Introduction

The Annual Report for 2018 is provided to the community of Mount Annan 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.

Annette O'Neill
Principal

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School background

School vision statement

Mount Annan Public School strives to provide a quality education for all learners within the school community. We aim to provide opportunities that allow our learners to connect, succeed and thrive.

These foundations are the basis for our vision:

Together we Grow

School context

As a result of comprehensive evaluation of the impact of the 2015–2017 School Plan as well as self assessment against the School Excellence Frameworks versions 1 and 2, Mount Annan Public School has defined a context for the next iteration of the 2018–2020 School Plan.

Over the past two years, Mount Annan Public School has achieved significant growth in literacy and numeracy results that has been reflected in NAPLAN and standardised assessments. Positive Behaviour for Learning has been implemented as a framework for student wellbeing though aspects of student wellbeing need refinement. Professional learning in evidence based assessment and teaching practices has resulted in the implementation of formative assessment strategies and this is an area of continued focus. Partnerships with local and wider communities have been initiated.

Mount Annan Public School has identified a commitment to:

- Positive student wellbeing
- Future focused learning
- Continued improvement in Reading and Mathematics
- Evidence based quality teaching practices
- Positive partnerships within the school, the local and wider community.

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 School Excellence 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 in alignment with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning

Overall, Mount Annan Public School is Sustaining and Growing.

Learning Culture

In the element of Learning Culture, the school is Excelling. Mount Annan Public School has developed a school culture where there is a strong focus on quality learning, teaching and assessment in all curriculum areas. Our school strives to engage the whole school community ensuring all stakeholders are partners in learning.
Significant change in the learning culture has occurred. A strong emphasis on data analysis, collaboration in teaching practice and community partnerships underpins the school's educational focus. The school regularly seeks feedback from students, teachers and parents to assist us in our journey of ongoing performance improvement.

Wellbeing

In the element of Wellbeing, the school is Sustaining and Growing. Over the past three years, Mount Annan Public School has rigorously evaluated wellbeing practices with the whole school community. This evaluation has seen the introduction of Positive Behaviour for Learning as a framework to support and enhance student wellbeing. The changes this framework has brought about have been negotiated with the whole school community.

The refinement and relaunch of student leadership at Mount Annan Public School has been strategically planned to support student voice across the school. Student voice has had a significant impact on programs and practices at Mount Annan Public School.

The school's focus on quality data collection and analysis has ensured that individual student needs are met through differentiated class programming and individual learning plans. All of these processes assist in ensuring that students connect, succeed, thrive and learn.

Curriculum

In the element of Curriculum, the school is Sustaining and Growing. Mount Annan Public School provides students with a comprehensive curriculum supported by quality teaching, focused assessment, curriculum planning and delivery. As a Bump It Up school, we have strategically focused on collection, collation and analysis of specific data that has informed and guided our practice.

Extensive professional learning supported by instructional leadership and learning alliances with other schools has enabled teachers to develop and implement consistent evidence-based assessment practices. In addition, a strong focus on team collaborative planning incorporating the expertise of learning and support staff has facilitated the development of quality differentiated teaching and learning programs in literacy and numeracy to enhance learning outcomes for all students. Analysis of quantitative data indicates significant improvements in literacy and numeracy.

Assessment

In the element of Assessment, the school is Excelling. A focus in Mount Annan Public School's current school plan is to implement a whole school approach to collection, analysis, interpretation, evaluation and use of formative and summative assessment data to inform collaborative planning and high quality teaching. This remains an ongoing journey for Mount Annan Public School. School wide practices have been developed and continue to be refined to support student learning across the curriculum. Streamlined processes including the development and implementation of a summative assessment schedule, user friendly reporting format, consistent programming templates across stages, consistent formative assessment strategies in all classroom including learning goals, success criteria, checking for understanding strategies and feedback strategies, all support students to learn what is taught within classrooms. Our school has a commitment to developing teacher capacity that supports student progress through the effective application of these assessment strategies.

Reporting

In the element of Reporting, the school is Sustaining and Growing. Our school has ensured communication regarding student learning and progress has been timely and accurate. Processes to develop school community input into effective reporting procedures have been implemented. These have included parent/carer, student and staff surveys and forums to assist in developing an appropriate school report that enables parent understanding of student progress and future directions for student learning. This collegial process ensured all stakeholders are provided with information that supports student progress and achievement across the curriculum. Opportunities throughout the year, including Celebration of Learning Days, forums, parent/student/teacher conferences and digital learning journals, assist parents/carers to gauge a clear and accurate picture of progress and achievement for their child and ensure success is celebrated.

Student Performance Measures

In the element of Student Performance Measures, the school is Sustaining and Growing. Mount Annan Public School was identified as a Bump It Up school in 2016. Since then, regular and consistent opportunities for rigorous data analysis have been created. Data/planning days occur twice a term enabling stage teams to effectively analyse data that is used for collaborative planning and programming. Processes have been implemented to effectively and consistently monitor data across the school. K–6 assessment schedules ensure the consistent implementation of assessment and measurement of student performance. In addition, professional learning in English, Mathematics and formative assessment as well as focused instructional leadership have enabled the development of quality collaborative teaching programs that are differentiated to meet the needs of learners.
These processes have assisted in improving student performance on external and internal assessments.

Teaching

Overall, Mount Annan Public School is *Sustaining and Growing*

Effective Classroom Practice

In the element of Effective Classroom Practice, the school is Excelling. Mount Annan Public School is committed to building teacher capacity and improving teacher performance through ongoing focused professional learning. Development of curriculum and assessment knowledge is enhanced through the employment of external consultants to build teacher capacity and understanding in English and Assessment.

