

# Muswellbrook Public School Annual Report



2016



2688

## Introduction

The Annual Report for 2016 is provided to the community of Muswellbrook PS 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.

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.

Joan Stephens

Principal

### School contact details

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6543 2500

## 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 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. This enables links to be strengthened and increases 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.

This year, staff members at Muswellbrook Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 3 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

Our major focus in the domain of Teaching has been on effective classroom practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement. Importantly, staff members are developing evidence based practice through their reflections and evaluations of collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school.

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.

For more information about the School Excellence Framework please visit <http://www.dec.nsw.gov.au/about-the-deparment/our-reforms/school-excellence-framework>

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## 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 were to be actively engaged in their learning seeking support when needed. Staff were expected to provide appropriate learning activities that 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 to student learning, as well as participating in surveys. 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

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended (Resources)   |
|---|--|--|
| 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.                                    | Staff have further developed their knowledge and skills in relation to the explicit teaching of mathematics through PD sessions delivered through AMSI. The benefits of open-ended tasks and problem solving techniques have also been explored. | AMSI PD was delivered at no cost.  |
| 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. | Students have demonstrated a love of learning through high engagement. They have been self-motivated, autonomous learners who collaborate, communicate, think critically and creatively.   | PD on data evidence and 21st century learning was delivered internally; hence no cost.<br><br>School/community resources were spent on upgrading technology resources. |

#### 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.

Beginning and early career teachers will be supported in areas of identified need as identified via Professional Development Framework.

Staff PD will continue in relation to differentiated learning, mathematics and 21st century 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 practise, hence meeting BOSTES requirements, resulting in improved student outcomes.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year   | Funds Expended (Resources)   |
|---|---|--|
| 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) | Staff are gaining knowledge in evidence based teaching/learning and producing needs based teacher programs that are tailored to meet the needs of individual students. Staff also realise the importance of analysing data to determine future direction. | All professional development sessions have been delivered internally; hence no cost. |
| All staff develop and implement a professional learning plan, outlining their goals, with a focus on new curriculum implementation and use of technology.       | Staff were very appreciative of the PD session delivered by an 'expert'. They now have a greater understanding of how and why individual goals should marry up with strategic directions stated in the school plan.                                       | All professional development activities have been delivered internally at no cost.   |

#### 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.

All teachers will grow and develop as they strive to reach their professional learning goals through professional development sessions tailored to meet individual needs.

## 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

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)   |
|--|--|--|
| 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).                                | Our Positive Behaviour for Learning Program was implemented throughout the year. A committee was formed to drive the program, which has been embraced by all members of the whole school community. Whilst aspects of the program are still being implemented, the program is proving to be very beneficial to our school in relation to improved student behaviour. | Community Consultation funding was set aside to fund this program, which was implemented after consulting with all members of the whole school community at consultation and P & C meetings. |
| 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. | The amount of parents accessing school communication via technology resources has improved. We would still like to see greater parent participation at school information sessions/meetings.   | Skoolbag App and website incur an annual cost.   |

#### Next Steps

For school leaders to undertake professional development in the area of 'Strengthening family and community engagement'. This knowledge would be passed on to staff through professional development sessions.

Positive Behaviour for Learning program is to be developed further and data collected, then analysed to monitor it's effectiveness.

