

# Muswellbrook Public School

## Annual Report



2017



2688

## Introduction

The Annual Report for **2017** 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.

Joan Stephens

Principal

## School contact details

Muswellbrook Public School

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6543 2500

## Message from the Principal

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students. Firstly, we have a highly dedicated staff who work together to provide an inclusive environment, where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people, who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Muswellbrook Public School enjoys tremendous support from our parent body and local community.

At our annual self–assessment and review meeting involving staff, the executive of the Parents' and Citizens' Association and student leaders, the following key features of our achievements for Muswellbrook Public School in 2017 were identified:

- all staff participated in professional learning using evidence–based best practices to further develop the knowledge, understanding and skills of the students.
- staff continued to work in partnership with the University of Newcastle, which enabled the school to provide much needed occupational therapy support for 80 of our students. 73 kindergarten students benefited from the Write Start program, which improved students' handwriting. We also worked closely with Upper Hunter Community Health to implement the Speech Communication Partners Program, where 39 students received speech therapy.
- our Positive Behaviour for Learning (PBL) program was further developed to improve school–wide processes for student wellbeing and quality learning in all educational settings. As a result of its exceptional implementation, our school has been chosen as a lead school for the 'Most Significant Change project', where other public schools will benefit from following our example.
- community funding from Bengalla Mining Company was used to provide free transport and intensive swimming lessons to 150 students, which resulted in all students learning how to keep themselves safe around water.

Finally, I would like to acknowledge our P&C. We have a small but dynamic P&C, who work tirelessly to support the students at Muswellbrook PS. Their fundraising efforts have contributed significantly to the resources and technology available to enhance the learning for all students from Kindergarten to Year 6. Their efforts are very much appreciated.

Joan Stephens

Principal

## Message from the school community

Muswellbrook Public School P&C consists of a dedicated group of parents, who have the interests of the school at heart. We not only fundraise but also play a role in determining the future direction of the school. Thank you to each member for their time and effort during the year. We would also like to thank the dedicated executive, teachers and administration staff for assisting us to achieve our goals. We are pleased to report that we were able to raise over \$30,000 throughout 2017 and these funds will be donated to the school. This would not have been possible without the support of our families and the broader community. We held several fund raising events including Mothers' and Fathers' Day stalls, and a Christmas raffle. We also organised pavers for Frog Hollow, which display names of past and present students/families. The canteen and the uniform shop also provide income to the P&C. We look forward to 2018 being another successful and enjoyable year in which we continue to make a difference.

Haylee Nelson

President

## Message from the students

In 2017, MPS has had a very active and hard-working Student Representative Council, (SRC) which has been involved in many different events. Even though the SRC has worked as a team, each member had a job to fulfil. Throughout the year we have seen many ideas presented to the SRC from class meetings, which have been acted upon by the teachers, captains and/or councillors. Muswellbrook PS SRC achievements for 2017 were:

### The Environment

Buddy bench design competition, Clean Up Australia Day and recycling (Waste Warriors)

### Sport

Gymnastics program, gala days, use of cricket nets and students against staff competitions

### Welfare/Fundraising

Treat days, out of uniform day, school fete stalls, fundraiser for Pink Stumps Day, fundraiser for Where There's a Will, fundraiser for paediatric clinic at John Hunter Hospital and a walkathon for Stewart House.

### Culture

P&C disco, SRC talent quest, drama club and chess club

Some councillor's comments about their SRC experience include:

"I think we were able to achieve good things in Welfare and Fundraising. I liked that we would always work together and no-one would say no to doing extra jobs." –Deacon

"Being part of the SRC was fun. I liked being able to work with our team and I also liked that we could work on and achieve things on our own." –Claudia

"It was good because we had someone to learn from and with. We got to be in charge of things and help teachers. It's good to have things to keep working towards." –Harry

## School background

### 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, culture or level of academic achievement. It is also our purpose to grow professionally as teachers, ensuring quality education is delivered, 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 605 students, served by approximately 45 teaching, administration and support staff. There is some student mobility; however, this is limited to less than 10% of our student population. The school is well-respected within the local community and it serves a diverse community of wide ranging socio-economic circumstances. The school is active in the Muswellbrook Schools Learning Community, which comprises of four state primary schools and one government feeder high school. The school continues to deliver quality teaching and learning programs in a 21st century environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our students are well behaved and are encouraged to become responsible citizens at school and in the wider community. It is the belief of parents and staff that our greatest strengths lie in having high expectations for our students. Muswellbrook Public School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child. We maximise parent participation in the general life and management of the school. We also build links and promote partnerships within the wider school community, hence strengthening and increasing support and communication.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners. The school consistently implements a whole-school approach to wellbeing, which has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident providing students with opportunities to connect, succeed and thrive. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices. Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school’s vision, values and priorities. Student reports contain detailed information about individual student achievement and areas for growth, which provide the basis for discussion with parents. The school has analysed school performance data and is aware of trends in student achievement levels. The school achieves value-added results where most students are at or above national minimum standards on external performance measures. Students are also showing expected growth on internal school performance measures.

