Introduction

The Annual Report for 2017 is provided to the community of Mount Victoria 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.

Moira McNair
Principal

School contact details

Mount Victoria Public School
Great Western Hwy
Mount Victoria, 2786
www.mtvictoria-p.schools.nsw.edu.au
mtvictoria-p.School@det.nsw.edu.au
4787 1255

Message from the Principal

At Mount Victoria Public School Public School every child is valued. Students learn in a stimulating and challenging environment and are encouraged to reach their full potential. Highly dedicated and talented teachers inspire a love of learning and provide quality teaching and learning programs that caters for all students. Strong programs in literacy and numeracy provide enrichment and support for all students and ensure individual abilities and interests and actively engaged. Data from 2017 NAPLAN results has shown pleasing growth in the areas of Numeracy, Writing, Grammar and Punctuation and Spelling.

We have a strong Creative and Practical Arts program with specialist teachers employed for Drama and Music over the year. Our whole school play is a highlight and testament to the amazing talents of our staff and volunteers.

Students love to participate in sporting teams competing against other primary schools in rugby league, netball, soccer and touch football. Being part of these sporting teams has continued to foster good sportsmanship and a deeper understanding of the value of working together to achieve success.

The school is an attractive well-resourced school in beautiful grounds with state-of-the-art technology including electronic whiteboards in every classroom, laptops, a computer lab and video conferencing facilities. Our successful trial of NAPLAN on-line highlighted our strong technology capacity for our students. At the beginning of 2018 we have 16 new computers coming into our classrooms.

Enthusiastic parents and community members assist the school to provide new resources and extra-curricular activities. Our approachable and highly competent office and support staff work well beyond their roles to ensure the administration of the school runs smoothly and effectively. The values of tolerance, respect and fair play are embedded in all that we do.

We work “Together in Harmony”.

I am proud to be Principal of such a positive and proactive school community.

Moira McNair

Message from the students

It has been a busy year for our students, teachers, staff and our community, and we have had so many wonderful opportunities and experiences.
In Term One, some Stage Three students were chosen to act in a pedestrian safety film. This was an initiative of Blackheath Area Neighbourhood Centre and included Lithgow High school students and a few local actors. Mr Connor and the Guardians wrote a rap song to be performed at the end of the video by the entire class.

Year Six had their first ‘Sneak Peek’ at Katoomba High School in preparation for next year.

The Pillowcase Project explored the ways our Year Three and Year Four children can be ready for an emergency situation. The Safe Pet Handling session highlighted the do’s and don’ts of how to deal with pets.

Mick Conway presented a fun musical way the environmental message about reduce, reuse, recycle!

The Guardians and Avengers visited the Bathurst Goldfields which was fantastic. We panned for gold, made mud bricks and made damper over the fire.

The school Cross Country was held this term, with our Kindergarten students participating for the first time. Everyone had a great day!

Year Three and Five participated in NAPLAN testing and the Local Fire Brigade visited to teach us what to do in the event of an emergency.

For the first time we joined North Katoomba Public School for a School Athletics Carnival at Katoomba. Megalong Public School also joined in on the day and it was a great success.

Term Two also hosted our school extravaganza ‘Alice in Wonderland’! Through all the hard work of Mrs Molla, the teachers, parents and especially the kids, the play was a resounding success.

In Term Three, our new debating team was formed and went onto compete strongly against other school teams, learning new skills and techniques along the way.

For the second time we had four students represent our school and compete in the Premier’s Spelling Bee held at Wallawerang Public School.

The Junior Choir performed at the Upper Blue Mountains Choir Festival and during Rail Safety Week Year 2/3 visited the Station and local Museum.

The theme for Book Week was “Escape to Everywhere!” and the Book Character parade was fantastic!

We had a premiere of the Road Safety Clip at Mount Vic Flicksand the whole school was able to attend!

The BIG DAY IN at Katoomba High saw another opportunity for our Year Six students to enjoy transitioning to Year Seven next year.

Our new Kindergarten students for 2018 got to know the school and their new buddies at Mount Victoria Public School with regular visits this term.

In Week Five, Stage Three spent three fabulous days at the Aussie Bush Camp, building rafts, kayaking, going on high swings and just generally having an amazing time.

The Avengers had a wonderful visit by train to the Blue Mountains Cultural Centre as part of our commitment to more excursions.

Students and teachers are fortunate to end the year with some fun in the sun with our whole school Aquatic Fun Day tomorrow and Swimming Scheme!