| Key Initiatives                            | Impact achieved this year   | Resources (annual)  |
|--|---|---|
| <b>Aboriginal background loading</b>       | <p>All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Cultural significance is included in all ILPs, which are developed in consultation with staff, students and parents.</p> <p>During 2016 funding from Norta Norta and Aboriginal background funding was combined to support Aboriginal students in the classroom.</p>  | <p>Norta Norta funding \$4781</p> <p>Aboriginal Background equity loading \$44384.</p>  |
| <b>English language proficiency</b>        | <p>A range of strategies have been incorporated to cater for students from culturally diverse backgrounds, which are strengthening parent and community engagement in school activities.</p>  | <p>Equity Loading - \$12318 received</p>  |
| <b>Low level adjustment for disability</b> | <p>Teachers including the Learning and Support Teacher attended courses that centre around students with special needs. As a result, teaching programs have been modified, Staff have shared knowledge and skills; and students have moved to higher clusters on the curriculum.</p> <p>The school's learning and support team processes have been enhanced with a focus on supporting teachers in personalising learning and support. The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes. the learning and support teacher also facilitated classroom teachers' discussions about adjustments to support individual student learning.</p> | <p>Equity Loading: Low level Adjustment for Disability \$237200.</p> <p>Allocation of 1.7 LaST staffing (\$173435) plus flexible funding of \$63765</p> |
| <b>Socio-economic background</b>           | <p>The school leadership team engaged in professional discussions with staff that centered around the Performance and Development Framework. Staff then undertook professional learning to meet individual needs in order to reach set personalised goals.</p> <p>Further funds were used effectively to meet the needs of the students, staff and the school.</p>  | <p>Equity Loading: Socio-Economic Background Funding \$200668</p>   |



|  |  |   |
|--|--|---|
| <p><b>Support for beginning teachers</b></p>                         | <p>This funding was used to develop quality experienced teachers. Our beginning teachers were released from class for two hours each week, to participate in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with their team leaders, lesson observation, professional learning on classroom management, student engagement, mathematics and English curriculums. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation.</p> <p>The teachers have also actively participated in stage planning and reporting. Teachers' feedback indicates that they felt supported in the development of their skills and understandings. and that they felt they were a valued member of the learning community.</p> <p>MPS's mentoring and coaching program was effective and feedback from teachers indicated that this support strengthened areas of need and improved classroom practice, behaviour management and understanding of whole school responsibilities.</p> | <p>\$17458 was received for this purpose.</p> |
| <p><b>Targeted student support for refugees and new arrivals</b></p> |  | <p>No funding received</p>                    |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 318        | 316  | 294  | 293  |
| Girls    | 283        | 283  | 303  | 312  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 93.5 | 93   | 94.5 | 95.3 |
| 1         | 94.2 | 92.2 | 91.8 | 94   |
| 2         | 93.9 | 93.5 | 92.7 | 94   |
| 3         | 94.6 | 94   | 93.6 | 94   |
| 4         | 93.7 | 93.8 | 94.5 | 94.2 |
| 5         | 95.8 | 93   | 93.8 | 93.8 |
| 6         | 94.7 | 94.1 | 93.8 | 93.6 |
| All Years | 94.3 | 93.4 | 93.6 | 94.1 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 1     |
| Assistant Principal(s)                | 4     |
| Classroom Teacher(s)                  | 22.13 |
| Learning and Support Teacher(s)       | 1.7   |
| Teacher Librarian                     | 1     |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 5.06  |
| Other Positions                       | 0     |

\*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on Aboriginal composition of their workforce.

MPS has three Aboriginal teachers. MPS enjoys a close relationship with our local Aboriginal Educational Consultative Group.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 91         |
| Postgraduate degree             | 9          |

## 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 emergency evacuation drills when scheduled and this will be ongoing.

Significant amounts of professional learning were undertaken by Muswellbrook Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us. 2016. \$30654 was allocated for professional learning in 2016.

Staff continue to receive training in differentiating the curriculum to meet individual needs. Improvements in mathematics remains a focus, as does 21st century learning. Staff monitor their individual professional development requirements through the implementation of Performance and Development Plans. Training is continuing in the new 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 OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>846 261.00</b> |
| Global funds                   | 410 354.00        |
| Tied funds                     | 783 768.00        |
| School & community sources     | 175 410.00        |
| Interest                       | 17 764.00         |
| Trust receipts                 | 21 253.00         |
| Canteen                        | 0.00              |
| Total income                   | 2 254 813.00      |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 23 621.00         |
| Excursions                     | 20 177.00         |
| Extracurricular dissections    | 100 689.00        |
| Library                        | 7 756.00          |
| Training & development         | 0.00              |
| Tied funds                     | 816 133.00        |
| Short term relief              | 136 774.00        |
| Administration & office        | 83 224.00         |
| School-operated canteen        | 0.00              |
| Utilities                      | 59 860.00         |
| Maintenance                    | 27 813.00         |
| Trust accounts                 | 23 167.00         |
| Capital programs               | 96 691.00         |
| Total expenditure              | 1 395 909.00      |
| <b>Balance carried forward</b> | <b>858 903.00</b> |

# 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> and insert the school name in the *Find a school* and select *Go* to access the school data.