Our major focus in the domain of Teaching has been effective classroom practice. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice. Teachers regularly conference with each student, ensuring all students have a clear understanding of how to improve their learning. Teachers incorporate data analysis in their planning of teaching programs. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data. Teachers collaborate within and across

stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. The school evaluates professional learning activities to identify and systemically promote the most effective strategies. Teachers draw on and implement evidence-based research to improve their performance and development. The school provides support to beginning and early career teachers. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

In the domain of Leading, leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, businesses, industries and community organisations to improve educational opportunities for students. The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Management practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Learning

#### Purpose

To actively engage all students in meaningful and challenging learning experiences, through personalised and differentiated learning opportunities, in order to create independent, confident, self-regulated learners. Our students need to be learning in an environment, which explicitly teaches critical thinking and resilience, fosters deep, logical thought and engages students as creative, innovative and resourceful 21st century learners.

#### Overall summary of progress

Students are actively engaged in their learning, seeking support when needed. Staff provide appropriate learning activities, that reflect differentiation to meet individual student needs. Parents and carers are invited to participate actively in open forums to discuss the future directions of our school in respect to student learning, as well as participate in surveys. School leaders support teachers in the development of learning programs to meet student needs, as well as becoming leaders of learning to address individual staff members' needs and the Australian Professional Standards for Teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Explicit teaching of rich mathematics tasks and enhanced problem solving techniques linked to real life mathematics will improve mathematics results as evidenced by NAPLAN/PLAN/TEN data.	'Choose Maths' professional learning was delivered in partnership with AMSI at no cost to the school.	In Maths, our NAPLAN results relating to Data, Measurement, Space and Geometry demonstrated that our Year 3 students greatly exceeded state average with 41% of students represented in the top two bands. In Year 5, 64% of students exceeded expected growth in all areas. Staff professional learning has been very beneficial with all teachers further developing their skills and knowledge in relation to the explicit teaching of mathematics.
An increase in student attendance and engagement evidenced by data and observations. Video evidence of classrooms reflecting 21st century learning with flexible grouping, integration of IT and personalisation of learning.	Professional learning in relation to 21st century learning took place after school hours at no cost to the school.	Flexible groupings have been most beneficial in all areas. In reading, 37% of Year 3 students were represented in the top two bands. In Year 5, 52% of students exceeded expected growth. Library borrowing records also showed improvement. In writing, our NAPLAN results showed improvement in Years 3 and 5. Our Year 3 results exceeded state average with 57% of students represented in the top two bands. In Year 5, 56% of students exceeded expected growth. All staff are implementing 21st century learning in classrooms using flexible groupings to maximise student learning.

#### Next Steps

Teachers will ensure they provide explicit, specific and timely feedback to students explaining how to improve their performance. Beginning and early career teachers will continue to be supported in areas of need as identified via the Professional Development Framework. Professional learning, team teaching, classroom observations and mentoring will be evident in providing support to teachers and administrative staff. Staff PD will continue in relation to differentiated learning (Gifted and Talented education), mathematics and future focused learning.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To create skilled facilitators of learning by promoting, building and sustaining the professional learning of all staff members, and by creating systems for teachers and leaders to evaluate and provide feedback on current performances to improve the quality of teaching. Teachers will complete professional training and development, so that they can deliver programs that reflect current educational research of best practice, meet BOSTES requirements and deliver a quality education to their students, resulting in improved learning outcomes.

#### Overall summary of progress

Staff have undertaken professional development sessions in line with the Performance and Development framework and the Australian Teaching Standards, hence developing quality teachers/learners. Staff now deliver effective programs that reflect current educational research of best practice, hence meeting BOSTES requirements, resulting in improved student outcomes. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are engaged in the systematic collection and analysis of quality data relating to student outcomes and student wellbeing (Sentral/PLAN/L3/TEN/NAPLAN)	All professional learning took place after school hours at no cost to the school.	Staff developed proficiency when analysing data and have developed knowledge and understanding of the importance of data analysis when planning for learning.
All staff develop and implement a professional learning plan, outlining their goals, with a focus on new curriculum implementation and use of technology.	Professional Learning Plans (PLPs) were completed by all staff at no cost to the school.	Professional goals were linked to the school plan and reflected individual career goals and aspirations. Enhanced skills in relation to curriculum knowledge and use of technology is evident in classroom activities.

#### Next Steps

Teachers will regularly review external and internal performance data to evaluate the effectiveness of their own teaching practices.

Teachers will provide feedback to students on a regular basis to enable them to self-evaluate their own performances.