Thank you for the opportunity to be your School Captains for 2017.

Ellie Molla and Robert Lewis–Jones
School background

**School vision statement**

Mount Victoria Public School is a small and happy school which values relationships.

Our learning place fosters the growth of responsible, creative and caring people.

We actively seek community involvement and through building these connections we aim to be responsive and supportive of each individual’s needs.

**School context**

Mount Victoria Public School is a small school situated at the western extremity of the Blue Mountains. The school is committed to quality teaching and learning programs for students who are drawn from the small local village, and the surrounding semi–rural areas.

There a total of 57 students enrolled for 2017. Eight students are identified as Aboriginal. School structure consists of 3 classes with a teaching Principal, 2 full–time teachers, and a full time School Administration Manager. Enrolments are remaining reasonably steady.

MVPS is a member of the Upper Blue Mountains Learning Community. We provide Quality Teaching in all areas and have a strong and successful focus on Literacy, Numeracy, the integration of Technology into teaching and learning programs and student welfare.

Our school motto "Together in Harmony "reinforces the importance of home/school partnerships in developing the whole child.
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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

Learning

The results of this validation process indicated that in the Schools Excellence Framework domain of Learning: Mount Victoria Public School is Delivering. As a School Mount Victoria has focused on the importance of Learning Culture and Wellbeing to ensure our students are provided with a safe a happy environment to ensure learning outcomes are maximised. Our School Plan has a focus on building the capacity of our staff in relation to programming and curriculum provision. We have built our technology capability to a high level across the school and staff have embraced utilising technology within their teaching programs. As a small school we have developed a range of extra–curricula activities to ensure our students are given the opportunities for a wide range of educational and social opportunities. Our staff have developed strong communication systems with parents to report on student progress and parents are continually updated on the progress of their children especially if they have high learning needs. Our student performance measures in the K–3 range is Sustaining and Growing and a future direction will include this spreading into the later years of Primary school.

Teaching

The results of this validation process indicated that in the Schools Excellence Framework domain of Teaching: Mount Victoria Public School is Delivering. Teachers are supported through strong instructional leadership to develop and deliver engaging and effective learning programs to maximise outcome acquisition for all students. Our School expectations have ensured that classrooms and playground activities are calm and focussed places that promote proactive learning. Our focus on the continuums of learning in both Literacy and Numeracy has led to increased teacher capacity to analyse and usedata to plan lessons focused on students learning goals. Our explicit structures to promote staff collaboration has led to a change in culture where staff value and commit to sharing professional practice and act on feedback to improve their professional practice. All staff are proactive in relation to the development and delivery of the professional learning goals. The Professional and Development Plan process has linked closely to our school priorities and allowed use to develop expertise and strengths in identified areas of need. At Mount Victoria Public school all our staff are committed to developing as members of the teaching profession within a positive and supported environment.

Leading

The results of this validation process indicated that in the Schools Excellence Framework domain of Leading: Mount Victoria Public School is Delivering. Through planned school wide activities our parents and community are welcomed to join us in a range of activities. To ensure the needs of our students are met the school has strong links with external providers. As a small school our staff are actively involved in taking responsibility for our school priorities and programs. Our 2015–2017 Planning process involved all stakeholders and our vision and plans were well communicated to all community members. The current planning process will involve a refinement of this process. We celebrate our wide diversity of community members and value each and every person in our school. Strong professional learning in curriculum has developed our teachers capacity in delivering engaging programs which best meets both the needs of the students and the curriculum requirements. The school maximises its resource use with a focus on providing our students and staff excellent facilities in which to teach and learn. Our systems to assess accountability are well developed and our administrative and learning support staff effectively support the teaching and learning activity of our school.

Our self–assessment and the external validation process will assisted 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:

Strategic Direction 1
Child centred practices across the whole school community

Purpose
To implement whole school collaborative practices which fosters confident and successful learners who are engaged and self regulated. Social and emotional development is developed amongst the whole school community.