In Year 3 students made improvements in reading and sustained last year's improved results in writing. Grammar and Punctuation results continued to improve and in numeracy, there was huge growth shown over the past two years.

In Year 5 students demonstrated increased continuous growth over the past 3 years in Grammar and Punctuation. Compared to State growth, our students demonstrated the following:

Reading: 81.4% compared to State 80.1%

Spelling: 78.4% compared to State 77.6%

Grammar and Punctuation: 77% compared to State 76.3%

Numeracy: 90.2% compared to State 91.7%

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 reading and numeracy.

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

Reading 40%, Writing 39%, Spelling 38%, Grammar and Punctuation: 41% and Numeracy 31%.

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

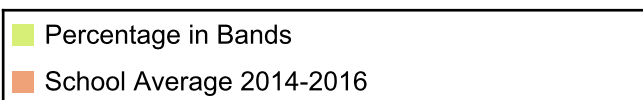
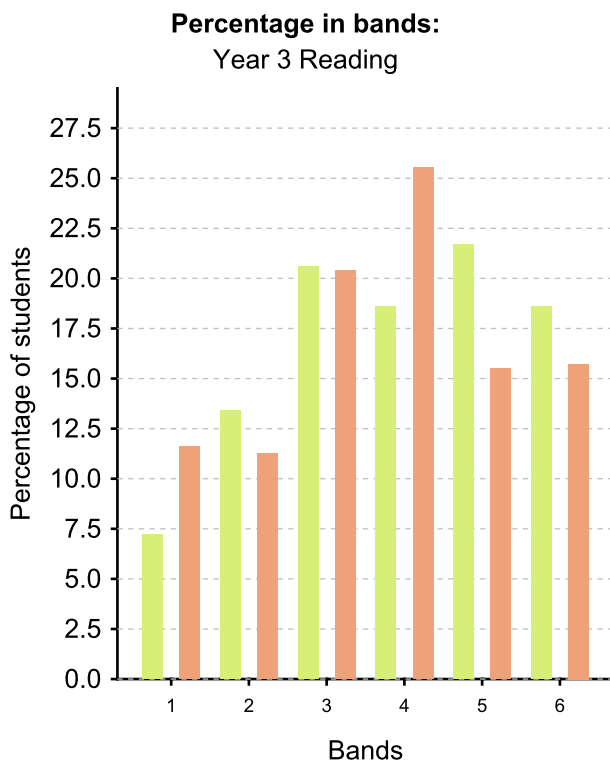
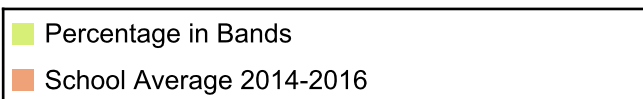
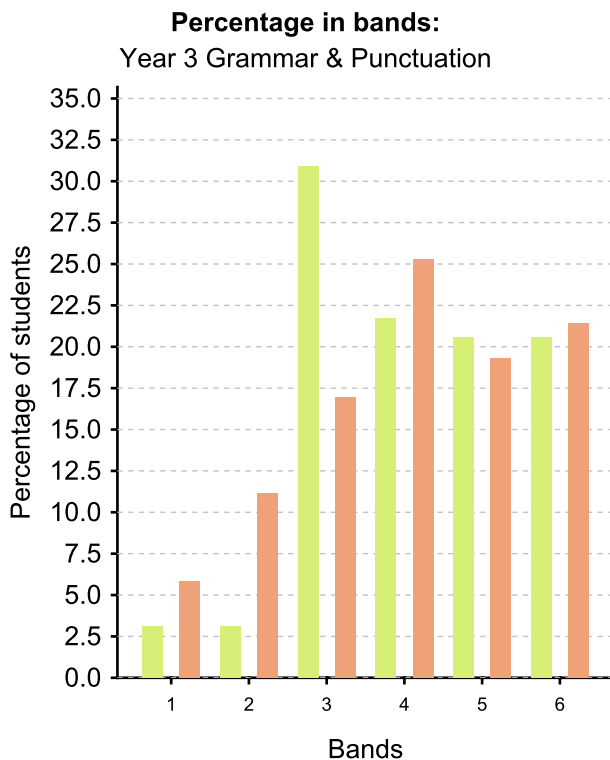
Reading 19%, Writing 9%, Spelling 15%, Grammar and Punctuation: 27% and Numeracy 15%.