The school leadership team will continue to demonstrate instructional leadership, promoting and modelling effective, evidence-based practice. They will also promote the importance of data analysis to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Teachers will work collaboratively within grades and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to students.

## Strategic Direction 3

### Quality Leadership/ Relationships

#### Purpose

To build, maintain and further develop quality relationships with all stakeholders within the school and in the wider educational community to enhance student learning and wellbeing. Staff will build inclusive, collaborative teams and school networks through quality school community partnerships, which contribute to effective collaboration that promotes positivity and a quality education, which has students' engagement, learning and wellbeing as a central focus.

#### Overall summary of progress

Attendance at parent workshops, P&C meetings and Yarn Up meetings remained unchanged throughout 2017. Further strategies to improve attendance will be needed to change results in 2018. The number of parents providing email addresses throughout 2017 has improved, so has the number of parents accessing the website and the Skoolbag App. Partnerships with the University of Newcastle and Upper Hunter Community Health have enabled students in need to access occupational therapist and speech Interventionists on site, which benefited many students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student Welfare and anti-bullying policies aligned with PBL expectations (action plan), leading to a reduction in the number of welfare incidents related to peer conflict (evidenced by data).	PBL Professional learning \$5000 PBL resources \$5000	Our anti-bullying policy was updated in 2017 so that it aligned with DEC policy and our PBL framework. The introduction of our PBL program has been embraced by the whole school community resulting in a 66% reduction in negative incidents.
Greater proportion of community members accessing technological school communications on a daily basis using Skoolbag App, Facebook and school website statistics. Greater attendance at parent meetings and community events.	Skoolbag APP \$6000 School website – no cost	Data for assessing the number of 'hits' to the Skoolbag website is not collected by the app provider and we are therefore unable to analyse the data.  The school website data indicates that on average, 375 total page views are received each week, with many families accessing the weekly newsletter.

#### Next Steps

Positive and respectful relationships across the school community will continue to be widened and promoted in order to maintain a productive learning environment, that supports students in all areas of schooling.

PBL will continue to strengthen school-wide processes and the delivery of positive education, which will lead to enhanced student wellbeing.

Connections with outside service providers will continue to be established and maintained in order to improve student outcomes.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$64,932</p> <p>Funding was used to pay SLSO's, fund NAIDOC celebrations, fund an Aboriginal cultural awareness tour, provide time to prepare PLPs and fund an Aboriginal performer.</p>	<p>All students have Personal Learning Plans (PLPs) which have been created based on input from students and families.</p> <p>School Learning Support Officers (SLSO's) were employed to provide support on a small group basis to Aboriginal students experiencing learning difficulties in mainstream classes.</p> <p>On Staff Development Day (term 2), staff undertook professional learning in relation to Aboriginal culture in partnership with staff from the Murrook Culture Centre, Williamtown.</p> <p>During term 3 Lucas Proudfoot, an Aboriginal performer, visited our school to educate our students about different aspects of Aboriginal Indigenous culture through contemporary and interactive musical performance.</p> <p>The MGoals program was introduced, which fosters partnerships, builds connections and promotes the work carried out by the wider community, as well as the school, in support of Aboriginal culture and education. Further work will take place in relation to MGoals throughout 2018.</p>
<b>English language proficiency</b>	\$11,404	A teacher was employed to support students with English as a second language.
<b>Low level adjustment for disability</b>	<p>\$243,437 total allocation</p> <p>Funding covered Learning Support Teachers and SLSO's</p> <p>\$70 760 paid for SLSO's</p> <p>\$172 676 (1.7 LaST allocation)</p>	<p>Class teachers have developed their skills in differentiating the class program, making necessary adjustments to ensure all students can access the curriculum.</p> <p>SLSO's are also employed to support identified students in small groups, classrooms and the playground.</p>
<b>Socio-economic background</b>	\$359,336 total allocation	Funds were set aside to cover extra staffing costs (above establishment and higher duties), executive leadership days, mentoring, team teaching, back gate renovations, LMBR training, library upgrade and replacement of technology resources.
<b>Support for beginning teachers</b>	\$84,763	Seven teachers received funding support, which was set aside for professional learning/mentoring according to individual needs. All beginning teachers received support in developing their PDPs. They engaged in a mentoring program and collaborated on the development of differentiated units of work including assessment tasks. Professional learning also took place in regard to developing classroom management strategies.
<b>Targeted student support for refugees and new arrivals</b>	NIL	Not applicable

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	316	294	293	289
Girls	283	303	312	311