Overall summary of progress
Staff have collaborated positively towards developing child centred practices across the whole school. There has been 100% of staff sharing programming and an increase in the provision of excursions for our students. The resilience BOUNCE program has been embedded in the metalanguage of our community and staff have integrated this message throughout their welfare programs. There was a whole school focus on ensuring PLAN data was up to date and used as a starting point for learning and extension. In Term Four Staff attended professional learning on the Literacy and Numeracy Progressions and our school implementation of these will form part of our 2018–2020 school plan.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| growth for all students in all aspects of Numeracy and Literacy from Year 3 to Year 5 in NAPLAN results             | Additional classroom support from SLSO and LaST provided explicit programs to work with students at need | 50% of students demonstrating strong growth in in Spelling, Writing and Grammar and Punctuation.  
72% of students demonstrated strong growth in Numeracy                                                                 |
| 100% of staff using PLAN Data for all students and this is reflected in their programming                          | Plan Data use and implementation was a focus in all staff PDP’s. Teachers were also supported through QTSS release for observation and professional dialogue. | Plan Data was used as a focus for class programs and assessment. 100% of students had up to date PLAN data. |
| Full Implementation of Bounce Back program throughout K–6                                                       | Staff received additional Kids Matter training. The resilience focus continued through our Learning Support Team. | Bounce Back program has been fully implemented into our school culture.                     |

Next Steps
Mount Victoria Public School has been chosen as a Supplementary Phase two school. We will be trialling the new Literacy and Numeracy progressions.

Further focus on assessment practices within the school based on these learning Progressions will be developed. with the development of rubrics a positive process.

Additionally Programming systems will be reviewed to ensure compliance with NESA standards.
Strategic Direction 2

Collaborative, Positive culture of Staff engagement and Professional learning.

Purpose

To build systems and structures that foster collaborative practices. To foster a positive staff culture which leads to increased staff engagement and professional growth. To promote and engage in professional learning which develops quality teaching practice.

Overall summary of progress

Together staff collaborated across the school to develop learning sequences in a multi stage context. All staff were actively engaged with professional learning that was strategically aligned with our school plan as well as their Performance and Development Plans. Collegial Feedback and communication has ensure professional growth within the staff. Staff expertise was identified and additional programs were offered throughout the year. All staff shared their teaching and learning programs on the school server and programs can be accessed by all staff to ensure smooth transitions in learning. Additional responsibilities for major events within our school are now a communal responsibility. All staff have engaged in after school activities that have promoted a positive culture of learning.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% staff involvement in Performance and Development Plan</td>
<td>Individual meetings Week 7 Term 4 Staff meeting Term 4 Week 7</td>
<td>Teacher developed their professional capacity through targeted [planning Professional learning. All Teachers were well engaged with the PDP process. The PDP process contributed to meaningful change in professional practice in relation to open sharing of professional goals amongst staff.</td>
</tr>
<tr>
<td>100% staff completion of recommended new syllabus Board of Studies training in new syllabus areas</td>
<td>Additional support provided at staff meeting in relation to ant syllabus implementation issues.</td>
<td>All staff using the NESA syllabus in all programming.</td>
</tr>
</tbody>
</table>

Next Steps

Active engagement with research and evidence–based practice to promote excellence in teaching and learning.

Promotion of Leadership building capacity across the whole school including teaching and non–teaching staff, students and community members.
Strategic Direction 3

Strong involvement in the Upper Blue Mountains Community of Schools.

Purpose

To build a strong relationship with the Upper Blue Mountains, through sharing professional learning, resources, expertise, mentoring and support, building the capacity of our school community to meet the needs of students, staff and parents.

Overall summary of progress

Across the school there has been a development of involvement by all stakeholders in the upper Blue Mountains Learning Community. Our strong alliance with our secondary school Katoomba High School saw Year Six students involved in a range of positive transition opportunities. Our school participated in the upper Blue Mountains Cross Country, Swimming and Athletics carnivals. Our students were involved in the Combined Choir festival which led to performances at a local aged care facility. Students were also involved in the local Public Speaking and Debating competitions.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every teacher is actively involved in a collegial relationship across our Learning Community.</td>
<td>Teachers were encouraged to develop these relationships out of school hours.</td>
<td>Teachers have reported an increase in collegial sharing across and beyond our network.</td>
</tr>
<tr>
<td>100% staff participation in UBMLC combined Professional learning day and selected combined learning opportunities.</td>
<td>The Staff development day in Term Two is allocated to this positive learning opportunity.</td>
<td>100% of staff provided positive feedback about this day. All staff engaged fully with the learning opportunities.</td>
</tr>
</tbody>
</table>

Next Steps

Further collegial sharing opportunities across the Upper Blue Mountains Network.

Development of a social skills program across the school to enhance the behaviour and resilience programs within the school.