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

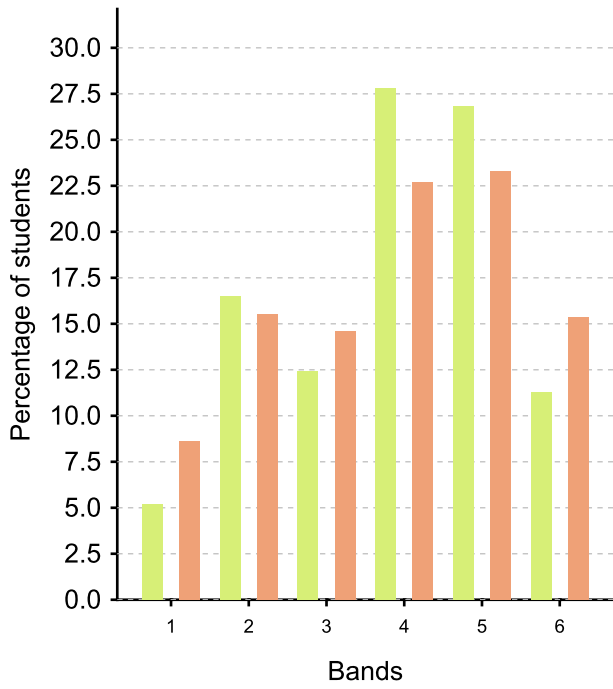
11% of Year 3 Aboriginal students were in the top two bands for reading, writing, grammar and punctuation, as well as numeracy. 22% of Aboriginal students were in the top two bands for spelling.

13% of Aboriginal students in Year 5 reached the top

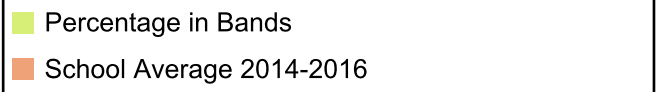
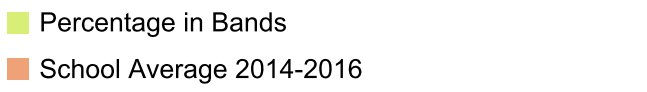
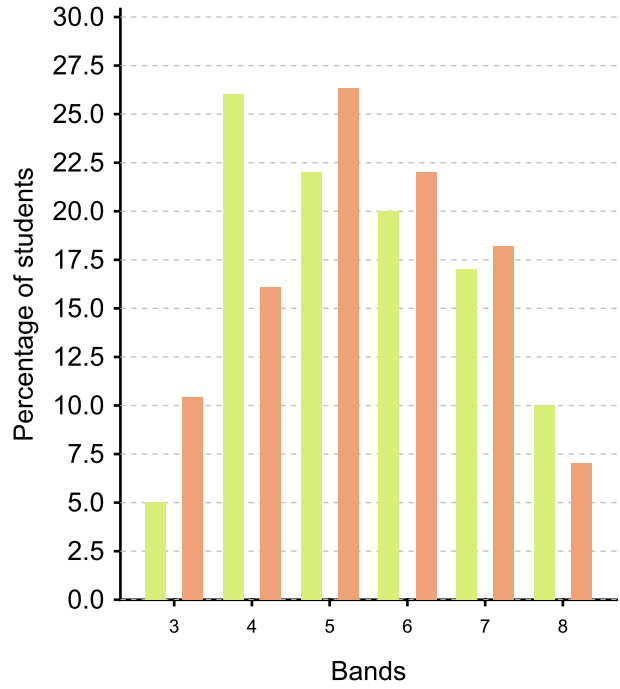
two bands for reading, spelling, grammar and punctuation, as well as numeracy.