Significant funding has been allocated for teacher release that is used for data analysis and collaborative planning. One additional hour per fortnight, two planning days per term and weekly after school planning time is utilised for teachers to collaborate and develop programs in English and Mathematics that incorporate evidence–based assessment and teaching strategies. These processes are led by stage supervisors and supported by deputy principals/principal.

Regular engagement in the Performance and Development Framework through Performance and Development Plans and classroom observations also assists teachers to refine and reflect on teaching practices to support student learning.

Data Skills and Use

In the element of Data Skills and Use, the school is Excelling. Data analysis is an integral component of teaching and learning at Mount Annan Public School. There is a commitment from all staff that data is utilised effectively to plan and program teaching and learning. Data is analysed at class, grade, stage and school level. Assessments are developed and implemented within stages. Data from these assessments is analysed and utilised for collaboration and planning of explicit teaching and learning programs. Parents are engaged in conversations around specific data analysis through forums and during parent/student/teacher conferences, providing opportunities for them to be involved in planning strategies for improvement.

Professional Standards

In the element of Professional Standards, the school is Sustaining and Growing. Mount Annan Public School demonstrates a whole school commitment to evidence–based professional learning. The leadership team supports this by providing strategic professional development in English, formative assessment, future focused learning and mathematics. Professional learning incorporates external consultancy support, instructional leadership, learning alliances, additional collaboration time, classroom observations, mentoring and coaching. Professional standards are a reference point for whole school reflection and improvement along with the Performance and Development Framework.

Learning and Development

In the element of Learning and Development, the school is Excelling. At Mount Annan Public School we ensure professional development for staff is aligned explicitly with the school plan to improve the quality of assessment, teaching and student learning outcomes. We value collaboration as a professional learning tool to support planning and programming and promote student learning. The evidence sets demonstrate our commitment to building staff capacity through effective and timely professional learning opportunities particularly in literacy, numeracy and assessment. The leadership team values and utilises mentoring and coaching as tools to support staff in the development of their professional goals. There are many opportunities for staff to share expertise and engage in passion projects in areas of interest through roles and responsibilities, co–curricular activities and school plan strategic directions.

Leading

Overall, Mount Annan Public School is *Sustaining and Growing*.

Educational Leadership

In the element of Educational Leadership, the school is Excelling. Educational leadership at Mount Annan Public School has been an area of focus over the past and current school plan. Strategic opportunities to support the growth and development of staff have been embedded across the school through the development of an instructional leadership model led by the school principal. The development of clear roles and responsibilities for executive and a defined plan for instructional leadership has supported the implementation and development of programs and practices across the school. Areas of impact have included: curriculum development in English and mathematics, understanding and use of effective formative assessment strategies, support for aspiring leaders and development and enhancement of beginning teacher programs. High expectations for all learners – staff, students and community, have been a focus for the leadership team to enable student growth and the implementation of strategies to support Bump It Up. The leadership
team has been integral in engaging staff and the wider community in school evaluation processes to determine future directions for the school.

School Planning, Implementation and Reporting

In the element of School Planning, Implementation and Reporting, the school is Excelling. Mount Annan Public School has engaged in rigorous self–evaluation in line with the School Excellence Framework each year to ensure the school plan and milestones support our vision of “Together We Grow”. For the new school planning cycle, this involved engaging a team of staff to lead the process of analysing the school evaluation through triangulation of data, logic modelling and assessment feedback against both school excellence frameworks. The team also led the review of the school vision, the development of strategic directions and formulation of the 2018–2020 School Plan. All staff, students and the community engaged in this process through staff meetings, parent and student forums and surveys. The focus of our strategic directions includes student progress, effective teaching, professional learning, wellbeing and community engagement. We evaluate the impact of our school plan through the monitoring process and report on our achievements in the Annual Report.

School Resources

In the element of School Resources, the school is Sustaining and Growing. Our school values the contribution of a variety of stakeholders to support student learning outcomes. Resources are targeted for high quality service delivery by utilising instructional leadership, a Community Liaison officer (CLO) and the engagement of external consultants.

School learning support officers implement specific programs in literacy and numeracy to assist 'at risk' students with closing the gap in learning. Parents and Citizens (P&C) Association has assisted in providing resources including technology to support and enhance student learning. External hall users and community groups provide monetary resources that assist the school to support student learning.

Management Practices and Processes

In the element of Management Practices and Processes, the school is Excelling. Mount Annan Public School measures school community (parent, student and teacher) satisfaction and shares its analysis and actions in response to the findings with its community through newsletters, P&C meetings, Annual report and the school website. The school surveys the community and organises regular parent forums. The Community Liaison Officer engages with the school community to gauge feedback on a variety of practices within the school. Changes occur to support community feedback where possible and necessary. This is particularly evident with the introduction of Celebration of Learning days that incorporate open classrooms, community forums and assemblies all on the one day. The Tell Them From Me staff, student and parent surveys assist the school to improve service delivery and customer (parent and/or student) experience through specific analysis of this data and implementation of improvements.

Our self–assessment and the external validation 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:

### Strategic Direction 1

Engaged Learning

### Purpose

To enhance student engagement and positive wellbeing by delivering rich, diverse learning experiences that promote critical, curious, creative and resilient individuals and enable every student to connect, succeed and thrive in today's and tomorrow's world.