Investigation into the viability of a variety of sharing platforms across our network.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>Resource Allocation = $5079</td>
<td>Aboriginal background funding was utilised to support classroom teachers in providing for their Aboriginal students. Student Learning Support Officers were employed as part of this initiative. Part of this funding was set aside for our inaugural Totem ceremony. Aunty Carol and Aunty Jacinta led us through this ceremony with the older students in the school involved. With this funding Mount Victoria Public School has been able to promote aboriginal subject matter and perspectives.</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>Resource Allocation = $28 936</td>
<td>Our allocation of funding for low level adjustment for disability has supported students in class with explicit learning programs delivered by a trained student Learning Support Officer. Personalised Learning Support Plans are provided to all identified students who need assistance in Literacy and Numeracy outcome acquisition. Additional assistance with behaviour support plans is also a role of these SLSO’s. Increased benchmark reading levels and improved SENA testing has been evidence of the value of these explicit programs.</td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>QTSS 0.058 staffing allocation</td>
<td>Staff observations ongoing with supervisor providing targeted feedback in relation to professional goals. Additional release time provided throughout the year to an early years teacher.</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>Resource Allocation = $14 837</td>
<td>Review conducted as a whole staff consultation in relation to activities, staffing and offerings in 2017. The employment of a specialist music teacher has increased our students exposure to this creative arts aspect. There has been a very positive response to this program.</td>
</tr>
<tr>
<td>Community Consultation Funding</td>
<td>Commonwealth Funding = $3772</td>
<td>Staff were employed on a casual basis to provide release for professional Learning Opportunities and consultation strategies.</td>
</tr>
</tbody>
</table>
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>37</td>
<td>33</td>
<td>37</td>
<td>29</td>
</tr>
<tr>
<td>Girls</td>
<td>38</td>
<td>43</td>
<td>47</td>
<td>32</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>93.9</td>
<td>93.8</td>
<td>92.5</td>
<td>92.5</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>92.3</td>
<td>90.2</td>
<td>90.1</td>
<td>94.6</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>92.8</td>
<td>90.9</td>
<td>88</td>
<td>86.7</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>94.7</td>
<td>90.2</td>
<td>87.9</td>
<td>89.3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>92.6</td>
<td>93.1</td>
<td>92.3</td>
<td>89.8</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>95.1</td>
<td>88.7</td>
<td>93.3</td>
<td>92.2</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>94.8</td>
<td>92.8</td>
<td>92.9</td>
<td>92</td>
</tr>
<tr>
<td>All Years</td>
<td></td>
<td>93.8</td>
<td>91.3</td>
<td>90.6</td>
<td>90.5</td>
</tr>
</tbody>
</table>

State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.2</td>
<td>94.4</td>
<td>94.4</td>
<td>94.4</td>
</tr>
<tr>
<td>1</td>
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<td>6</td>
<td>94.2</td>
<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
</tr>
<tr>
<td>All Years</td>
<td>94.8</td>
<td>94</td>
<td>94</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is an area that Mount Victoria Public School has identified as needing clear strategies, processes and practices to improve. The staff monitor student absences through ebs central and student absence reports are generated for the Principal. Home School Liaison Officer support is sought for identified issues of non-attendance and parent meetings are held. Written or verbal explanation of absence are sought for each absence and these are recorded and filed. The newsletter is utilised as a way we communicate the importance of daily attendance and parents are responsible for applying for extended leave.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2.35</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning &amp; Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.17</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>1.41</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0</td>
</tr>
</tbody>
</table>

*Full Time Equivalent
Mount Victoria Public School has no Staff members who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The Staff at Mount Victoria Public School have proactively participated in the Performance and Development Plan process over 2017.

The staff have engaged in the following learning–
- Mandatory Training in Child Protection, Code of Conduct, CPR/Anaphylaxis Update
- STEM Conference – Sydney – 3 day focus on futures Learning
- Kids Matter – Component 1 – A positive School Community
- Component 2 – Social and Emotional Learning
- Component 3 – Working with Parents and Carers
- NAPLAN on-line Training
- Social Media Policy – Dos and DONTS
- Upper Blue Mountains Learning Conference –
Exploring Creativity Through Dance/Accreditation – all your questions answered/Understanding Dyslexia/LMBR – sharing ideas/ Birriban Story
- Master Class Consultative Decision Making
- Community Engagement Workshop (Collective Impact)
- Evaluation Essentials for School Leadership Positive Leadership Workshop
- Art Of Leadership
- Communicating and Engaging with your Community
- Teaching with PLAN
- Teaching Strategies and Behaviour Support – Autism Spectrum Disorders
- Improvement Sprints in Action
- Creative and Critical Thinking Across the Curriculum
- Road Safety Education
- NSW K–6 Physical Activity and Health Conference
- LMBR – SAP reports and Banking Management Workshop
- LMBR – SAP Reports and CEPS and Journaling Workshop
- Performance and Development Workshop for non–teaching staff in schools