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	94.5	95.3	94.6
1	92.2	91.8	94	93.4
2	93.5	92.7	94	94.2
3	94	93.6	94	93.1
4	93.8	94.5	94.2	93.9
5	93	93.8	93.8	91.7
6	94.1	93.8	93.6	92.2
All Years	93.4	93.6	94.1	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Our school notifies all parents of their responsibilities under the Education Act to ensure their children attend school regularly. A copy of the Compulsory School Procedures are advertised in the newsletter. Classroom teachers contact parents promptly within two school days of their child being absent. If parent/s fail to provide an explanation to the school within 7 days, then a letter is sent home. Continued unexplained absences are referred to the Attendance Coordinator, who monitors further absences and convenes meetings with parents, if the need arises. If absences don't improve, the Attendance Coordinator completes a HSLO Application and a mandatory report to the Child Wellbeing Unit may be made for Habitual Absence.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	22.59
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.06
Other Positions	0

\*Full Time Equivalent

Muswellbrook Public School has two Aboriginal teachers and three Aboriginal SLSO's.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

## Professional learning and teacher accreditation

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. They have also actively participated in scheduled emergency evacuation drills and lockdowns, which will be ongoing.

Significant amounts of professional learning were undertaken by Muswellbrook Public School staff in 2017. As research suggests that teacher quality is the single largest indicator of student success, this was a focus area for us throughout 2017.

Staff continue to receive training in differentiating the curriculum to meet individual needs. Improvements in mathematics remains a focus, as does future focused learning. Staff monitor their individual professional development requirements through the implementation of Performance and Development Plans. Training is continuing in relation to syllabus documents for all teachers and beginning/temporary teachers are allocated extra time to engage in lesson observations, peer tutoring and mentoring sessions.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>858,903</b>
Global funds	427,382
Tied funds	929,499
School & community sources	136,296
Interest	13,907
Trust receipts	39,622
Canteen	0
<b>Total income</b>	<b>1,546,705</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	85,696
Excursions	17,855
Extracurricular dissections	99,980
Library	6,184
Training & development	0
Tied funds	731,147
Short term relief	80,665
Administration & office	81,758
School-operated canteen	0
Utilities	59,273
Maintenance	35,029
Trust accounts	26,006
Capital programs	3,912
<b>Total expenditure</b>	<b>1,227,505</b>
<b>Balance carried forward</b>	<b>1,178,103</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,219,189
Appropriation	1,188,634
Sale of Goods and Services	0
Grants and Contributions	30,556
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-314,527
Recurrent Expenses	-314,527
Employee Related	-250,018
Operating Expenses	-64,509
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	904,662
<b>Balance Carried Forward</b>	904,662

	2017 Actual (\$)
<b>Base Total</b>	3,860,257
Base Per Capita	93,511
Base Location	10,121
Other Base	3,756,625
<b>Equity Total</b>	679,109
Equity Aboriginal	64,932
Equity Socio economic	359,336
Equity Language	11,404
Equity Disability	243,437
<b>Targeted Total</b>	423,023
<b>Other Total</b>	148,686
<b>Grand Total</b>	5,111,074

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.

A full copy of the school's 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.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

# 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. Click on the link <http://www.myschool.edu.au>

### Literacy

In Year 3, students made improvements in reading and writing, although results in grammar and punctuation slightly declined compared to previous years.

In Year 5, students demonstrated increased continuous growth in all areas compared to last year's results.

Compared to State growth, our students demonstrated the following:

Reading: 79.5% compared to State 78.2%

Spelling: 86.1% compared to State 89.6%

Grammar and Punctuation: 68.2% compared to State 66.6%

In accordance with the premier's priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands.

In Year 3, the percentage of students performing in the top two bands were as follows:

Reading 37%, Writing 57%, Spelling 36%, Grammar and Punctuation 48%.

In Year 5, the percentage of students performing in the top two bands were as follows:

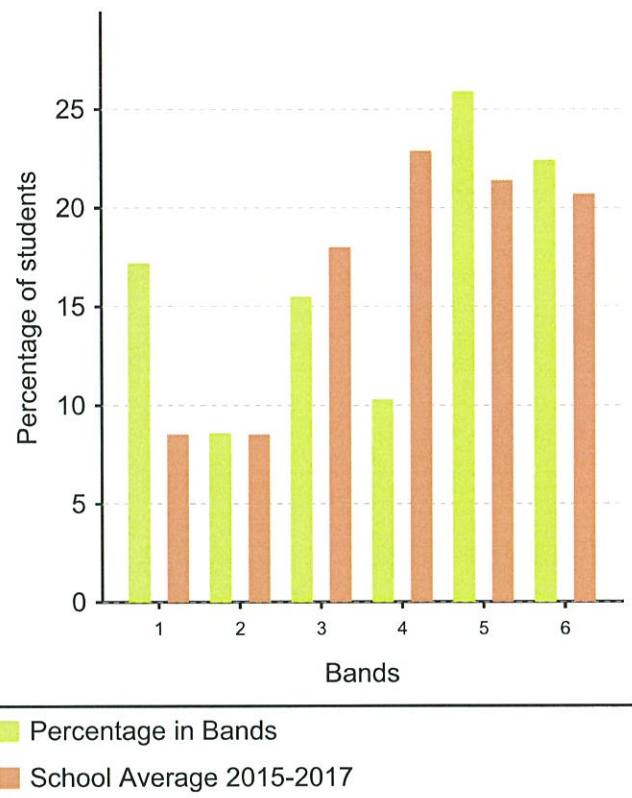
Reading 18%, Writing 8%, Spelling 21%, Grammar and Punctuation 20% .