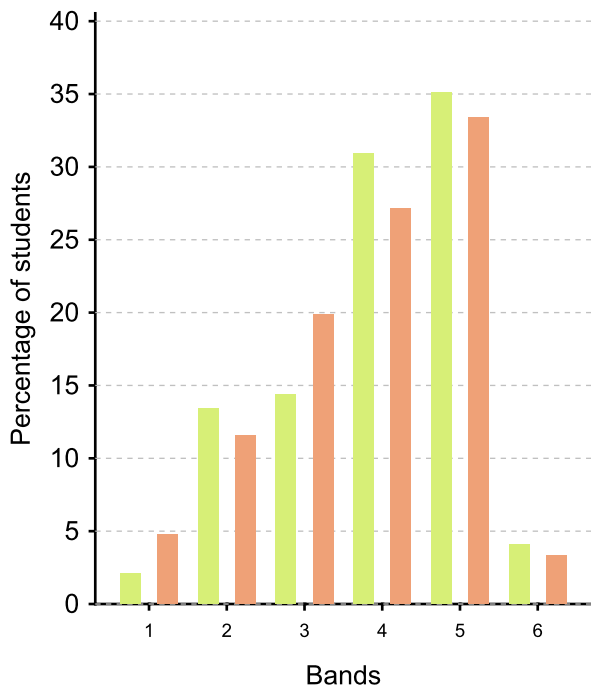
**Percentage in bands:**  
Year 3 Spelling



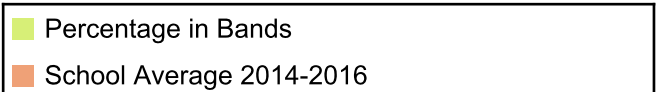
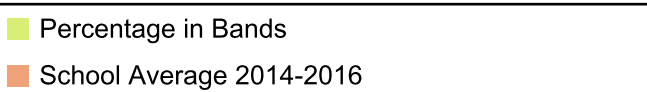
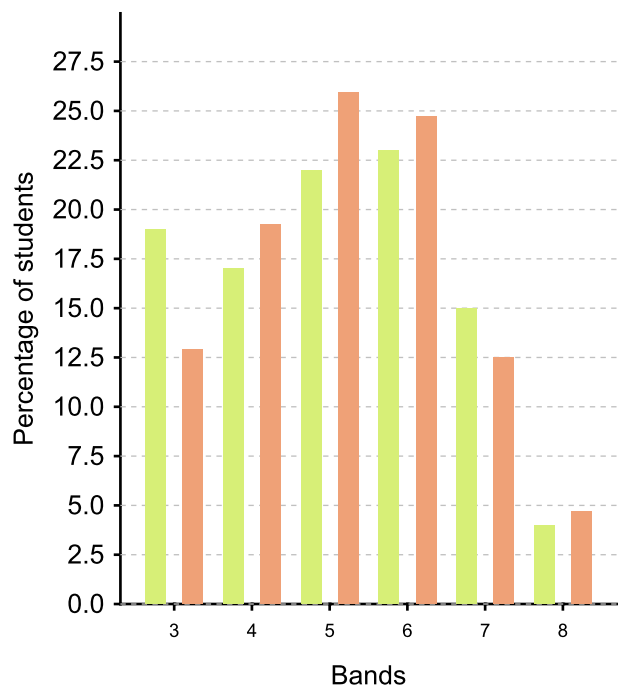
**Percentage in bands:**  
Year 5 Grammar & Punctuation