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

<table>
<thead>
<tr>
<th>Financial information (for schools fully deployed to SAP/SALM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial summary</td>
</tr>
<tr>
<td>The information provided in the financial summary includes</td>
</tr>
<tr>
<td>reporting from 1 January 2017 to 31 December 2017.</td>
</tr>
</tbody>
</table>

- Opening Balance
- Revenue
- Appropriation
- Sale of Goods and Services
- Grants and Contributions
- Gain and Loss
- Other Revenue
- Investment Income
- Expenses
- Recurrent Expenses
- Employee Related
- Operating Expenses
- Capital Expenses
- Employee Related
- Operating Expenses
- SURPLUS / DEFICIT FOR THE YEAR
- Balance Carried Forward

<Use this text box to enter a general statement describing:

- your school’s financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.
<table>
<thead>
<tr>
<th></th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>593,376</td>
</tr>
<tr>
<td><strong>Base Per Capita</strong></td>
<td>12,837</td>
</tr>
<tr>
<td><strong>Base Location</strong></td>
<td>3,559</td>
</tr>
<tr>
<td><strong>Other Base</strong></td>
<td>576,979</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>48,853</td>
</tr>
<tr>
<td><strong>Equity Aboriginal</strong></td>
<td>5,079</td>
</tr>
<tr>
<td><strong>Equity Socio economic</strong></td>
<td>14,837</td>
</tr>
<tr>
<td><strong>Equity Language</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Equity Disability</strong></td>
<td>28,936</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>57,795</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>6,891</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>706,915</td>
</tr>
</tbody>
</table>

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.

**School performance**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

Mount Victoria Public School continues to deliver engaging and relevant learning opportunities to our students to ensure academic achievement.

**Parent/caregiver, student, teacher satisfaction**

Our External Validation process highlighted the high level of Parent satisfaction with the school programs.

In relation to school self-evaluation we proactively seek feedback about our programs, education provisions and practices from the school community. This year we asked for feedback in relation to our Music, Coding, Drama and Sport programs. Parents were also asked to think of what they saw as strengths of the school and consider one improvement. These were qualitative in their nature and were widely published in our external validation evidence – which was presented to the P & C as well as available for review in the school foyer. The Tell Them From Me Survey for our students is another way Mount Victoria Public School seeks to gain valuable insights into our school-wide culture and performance. These results were published in our external validation submission and available for review in the school foyer.

**Policy requirements**

**Aboriginal education**

At Mount Victoria Public School teaching Programs and learning experiences target the inclusion of Aboriginal perspectives and content. Additional incursions with local elders gave our students personal involvement with Aboriginal culture.

Additional classroom support for our Aboriginal students has been given over 2017 with Personal Learning Plans developed focusing on improving education outcomes for these students.

The Principal attends and asks advice from our local Aboriginal Education Consultation Group. These meeting ensures Mount Victoria Public School receives appropriate advice in relation to Aboriginal education. In 2017 two staff members attended an after-school cultural sharing session with schools across the mountains. This sharing of experiences and knowledge highlighted the importance of focusing on education for our aboriginal students to maximise their educational success.

Our School held an inaugural Totem ceremony in Term Four. Our Totems are the Eastern Grey Kangaroo, the Yellow–Tailed Black Cockatoo and the Spotted Blue Tongue Lizard. At the ceremony all students shared songs and the Year six and Year Five students were involved in the Totem ceremony.

**Multicultural and anti-racism education**

Through our established learning sequences Teaching staff ensure multicultural and anti-racism education is embedded in their teaching programs. Harmony Day is our main celebration of the diversity of culture in our community and parents and community members are invited to celebrate with our students.

Students are engaged in the study of an Asian Country and through our History and Geography programs we ensure that multicultural perspectives are explored and an understanding and appreciation of cultural heritage...
developed in our students.