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands

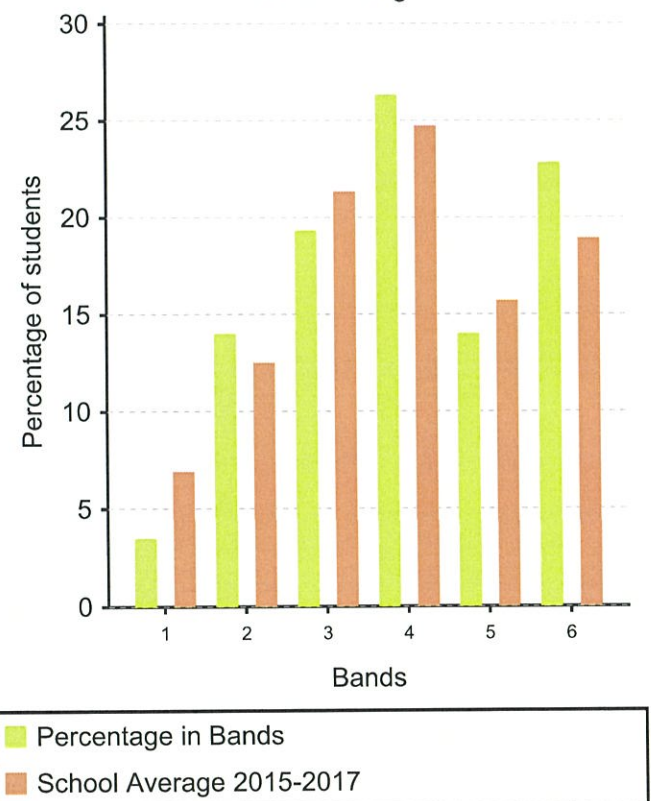
22.2% of Year 3 Aboriginal students were in the top two bands for reading, spelling, grammar and punctuation. 44.4% of Aboriginal students were in the top two bands for writing.

16.6% of Aboriginal students in Year 5 reached the top two bands for reading, spelling, grammar and punctuation.

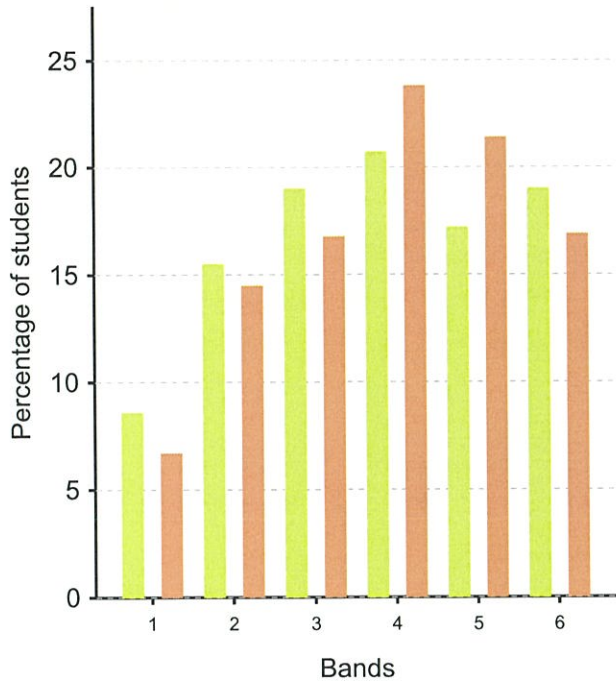
Percentage in bands:  
Year 3 Grammar & Punctuation



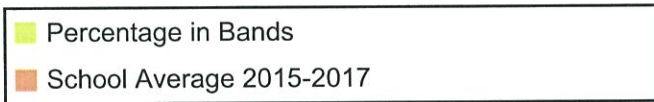
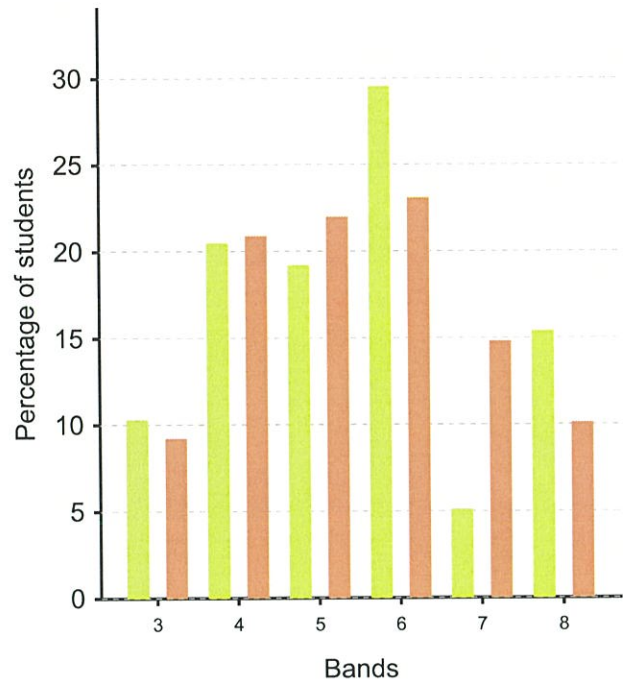
Percentage in bands:  
Year 3 Reading