### Overall summary of progress

Overall summary of progress:

#### Student Wellbeing
- Refined award system implemented in 2018.
- Use of playground/classroom matrix is becoming more consistent.
- A range of playground initiatives have been introduced – Game Zone, Musical Garden, Yarning Circle.
- A range of co-curricular activities at lunchtime has resulted in an increase in student participation from previous Tell Them From Me reports.
- The Wellbeing Framework has been introduced to staff.
- 80% of students have a positive sense of belonging.

#### Future Focused Learning
- Increase in the amount of technology hardware.
- Implementation of a strategic approach to developing teachers' technology skills through the engagement of an external consultant and in-class support.
- Embedding of technology in class programs is becoming more evident. The sharing of skills has occurred between teachers via classroom observations and team teaching.
- Breakfast Tech – large numbers of staff have attended before school voluntary meetings. During these meetings staff members share knowledge, skills and ways to embed technology in teaching programs.

### 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>
| Increased proportion of students indicate that they have a positive sense of belonging, are engaged and experience success in their learning and school life. | Toon School $2500  
Let's Stamp out Bullying $2500  
Musical Garden – $15 730  
Game Zone – $5103  
Yarning Circle – $4615  
Playrope – $28180  
Game Zone shed $20,000 | • Game Zone has been set up and is used each lunchtime and recess by a large number of students.  
• Anti-bullying was introduced this year through Toon School and Let's Stamp out Bullying. It was further reinforced through the police cyber bullying program and embedding of anti-bullying strategies in classrooms.  
• Tell Them from Me survey indicated that students at Mount Annan Public School generally have a positive sense of belonging.  
• There has been a 5% improvement in students who feel a positive sense of belonging.  
• 98% of students indicated that they are engaged and experience success at school.  
• 92% of students participate in sports and/or clubs.  
• 86% of students have positive relationships.  
• 96% of students value schooling outcomes.  
• 91% if students have positive behaviour at school.  
• 90% of students display positive effort.  
• 97% of students recognise that Mount Annan Public School teachers provide quality instruction. |
Progress towards achieving improvement measures

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| Increased proportion of teachers are developing and implementing future focused learning that incorporates a technology rich environment. | Computer consumables $2119  
Computer Hardware $142816  
Computer software $5684  
Technical support $833 | • Teacher professional learning workshops were presented by teachers who attended Inspire Innovate conference.  
• Participation of a majority of teachers in Brekkie with a Techie morning professional learning programs has been evident throughout the year.  
• Feedback from teachers involved in DATACOM professional learning as well as buddy teacher professional learning has been positive and has resulted in the incorporation of new strategies in class teaching.  
• Teachers have identified the need for improvement in the speed and reliability of the school network as well as the need for additional devices. |

Next Steps

Student Wellbeing

• How do we support the concept that every child is known, valued and cared for?
• Known: Transition programs, data collection and analysis to support teacher understanding of academic, social and emotional student needs – SENTRAL data, attendance data, Nationally Consistent Collection of Data (NCCD), reading and numeracy tracking.
• Valued: Award systems, leadership experiences, student voice and student forums will provide opportunities for students to be valued by others in the school community.
• Cared for: Award system, class awards, See–saw for family feedback, parent/ student /teacher conferences, Learning and Support referrals, School Learning Support Officer student support, reading and mathematics intervention programs, wellbeing initiatives, professional learning for staff on Guidelines for Mentoring and Supporting Students.
• A strong, dedicated wellbeing focus across the school will provide support for all students.

Future Focused Learning

• External consultant to continue cycles of learning across the year with class teachers.
• Teachers who have been involved in DATACOM will buddy with other teachers to share expertise.
• Instructional leaders will support embedding of technology in class teaching.
• Purchase of additional resources to enhance future focused learning.
• External support for the maintenance of hardware and infrastructure.
• Plan for professional learning in Science.
Strategic Direction 2

Excellence in Teaching

Purpose

To foster excellence in teaching that is underpinned by high expectations for all learners and research based assessment and teaching strategies that result in sustained, measurable school improvement.

Overall summary of progress

Reading

- NAPLAN Value Added from Year 3 to Year 5 indicated that the school is Sustaining and Growing.
- In Reading, 48.3% of Year 3 students performed in the top 2 NAPLAN Bands while 28.8% of Year 5 students performed in the top 2 NAPLAN Bands.
- NAPLAN Valued Added from Year 5 to Year 7 indicated that the school is Delivering.
- Stage leaders have led teachers in the use of Learning Sprints to focus on specific areas of need and to measure improved learning outcomes.
- Professional learning in Reading has included: a guided reading action research project; in–class support by an external consultant; grammar; and the implementation of the English Concepts scope and sequence.
- Assistant Principals and Deputy Principals provided instructional leadership to teachers. Support included: planning, team teaching, classroom demonstration, program discussion and evaluation, teacher feedback and student assessment.
- Collaborative planning has assisted teachers to plan, discuss and analyse student data, differentiate for different student needs and share resources.

Mathematics

- NAPLAN Value Added from Year 3 to Year 5 indicated that the school is Sustaining and Growing.
- In Numeracy, 41.6% of students performed in the top 2 NAPLAN Bands while 21.9% of Year 5 students performed in the top 2 NAPLAN Bands.
- NAPLAN Valued Added from Year 5 to Year 7 indicated that the school is Delivering.
- Stage leaders have led teachers in the use of Learning Sprints to focus on specific areas of need and to measure improved learning outcomes.
- Assistant Principals and Deputy Principals provided instructional leadership to teachers. Support included: planning, team teaching, classroom demonstration, program discussion and evaluation, teacher feedback and student assessment.
- Collaborative planning has assisted teachers to plan, discuss and analyse student data, differentiate for different student needs and share resources. Additional funding and time was provided to enable mathematics collaborative planning to take place within grades as part of the release from face to face teaching timetable.