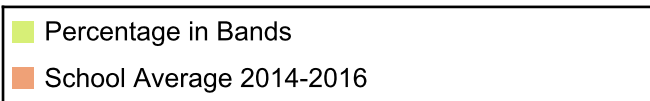
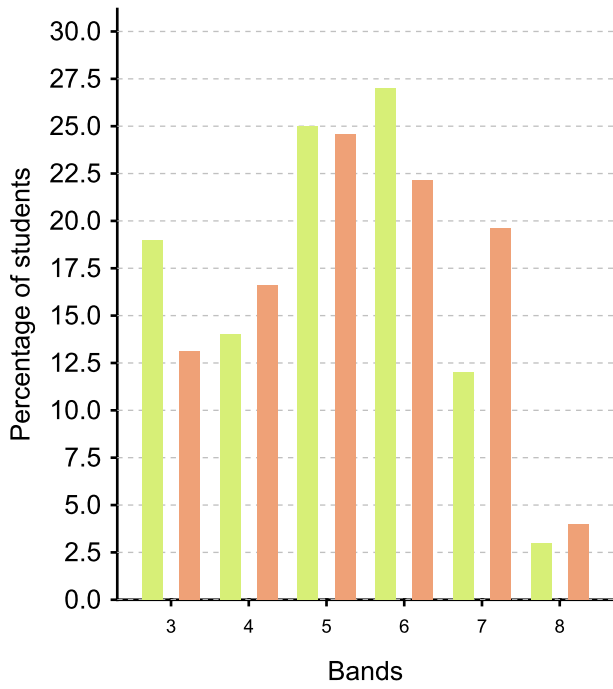
**Percentage in bands:**  
Year 3 Writing



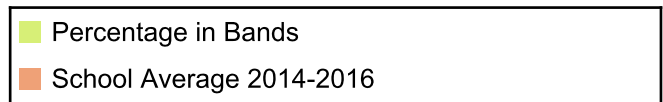
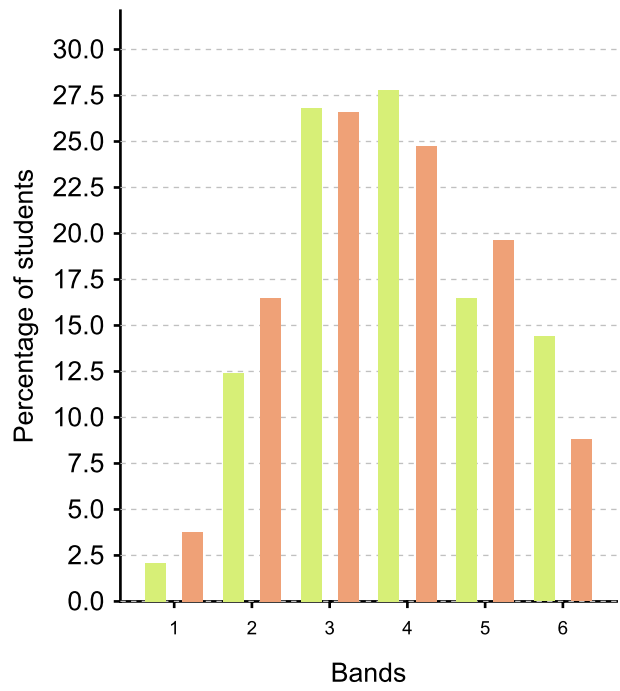
**Percentage in bands:**  
Year 5 Reading



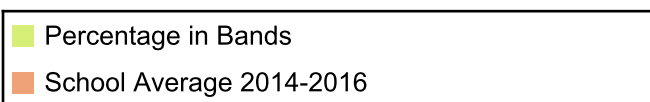
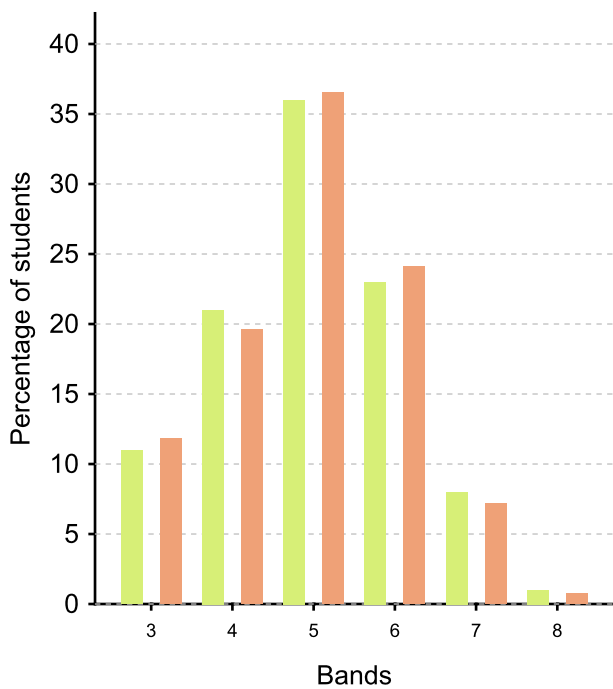
**Percentage in bands:**  
Year 5 Spelling



