities | 61528.56 |
| Maintenance | 16354.04 |
| Trust accounts | 9415.95 |
| Capital programs | 39150.67 |
| Total expenditure | 1009806.20 |
| **Balance carried forward** | 846261.69 |
| **blank** |  |

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. Click on the link [My School](http://www.myschool.edu.au/) and insert the school name in the *Find a school* and select *GO* to access the school data.

Grade 3 student results in reading and mathematics are similar to that of 2014. A continuation of the Maths Plus resource booklet will continue to be implemented with ongoing evaluation taking place to measure effectiveness.

Reading results for Grade 5 students has improved however mathematics remains similar to last year.

Grammar and punctuation results in Grade 3 have improved significantly as student results in Bands 1 and 2 have reduced while those in Band 5 and 6 have increased. We remain similar to State average for students in Band 1.



Similar patterns are reflected in Spelling results for Grade 3 students. Examining results over the next three years will indicate whether this is a cohort variance or an improvement in skill delivery.



Unfortunately similar patterns continue for Grade 5 students have not continued.



While higher than school of similar size, percentage of students in skill bands 3 and 4 are in excess of previous years.



Grade 5 does not reflect similar patterns from those shown in Grade 3.

Average progress of students between Grade 3 and Grade 5 reflects we remain head of schools of similar size as well as State in reading, spelling and grammar and punctuation. However we are behind in numeracy.

Parent/caregiver, student, teacher satisfaction (mandatory)

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents believed that the school communicates well with the community on the whole. The main concern for parents was that they did not have any communication with the school when their child in the Primary section of the school received an award at Assembly. They would like to have some notice of awards so that they can support their child/ren by attending the school assemblies.

Specific survey detail is as follows. Parents and staff were surveyed to determine whether effective communication was actual or perceived. 92% of parent/carers believe our school delivered accurate and effective communication pathways. 83% believe that our staff effectively convey issues to them about their child’s education with 85% of the opinion that our school programs are clearly outlined to parents through the distribution of the class newsletter.

However, staff results were less convincing. 65% believe communication in our school is transparent. This is an issue to be addressed in the new year with a further survey being undertaken to identify what they believe to be barriers in the transparency of process or factors contributing to this perception.

82% of teaching staff are of the opinion their supervisor supports them when developing their personal and professional learning goals.

Policy requirements

Aboriginal education (mandatory)

Rich Aboriginal and Torres Strait Islander programs were offered throughout our school in 2015. These encompassed the study of culture and identity of the Indigenous people of Australia.

Programs included the employment of an Aboriginal community member who was involved in Story telling; art programs as well as development in literacy and numeracy. The school employed this member of staff through our RAM funding. This was a highly successful program, ensuring deep understanding of Aboriginal culture across all grades in our school.

Our school also hosts a ‘Yarn Up’ group. This group is comprised of Indigenous parents and carers as well as many of our committed staff. This group planned and supported our school in the delivery of a highly successful NAIDOC Day as well as planning and building of our own school bush tucker garden. Submissions were written by the committee and funds were secured to support this valuable project.

Our year 6 Indigenous students were involved in a transition program so that they feel comfortable and welcome when they go to High School. This is the second year of this initiative and it has been reported by students as a very worthwhile program.

Three way meetings were held this year between parents/carers, teachers and our Indigenous students. At these meetings, student’s Personal Learning Plans were developed. These plans are referred to throughout the year at interviews, meetings and informally in the classroom between the teacher and the student.

Multicultural Education and Anti-racism

Our school community is made up of a diverse range of cultures. We have a very strong ethos in our school of equality and equity. We celebrate and embrace all of the cultural backgrounds in our school and learn about these cultures with pride.

Our school trained a new Anti-racism Contact officer this year. Very few issues were brought to the attention of this officer. We believe that this is a testament to the cultural diversity and tolerance within our school community.

Several of our younger students were on our English as a Second Language program this year. This program was highly successful with students moving along the English continuum of learning quite quickly.