Evidence Informed Practice

- Data from walk throughs in teachers’ classrooms has reflected 100% of teachers are utilising learning goals and success criteria as part of their planning and lesson implementation.
- A growing percentage of teachers has implemented aspects of formative assessment including: checking for understanding, questioning, teacher and peer feedback.
- Explicit workshops in various formative assessment strategies have been implemented by an external consultant.
- Instructional leadership has supported the implementation of formative assessment strategies.
- Programming and collaboration support the effective and consistent implementation of the formative assessment cycle.
- An increase in teacher expertise, knowledge and implementation of formative assessment strategies is evident in teacher planning, classroom walkthroughs and classroom observations.

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>By 2020 we will have attained:</td>
<td>External consultant $8000</td>
<td>• Tracking of all students in reading using benchmarking and Progressive Achievement Tests for Year 2 to Year 6. Data has been analysed</td>
</tr>
<tr>
<td>7% increase in the percentage of</td>
<td>Guided reading project</td>
<td></td>
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<tr>
<td>Improvement measures (to be achieved over 3 years)</td>
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</table>
| Students achieving at proficiency levels in reading based on 2016 benchmarks. | Teacher release $8000  
Planning days $32000 | During data afternoons and learning sprints have been implemented.  
• An action research project with external consultant focusing on guided reading has promoted a focused and consistent approach to the teaching of guided reading. Processes and practices for guided reading have been streamlined across the school.  
• An external consultant has supported Years 2, 3, 4, 5 by demonstrating, team teaching and providing quality feedback to teachers in guided reading.  
• Executive instructional leadership has supported the development of guided reading practices K–6.  
• Planning days twice per term have enabled class teachers to collaborate and plan using the English scope and sequence as a guide.  
• The Premier's Priority report reflects an improvement in reading and numeracy of 2.46% since 2016.  
• In Year 5 reading there was a 1.6% improvement in the number of students achieving in the top 2 proficiency Bands from 2016. |
| 7% increase in the percentage of students achieving at proficiency levels in mathematics based on 2016 benchmarks. | Planning days $32000  
One additional hour of release per fortnight for each classroom teacher to enable collaboration $70,000 | • Progressive Achievement Tests in Maths and aspects of Schedule for Early Number Assessments (SENA) have been implemented and students tracked. Data has been analysed during planning afternoons and learning sprints have been implemented allowing specific focuses to be addressed.  
• Grade collaborative programming has occurred for one additional hour per fortnight to enable sharing of ideas, expertise and planning.  
• Problem solving in mathematics has been a school focus and is embedded in all mathematics sessions.  
• Instructional leaders have supported the teaching of mathematics through demonstration, team teaching, coaching, mentoring and quality feedback  
• The Premier's Priority report reflects an improvement in reading and numeracy of 2.46% since 2016.  
• Since 2016 there has been a 3.4% improvement in the number of students achieving in the top 2 proficiency Bands in Year 5 numeracy. |
| Continued positive trend growth reflected in NAPLAN data. | | • In reading 59.8% of students achieved at or above expected growth compared to 56.24% of students in the statistically similar schools group (SSSG).  
• In numeracy 64.8% of students achieved at or above expected growth compared to 55.12% of students in the statistically similar schools group (SSSG). |
| Increase in the number of teachers using formative assessment and research based quality teaching strategies. | External consultant $8010  
Teacher release  
Assessment for Learning workshops $12750 | • Analysis of class data has reflected 100% of teachers are using learning goals and success criteria as part of their planning and teaching.  
• Workshops for aspects of formative assessment have been conducted by an external consultant.  
• Analysis of feedback from teachers around the implementation of formative assessment strategies reflects a growing understanding and use of a variety of strategies. |
Next Steps

Reading

- Tracking of Reading using benchmarking, Progressive Achievement Tests in Reading (Years 1–6).
- Data analysis once per term.
- Professional learning to further develop teacher understanding and application of the English concepts.
- Professional learning for the implementation of strategic support programs.
- Professional learning to support the effective teaching of reading.
- Collaborative planning and twice per term planning days.
- Instructional leader support for the literacy session planning and implementation.

Mathematics

- Tracking of Mathematics using stage based assessments, Progressive Achievement Tests in Mathematics (Years 1–6).
- Data analysis once per term.
- Professional learning and instructional leader support for the Numeracy Learning Progressions, Number Talks, quantifying numbers, questioning and problem solving.
- Purchase of mathematics resources and storage solutions.
- Classroom observations, teacher walk throughs and Instructional Rounds to support and enhance quality teaching.
- Collaborative planning and twice per term planning days.
- Support from a Literacy and Numeracy Strategy Advisor.

Evidence informed practice

- Review and refinement of the summative assessment schedule and whole school tracking for 2019.
- Learning and Support team to analyse stage data to support their planning.
- Development of a collaborative professional learning plan to support the implementation of formative assessment strategies K–6. The collaborative plan will be developed with Ruse Public School, Kentlyn Public School and Thomas Acres Public School.
- Walk throughs with other schools in the alliance group to support and enhance the embedding of formative assessment.
Strategic Direction 3

Positive Partnerships

Purpose

To maintain and strengthen our focus on effective leadership that promotes collective learning, innovation and positive partnerships within and beyond our school community to ensure optimal outcomes for students.