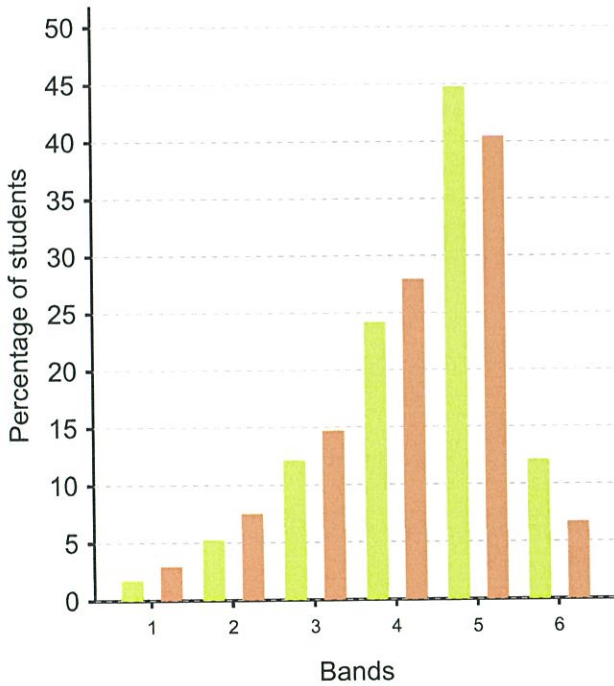
**Percentage in bands:**  
Year 3 Spelling



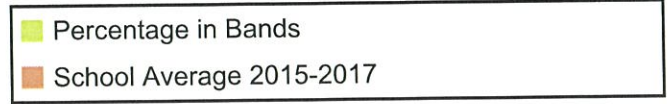
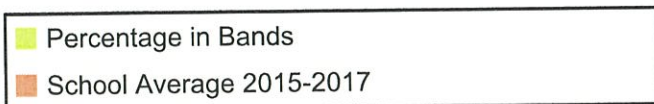
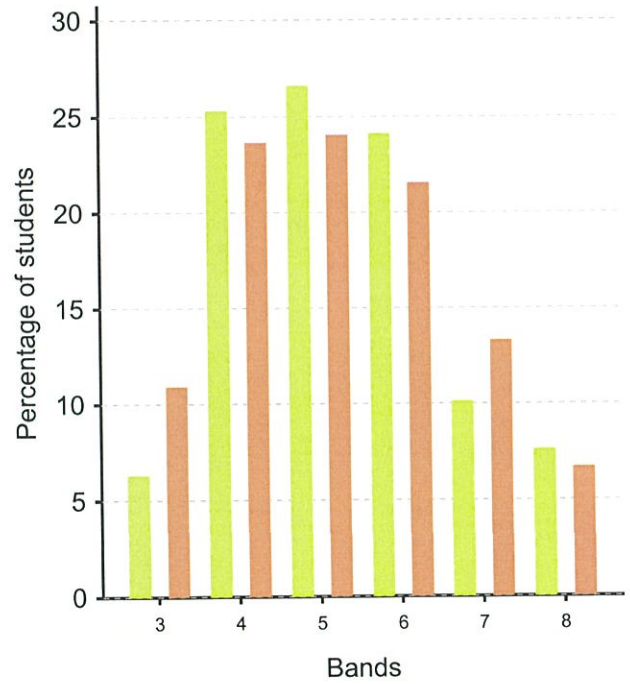
**Percentage in bands:**  
Year 5 Grammar & Punctuation