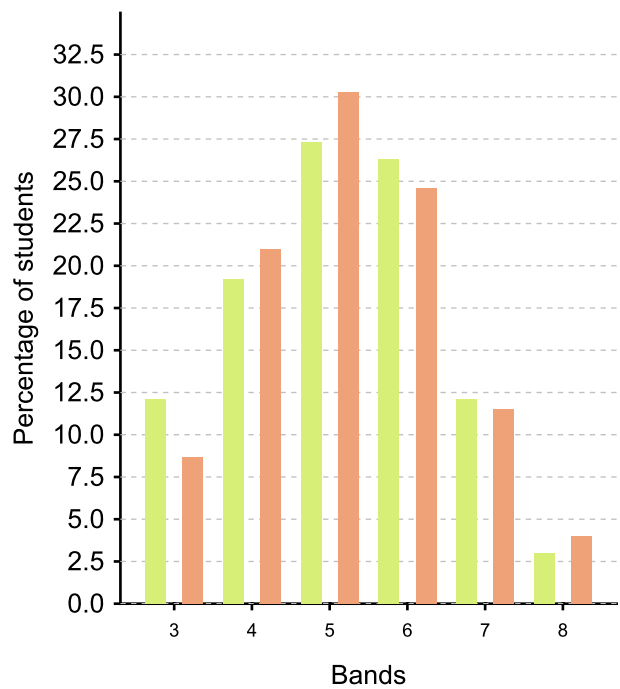
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



Improvements in Numeracy continues to be a whole school focus.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought the opinions of parents, students and teachers about the school through the 'Tell Them From Me Surveys'. Their responses are presented below:

### TTFM Survey Results 2016

**Parents** - 78 parents responded to our 2016 survey.

Over 80% of parents feel welcome at MPS and feel that they can easily speak to teachers.

70% of parents are well informed about school activities.

Overall, parents want their children to spend less time on homework.

Over 80% of parents believe that the school supports positive behaviour.

79% of parents stated that their child feels safe at school.

75% of parents feel that teachers try to understand the learning needs of students with special needs.

**Teachers** - 30 teachers responded to our 2016 survey.

71% of teachers felt that strong leadership and staff collaboration are strengths of our school.

84% of teachers discussed learning goals with their students, monitored individual progress and had high expectations for students.

Over 80% of teachers use formal assessment tasks to inform future planning and to understand where students are having difficulty.

82% of teachers believe that we are an inclusive school.

90% of teachers believe school leaders are leading improvement and change, as well as communicating strategic vision for our school.

**Students** - 234 students in Years 4-6 responded to our 2016 survey.

70% of students have a high rate of participation in sports and 49% have a high rate of participation in extra-curricular activities.

83% of students have a high sense of belonging, feel accepted and valued by peers at school.

92% experienced positive relationships, with students having friends that they can trust and who encourage them to make positive choices.

97% of students believe that education will benefit them personally and will have a strong bearing on their future.

64% of students complete homework.

77% are interested and motivated to learn.

94% try hard to succeed.

## Policy requirements

### Aboriginal education

Muswellbrook Public School received Aboriginal background funding in 2016. These funds were used to support Aboriginal students in mainstream classes. We also implemented an Aboriginal Cultural Program to educate all students about Aboriginal Education. We celebrated NAIDOC Day by opening our Bush Tucker Garden and all members of the whole school community were invited to join in the celebrations. During 2016 funding from Norta Norta and Aboriginal background funding was combined to enable a significant initiative for Aboriginal students, which centred around individual feedback (research from Hattie, 1999) for personal learning plans.

### 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.