Overall summary of progress

Student Voice

• Class leader elections were held once in semester one and once in semester two.
• Ten school leaders from Year 6 were elected by their peers.
• Leadership roles were determined and timetabled.
• Leadership initiatives were shared at Monday morning assemblies by school leaders.
• 10 school leaders attended Halogen Leadership Day and Parliament House.
• Fundraising opportunities were discussed and decided upon.
• Leadership team building day was held at school.
• Leaders attended regular meetings and provided feedback on initiatives/ideas from classes.

Teacher Leadership

• Weekly support for instructional leaders (designated meeting) was an explicit planned part of instructional leadership.
• Support was provided for extended leaders through stage supervisors.
• Extended leader teachers led grade collaboration and linked with one teacher for supervision purposes.
• Beginning teachers were supported through mentor release days where they worked with school leaders.
• Beginning teachers participated in beginning teacher meetings led by a member of the leadership team.
• Roles for Principal, DPs, APs and extended leaders were defined for 2018.
• School executive participated in coaching sessions with school leaders.
• All staff were trained in GROWTH coaching to support effective feedback from classroom observations.
• Increased opportunities for leadership in wellbeing and technology have been devised for 2019.
• Staff were invited to apply for extended leader opportunities in 2019.

Community Partnerships

• A Community Liaison Officer was employed two days per week, sharing a full time position with Mount Annan High School.
• The Community Liaison Officer initiated Parent Cafes during the day.
• The Community Liaison Officer has networked with other Community Liaison Officers with the aim of improving service to school communities.
• Mount Annan Public School was involved in a Community Engagement project with Mount Annan High School, Currans Hill Public School and Oran Park Public School. The success of this project was validated by personnel from the Department of Education. As part of the Community Engagement Project, Mount Annan Public School was engaged with Mount Annan High School for transition programs, extra-curricular support programs and the Junior Aboriginal Education Consultative Group.
• The Bump it Up network has involved Austral Public School, Warragamba Public School, Narellan Vale Public School and Robert Townson Public School. The network was more active in the first semester and the purpose was to share practices across the schools with the aim of improving reading and numeracy outcomes for our students.
• A network of schools was expanded to continue improving formative assessment practices within and across schools. The schools involved with Mount Annan Public School were: Narrabri West Public School, Ruse Public School, Kentlyn Public School, Minto Public School and Thomas Acres Public School. Together we supported each other through planning, school and classroom visits, a conference and some workshops delivered by an external consultant.
• A network of schools was also established to support in the gradual implementation of the Literacy and Numeracy Learning Progressions. The network of schools involved: Currans Hill Public School, Camden Public School, Camden South Public School, The Oaks Public School and Kearns Public School.
### Progress towards achieving improvement measures

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| Increased opportunities for student leadership, feedback and decision making. | • The number and variety of leadership opportunities has increased – school leaders for Year 6, class leaders for Year 2 to Year 6.  
• 100% of classes from Year 2 to Year 6 have engaged with their class leaders and have provided feedback on proposed school initiatives.  
• Time has been built into the Release from Face to Face teaching timetable to ensure student leader meetings regularly take place. | |
| 100% of teachers are engaged in working towards the achievement of personal goals. | • 100% of teachers have worked towards the achievement of personal goals identified as part of the Performance and Development Plans. | |
| An increase in the proportion of staff leading and developing others. | • Assistant Principals, Deputy Principals and Principal provided instructional leadership to staff.  
• All members of the extended leadership team developed leadership capacity through observation of and working closely with stage leaders.  
• Teachers were provided with opportunities to develop leadership through the team future focused learning project, guided reading action research project and through paired coaching linked with classroom observations. | |
| Engagement with an increased number of schools and networks | Mount Annan Public School engaged with a number of different schools for various purposes including:  
• Local Community of Schools network – Mount Annan High School, Currans Hill Public School for Learning Partners and the Community Engagement Project.  
• Narrabri and Sydney Schools network – Narrabri West Public School, Ruse Public School, Kentlyn Public School, Minto Public School, Thomas Acres Public School worked together on the development and embedding of formative assessment strategies.  
• A focus on High Expectations for All Learners involved the following network – Robert Townson Public School, Narellan Vale Public School, Warragamba Public School, Austral Public School.  
• Oran Park Public School, Currans Hill Public School and Narellan Public School collaborated with a focus on Science, History, Geography professional support  
• A new network was created to assist with the development of understanding and practice around use of the Literacy and Numeracy Learning Progressions. This network consisted of Camden South Public School, Camden Public School, The Oaks Public School, Currans Hills Public School. | |

### Next Steps

**Student Voice**

- Increased leadership opportunities for students by: enabling Year 1 to elect class leaders in semester two; encouraging teachers to provide leadership opportunities for students within classes who don't hold a formal leadership position; and introducing house captains and house vice captains for sport houses.
- Provide fortnightly student leader meetings
- Students to decide through their class leaders equipment to be purchased for Game Zone.
Teacher Leadership
- Weekly support for instructional leaders (designated meeting).
- One Performance Development Plan (PDP) goal around leadership development.
- Individual and/or group coaching as well as peer coaching.
- Online leadership course for 3 terms – Habits of Leadership – Dan Haesler.
- Allocation of one hour per fortnight as part of the executive meeting to discuss readings and engage in the leadership course.