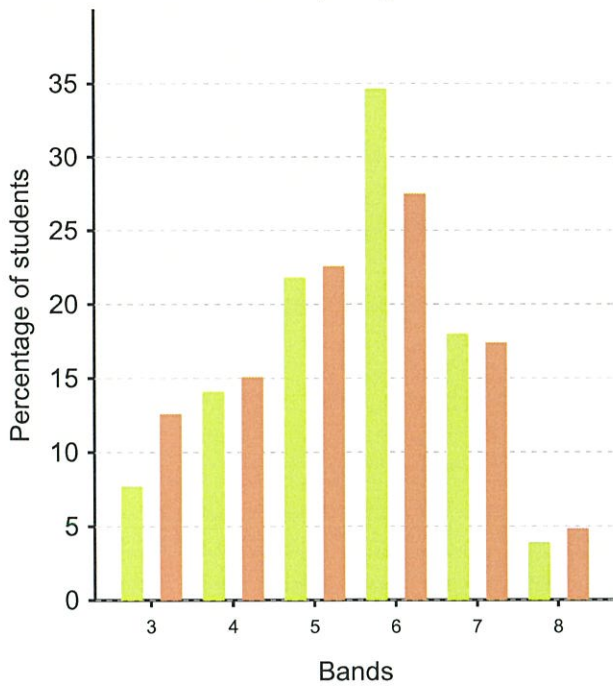
**Percentage in bands:**  
Year 3 Writing



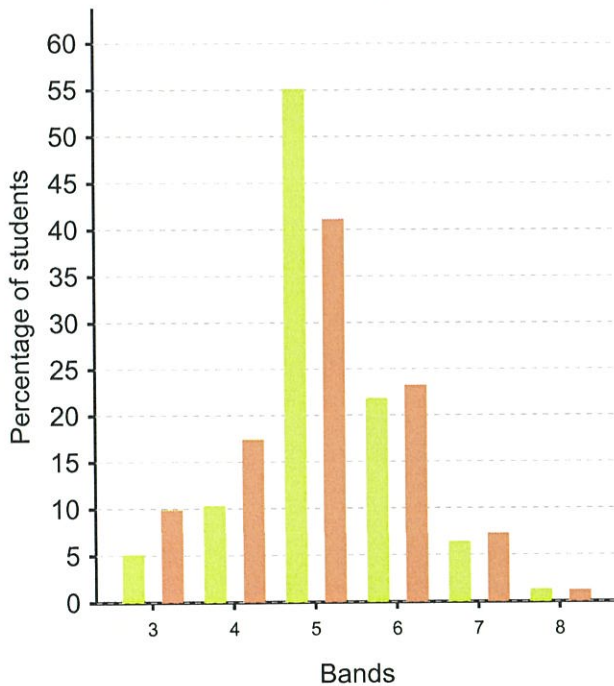
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



**Numeracy**

In Year 3, students have made great improvements over the past 3 years.

In Year 5, students demonstrated increased continuous growth over the past year. Compared to State growth, our students demonstrated the following:

Numeracy: 92.4% compared to State 96.8%

In accordance with the premier's priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands.

In Year 3, the percentage of students performing in the top two bands were as follows:

Numeracy: 38.6%.

Data, Measurement, Space and Geometry: 40.4%

Number Patterns and Algebra: 36.9%

In Year 5, the percentage of students performing in the top two bands were as follows:

Numeracy: 11.4%.

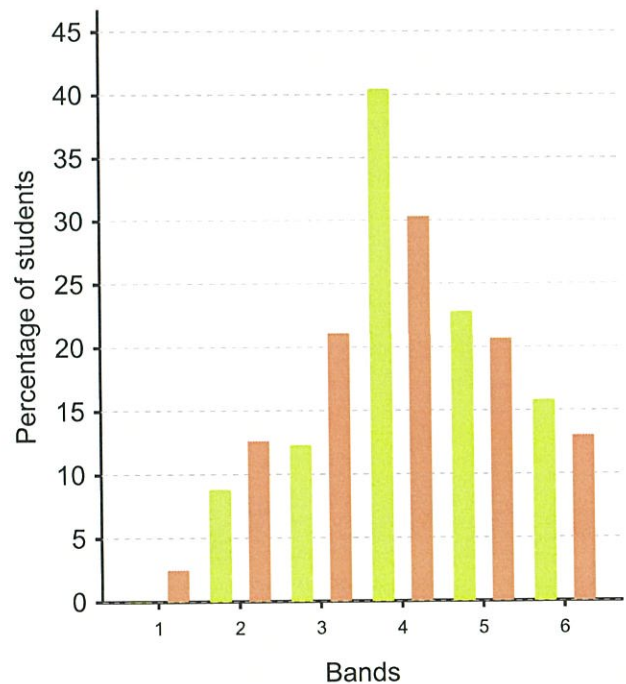
Data, Measurement, Space and Geometry: 16.5%