Community Partnerships
- Playgroup initiated twice per term in terms 2, 3 and once in term 1 and term 4.
- Continue partnerships with other schools in various networks.
- Initiate a partnership with Curran's Hill Public School to introduce the new Science syllabus K–10
- Initiate Instructional Rounds for Mount Annan Public School with the Learning Progressions network of schools.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
</table>
| Aboriginal background loading                      | $42464 was utilised to provide a School Learning Support Officer who assisted Aboriginal students with the achievement of goals identified as part of their Personalised Learning Pathways. | • 100% of Aboriginal students have a Personalised Learning Pathway and have worked towards achieving their goals.  
• School Learning Support timetables have reflected Aboriginal student support.  
• The Aboriginal garden has been completed. |
|                                                    | $6000 was allocated for teacher release to support Aboriginal students            |                                                                                                                                                                                                                         |
|                                                    | $2300 was allocated for Aboriginal resources and the yarning circle.              |                                                                                                                                                                                                                         |
| English language proficiency                       | There was no teacher allocation for English Language Proficiency. Flexible funding of $41465 was utilised to provide 2 days per week English as an Additional Language teacher support. An additional $2900 was allocated for teacher resources and some teacher release. | • 100% of students have made progress on the EALD progression.  
• Students are on track to have progressed at least 1 phase over a 2 year period.  
• Pre and post assessments reflect development of skills in 100% of EALD students due to effective grouping based on placement on EALD Progressions. |
| Low level adjustment for disability                | 1.1 Teacher allocation for Learning and Support teachers                         | • Students have achieved goals on Individual Education Plans.  
• Timetable has catered to student's needs.  
• 95% of students graduated from the LIPI program successfully demonstrating improved phonological skills and knowledge. Benchmark assessments provided evidence of impact.  
• PAT data has reflected steady improvement in mathematical skills.  
• Learning Sprints have enabled the measurement of explicit focuses in both English and Mathematics for identified students. Sprints have reflected steady improvement. |
|                                                    | $60663 allocation for school learning support officers to work with students in class. |                                                                                                                                                                                                                         |
| Quality Teaching, Successful Students (QTSS)       | Quality Teaching, Successful Students (QTSS) $101716 for deputy principal release  | • Teacher instructional leadership support including collaboration, team teaching, class observations and feedback to teachers.  
• Additional class teacher release time for mathematics grade planning.  
• Learning Sprints in both literacy and problem solving have reflected improved outcomes for students.  
• PAT Reading data and PAT Mathematics data have reflected improvement throughout the year in both reading and mathematics.  
• Observation of teacher programs has reflected improved planning especially in guided reading and mathematics.  
• Data collected from teachers has reflected increasing confidence and competence in the teaching of reading K–6 and the teaching of mathematical problem solving strategies. |
<p>|                                                    | $21964 towards teacher release for collaboration in mathematics.                  |                                                                                                                                                                                                                         |</p>
<table>
<thead>
<tr>
<th>Quality Teaching, Successful Students (QTSS)</th>
<th>Socio–economic background</th>
<th>Support for beginning teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching, Successful Students (QTSS) $101716 for deputy principal release</td>
<td>• Walk through data has reflected evidence of improved Assessment for Learning practices. Learning Goals and Success Criteria are evident in teacher programs and in classrooms; effective and immediate feedback is becoming more frequent (observed during classroom observations and walk throughs); effective questioning and accountable talk is an area of focus at present.</td>
<td></td>
</tr>
<tr>
<td>$21964 towards teacher release for collaboration in mathematics.</td>
<td>• Assistant Principals have been released one day per week to work alongside their teachers within the stage and support quality teaching practices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A minimum of two class teacher observations have timetabled and implemented for every teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Qualitative feedback from teachers has reflected application and benefit of coaching techniques for class observations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performance Development Plan final assessments have been discussed with supervisors and completed by all staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improved guided reading strategies have been implemented in all classes from kindergarten to Year 6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implementation of formative assessment strategies has been evident with 100% of teachers utilising learning goals and success criteria. Increased use of other formative assessment strategies has been evident.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learning Sprints in literacy and mathematics have reflected improved outcomes for students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PAT Reading and PAT Maths data has reflected improvement throughout the year in reading and mathematical skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observation of teacher programs is reflecting improved planning especially in guided reading. This has been supported by Assistant Principals as instructional leaders.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observation of teachers’ lessons has reflected improved practices for the teaching of guided reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk through data has reflected evidence of improved Assessment for Learning practices. Learning Goals and Success Criteria are evident in teacher programs and in classrooms; effective and immediate feedback is becoming more frequent (observed during classroom observations and walk throughs); effective questioning and accountable talk is an area of focus at present.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Positive feedback has been received from beginning teachers relating to both beginning teacher meetings as well as mentor support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observations of beginning teachers have reflected improved planning, practice and employment of assessment strategies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feedback from beginning teachers has reflected increasing confidence especially in the teaching of English and Mathematics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Three beginning teachers have submitted accreditation reports this year.</td>
<td></td>
</tr>
</tbody>
</table>

**Support for beginning teachers**

- Additional release provided for beginning teachers to collaboratively plan and reflect on/discuss lesson observations $59,308.

**Socio–economic background**

- Release for assistant principals $58,512
- External consultant formative assessment $6,300
- External literacy consultant $11,000
- External technology consultant $10,400

**Quality Teaching, Successful Students (QTSS)**

- Quality Teaching, Successful Students (QTSS) $101716 for deputy principal release
- $21964 towards teacher release for collaboration in mathematics.
| Targeted student support for refugees and new arrivals | $19792 targeted support for New Arrivals Program enabled a teacher to be provided one day per week. | New arrival students have progressed at least one progression since enrolling at Mount Annan Public School. |
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>334</td>
<td>330</td>
<td>344</td>
<td>353</td>
</tr>
<tr>
<td>Girls</td>
<td>311</td>
<td>338</td>
<td>379</td>
<td>395</td>
</tr>
</tbody>
</table>

Student enrolment has continued to increase. The school increased from 28 mainstream classes in 2017 to 29 mainstream classes. One IO (students with a moderate intellectual disability) class remained consistent.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.7</td>
<td>95.6</td>
<td>94</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>95.1</td>
<td>94.9</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.1</td>
<td>94.6</td>
<td>95.6</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95</td>
<td>95.2</td>
<td>94.3</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.8</td>
<td>94.3</td>
<td>94.7</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td>94</td>
<td>94.3</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.7</td>
<td>91.4</td>
<td>94.3</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>94.8</td>
<td>94.4</td>
<td>94.6</td>
<td>94.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DoE</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>94.4</td>
<td>94.4</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>93.9</td>
<td>93.8</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.1</td>
<td>94</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.2</td>
<td>94.1</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>93.9</td>
<td>93.9</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>93.9</td>
<td>93.8</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>94</td>
<td>94</td>
<td>93.9</td>
<td>93.4</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Explicit procedures are in place to manage non attendance. In first semester 2018, we moved to a new system involving SMS notification to parents/carers on the morning of a student absence. This SMS notification enables parents/carers to respond immediately informing the school of their child's absence. This absence is recorded immediately on our SENTRAL data base. If no response is received within 5 days, a letter is generated identifying the absence dates and parents/carers are required to provide a reason for their child's absence. Other forms of communication include – form letters, phone calls and parent meetings to support school attendance and address any non-attendance concerns. Regular attendance monitoring meetings are held with the Home School Liaison Officer (HSLO). Data is analysed and acted upon where necessary.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>28.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.74</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>5.47</td>
</tr>
</tbody>
</table>
6% of our workforce identifies as Aboriginal.

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>46.4</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Staff engaged in a variety of professional learning sessions to complement the school plan as well as mandatory requirements. These included:

- Code of Conduct
- Anaphylaxis and CPR training (extended meeting)
- Child Protection Update
- English Professional Learning – Grammar (extended meeting)
- English Professional Learning – Guided Reading
- Foundations of GROWTH Coaching (2 extended meetings)
- Scout training for teachers
- Introduction to Learning Progressions in Literacy and Numeracy
- SAP HR Payroll system changeover
- Formative Assessment Strategies
- Introduction to the Wellbeing framework
- Emotional Regulation – External Occupational Therapist presentation
- Fundamental Movement Skills
- Future focused learning – Share the skills sessions
- Use of data to inform planning
- School self evaluation and school planning for 2018–2020
- Mathematics Problem Solving
- The new Science Syllabus

Three teachers completed their teacher accreditation at proficient level. All pre 2004 teachers were accredited at Proficient.

Financial information

Financial summary
The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>479,080</td>
</tr>
<tr>
<td>Revenue</td>
<td>6,170,558</td>
</tr>
<tr>
<td>Appropriation</td>
<td>5,865,399</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>32,203</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>266,871</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment Income</td>
<td>6,085</td>
</tr>
<tr>
<td>Expenses</td>
<td>-5,909,569</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-5,909,569</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-5,173,666</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-735,903</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>260,989</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>740,070</td>
</tr>
</tbody>
</table>

- Regular finance committee meetings monitor expenditure. An external consultant assists with management of finances in the new SAP Portal.
- The 2018 School Plan, monitoring of finances as well as budget allocations has ensured expenditure has supported planned programs and practices.
- Savings will be allocated for in-class support by instructional leaders, additional teacher release for special program implementation, replacement of interactive whiteboards, property maintenance and improvement, grounds maintenance and resource acquisition.

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>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>4,806,768</td>
</tr>
<tr>
<td><strong>Base Per Capita</strong></td>
<td>140,970</td>
</tr>
<tr>
<td><strong>Base Location</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Base</strong></td>
<td>4,665,798</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>385,447</td>
</tr>
<tr>
<td><strong>Equity Aboriginal</strong></td>
<td>50,812</td>
</tr>
<tr>
<td><strong>Equity Socio economic</strong></td>
<td>111,793</td>
</tr>
<tr>
<td><strong>Equity Language</strong></td>
<td>44,562</td>
</tr>
<tr>
<td><strong>Equity Disability</strong></td>
<td>178,280</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>186,316</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>310,765</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>5,689,295</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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

- In Year 3 Reading, 48.39% of students achieved in the top two NAPLAN Bands while 11.2% of Year 5 students achieved in the top two NAPLAN Bands.
- In Year 3 Writing, 97.8% of students achieved at or above national minimum standards and 94.9% of Year 5 students achieved at or above national minimum standards.

- In Year 3 Writing, 22.5% of students achieved in the top two NAPLAN Bands while 11.2% of Year 5 students achieved in the top two NAPLAN Bands.
- In Year 3 Writing, 97.8% of students achieved at or above national minimum standards and 94.9% of Year 5 students achieved at or above national minimum standards.
• In Year 3 Numeracy, 41.6% of students achieved in the top two NAPLAN Bands while 21.99% of Year 5 students achieved in the top two NAPLAN Bands.
• In Year 3 Numeracy, 100% of students achieved at or above national minimum standards and 99% of Year 5 students achieved at or above national minimum standards.