Number Patterns and Algebra: 8.9%

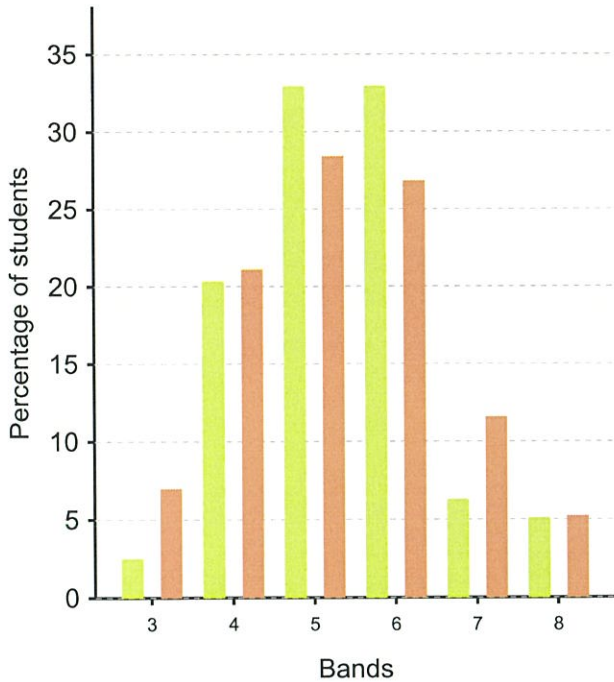
Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands

25% of Year 3 Aboriginal students were in the top two bands for numeracy. No Aboriginal students were in the top two bands for Year 5 numeracy.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



■ Percentage in Bands  
■ School Average 2015-2017

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 a rigorous and multi-faceted evaluation and data collecting process was undertaken in consultation with members of the whole school community. The findings are presented below:

### Students

**All students in Years 5/6 were asked to comment on stage groupings. Their responses are listed below:**

- Students in Years 5/6 love stage groupings, as they get used to moving from classroom to classroom, which is good preparation for high school. They also know familiar faces when they transition to high school.
- Stage groupings provide increased opportunity for leadership. Year 5 students look up to the Year 6 students and Year 6 students support the Year 5 students.
- Lessons aren't disrupted by negative behaviour, as students can be split up across six different classes.
- Students get to know all six teachers.

Students were also asked to comment on ability grouped mathematics classes. Students' comments stated:

- I like maths as I don't have to wait for others to catch up.
- We're not doing things that we already know.
- We are challenged.
- I like working with others of the same ability.
- Tasks are really fun. I can't wait to do maths every day!

Students were also asked questions about school life in general whilst playing in the playground. Their positive responses indicated that:

- most students have a high rate of participation in sports.
- approximately half participate in extra-curricular activities.
- most students experience a high sense of belonging, feel accepted and valued by peers at school.
- most experience positive relationships, with students having friends that they can trust, and who encourage them to make positive choices.
- all students believe that education will benefit them personally and will have a strong bearing on their future.
- approximately 60% of students complete homework.
- nearly all are interested and motivated to learn.
- all try hard to succeed.

The SRC also meets twice per term to put suggestions forward to the principal and other staff about ways in which our school can be improved. See 'Message from the Students' at the front of the report.



## Staff

**Staff were asked to respond to the following question, "What do we do well?" Their responses are listed below:**

- respect the MPS tradition and take pride in our school
- support one another and work collaboratively as a team
- share programs and resources
- great leadership
- caring for the wellbeing of the students, who come first
- offer plenty of extra-curricular opportunities

**Areas for improvement related to:**

- gifted and talented education
- community involvement
- communication
- Aboriginal education
- improvements in writing
- more creative and practical arts
- peer mentoring
- consistency amongst staff

**Parents – approximately 35% of parents were willing to participate. When asked the question, "What do we do well?", the responses were as follows:**

- Fantastic teaching staff, who are very supportive and cater well for students with special needs. They are available to chat when the need arises and are very approachable. They are very motivated and demonstrate a love for the kids.
- Communication is great, A+. The Skoolbag App is an excellent way to let parents know what's happening at school.
- Positive behaviour and achievement is rewarded.
- Community events are most enjoyable including book week parades, discos, Grandparents Day and camps.
- Great sporting opportunities available such as swimming and gymnastics.

**Areas for improvement included:**

- music lessons and drama activities
- less homework
- bigger hall that is air-conditioned
- upfront costs advertised in advance for term 1
- car parking in the morning/afternoons is a problem
- introduce a Gifted and Talented program
- more notice in regard to the presentation of assembly awards, so that parents who work can attend
- more playground activities

## Policy requirements

### Aboriginal education

Muswellbrook Public School received Aboriginal background funding in 2017. These funds were used to support Aboriginal students in mainstream classes. We also embed Aboriginal Cultural into many aspects of school life. We celebrate NAIDOC Day, where all members of the whole school community are invited to join in the celebrations.

We work in partnership with the Aboriginal Education Consultative Group and ensure that families of Aboriginal students are consulted when preparing Personal Learning Plans. We also undertook a staff excursion to Murrook Cultural Centre to further develop staff knowledge and understanding of Aboriginal Culture. Outside performers and the MGoals program will further enhance our Aboriginal Education program.

### Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs. Harmony Day was celebrated by the whole school community and a range of strategies have been incorporated to improve the school's communication with parents and community members from culturally diverse backgrounds. As a result, these strategies are strengthening parent and community engagement.