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.
Premier's Priorities: Improving education results and State Priorities:

An overall improvement of 2.46% since 2016 in the percentage of students achieving in the top two NAPLAN Bands in Reading and Numeracy was identified in our SCOUT report. In addition, our Value Added report from Year 3 to Year 5 indicated that the school is Sustaining and Growing. Student growth on external measures is consistent with student performance and growth on internal school measures. Almost all of our students in Year 3 and Year 5 performed above national minimum standards in both reading and numeracy. The school has continued to focus on the development of quality teaching practices in reading, numeracy and formative assessment. In relation to the School Excellence Framework and Student Performance Measures, our school performed at the Sustaining and Growing level.

Parent/caregiver, student, teacher satisfaction

Parents/carers were given the opportunity through surveys as well as parent forums to provide feedback to the school on our programs and practices. In 2018, one of the focuses of our survey was school culture. This year there were 148 respondents to the survey which is significantly higher than previous years.

93% of parents indicated the school has an understanding of the needs of the community.

92% reported that they are proud of their child's school.

91% of parents felt that the school is continually finding ways to improve.

90% of parents indicate, when necessary, the school makes important changes to what it does.

90% of parents feel well informed about what is happening at Mount Annan Public School.

Areas for improvement based on parent surveys include:

Parent survey results reflected that the community would like further improvements to the award system. They also believed that the student leader initiatives were positive although they would like students who have not been provided with opportunities in the past to be offered these opportunities as class leaders first. Parents would like more playgroup opportunities for Kindergarten transition and more opportunities for working families to be involved outside of work hours in transition groups, parent forums and parent cafes.

Students attended forums and also completed surveys as part of our school self evaluation process. Through the forums, students identified that they liked: the design and look of the new awards for merit. They also reported that they know what they are learning and how to complete tasks; and they like referring back to what is expected with the learning goal and success criteria being displayed at the front of the room. Students have also indicated that they enjoy learning in English and mathematics and that technology is integrated into these subject areas.

Areas for improvement as indicated by the students are:

Students do not want awards to accumulate; they like the merit awards but think more should be given out. Students wanted more of English than less of it and more technology use in English. Students liked the way mathematics is presented in a fun way but would like to be challenged more in some areas.

Teachers were provided with opportunities for feedback via surveys and feedback boards.

Teachers identified that they liked the fact that merit awards recognise achievement. Staff indicated that they were utilising professional learning around assessment for learning strategies within their classrooms. 79% of staff are using the Seesaw app to engage parents in student learning.

Teachers have appreciated and benefited from the support of the instructional leader (Deputy Principal and Assistant Principal) and beginning teacher mentors (for those eligible).

Teachers believed that they could benefit further from professional learning in assessment for learning through peer observations, demonstration lessons and feedback. These opportunities have been incorporated in the plan for 2019. Staff have indicated they would like consistency around the use of Seesaw. Protocols are in the process of being developed to support the effective implementation of Seesaw into the classroom. Staff also would like further support in assisting students who are on the Nationally Consistent Collection of Data and the EAL/D progressions.

Policy requirements

Aboriginal education

Mount Annan Public School acknowledges the importance of enhancing knowledge and understanding of Aboriginal history and culture.

Opportunities were provided for all students to participate in a number of initiatives that support and develop students' understanding of culture.

We celebrated NAIDOC Week with all students K–6 developing an understanding of culture through performances.

Our Aboriginal students participated in Macarthur Aboriginal Kids (MAK) Day. Students attended The Australian Botanic Gardens at Mount Annan to engage in activities including weaving, cooking, plants as medicine, dance and an activity coordinated by the Environmental Education Centre.

Stage 3 Aboriginal students attended Heartbeat this
year coordinated by Western Sydney University. The program aims to raise students' awareness of health issues, inspire students to take up careers in health, medicine and related sciences and present the university as a place for them.

Two of our talented Aboriginal dancers were selected as part of the Gili Dancers in 2018. Students worked with industry professionals to learn about their rich culture and history through movement. The Gili Dancers performed at the Ultimo Public School Dance Festival and other cultural events around Sydney.

Four Aboriginal students participated in Yarn Up. This program aims to provide opportunities for Aboriginal students in Years 5 and 6 to develop skills in impromptu speaking, public speaking, debating and positive feedback. Student visited the Powerhouse museum for workshops. This culminated in a showcase day at Parliament House NSW.

For the second year four students were selected to be part of the Junior Aboriginal Education Consultative Group (AECG) that worked with students from Mount Annan High School, Currans Hill Public School and Oran Park Public School. The group continued to develop leadership skills, plan cultural activities and strengthen peer relationships.

Mount Annan Public School also engaged in a workshop to re-develop the Acknowledgement of Country for our school community. Local Aboriginal Elders and Aboriginal students participated in this day to create an Acknowledgement of Country that is relevant to the local area and the school community.

Another initiative students and teachers worked on was creating the Yarning Circle – a place where students and the community can engage in conversations about culture as well as a learning space for the school community. Josh Brown from the Australian Botanic Gardens at Mount Annan provided advice for plants around the school as well as for the Yarning Circle. He provided information to teachers and students around the significance of the plants selected for the Yarning Circle.

Personalised Learning Pathways were developed for all Aboriginal students in consultation with the student, parent/carer and teacher. These enabled all Aboriginal students to set and achieve learning goals. Class teaching was differentiated to facilitate the achievement of personal goals and was supported by the engagement of a School Learning Support Officer.

Our 25th Anniversary celebrations were a highlight for our Aboriginal students. An elder provided the Welcome to Country in the Dharawal language and this was translated by one of our Aboriginal leaders. This was a moving and culturally significant part of our 25th Anniversary celebrations.

**Multicultural and anti-racism education**

In 2018, teachers continued to develop their knowledge and understanding of the English as an Additional...