

Mount Victoria Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 has been a successful year of learning at Mount Victoria Public School . As Principal, I am proud of the ways we, as a community of learners, have worked in "Together in Harmony"

We started the year with our ' Meet the teacher' open afternoon where we welcomed Mr Gero and Miss Drake to our dynamic learning space. Our 'Conversation, Communication and Cookies' resulted in a great response from community members with new ideas expressed at and insight into valued programs given. The Family Fun Day on Saturday the 2nd of March involved a Jumping Castle, Stalls, a community run BBQ and activities for families. We joined with our community partner BANC and Rotary to extend the knowledge of families about the services available in our community. As part of our ongoing commitment to building professional capacity all staff completed CPR training and participated in Special Programming for Student Support . Our Year Six enjoyed the Katoomba High School Sneak Peek. The Badge Ceremony initiated Sports Captains and our SRC representatives. Staff finalised training in THRASS – Teaching Handwriting Reading and Spelling Skills to ensure the development of this valuable program across our whole school. Mrs Herring went on Maternity leave and we welcomed Miss Keep to our beautiful school to teach the Banksia class. The Super Science Incursion – Water Works !! Earth Moon and Stars!! And Crazy Chemistry!! was enjoyed by all classes. Harmony Day was celebrated – with an explorations of games, music and toys and puppets from around the world. The amazing P & C he;d a successful Election BBQ . Well done to all our volunteers. The Term One SRC fundraisers included a Mufti Day and Guessing Competition. Good work Team!!! The infants choir attended rehearsals for the upcoming Narrangunawali Festival (August 22 Matinee / August 21 Night). We had our School Photos and looked great. Our school values excursions and Stage One attended the Australiana Village Excursion. Stage Two and Three went to the Royal Easter Show Excursion with rotational activities to see the exhibits !!

In Term Two Staff enjoyed the Upper Blue Mountains Learning Community Conference. We welcomed Andrew Clarke as our "special guest" General Assistant. .Our School Leaders represented our school at the local ANZAC Day ceremony. Staff worked hard all day on Saturday May 5 fundraising at a community lunch to raise \$2000 for literacy resources. Students focused on Resilience building by enjoying the Troppo Magic Show. Our School Cross Country –had excellent parent helpers who made our day successful. At the Soccer Gala Day our Stage Three students showed exceptional sportsmanship. The Basketball skill sessions with Aussie Hoops were held with many thanks to Angela and Johnny. The P & C hosted the annual Mother's Day stall – special gifts for our special Mums – Thank you P & C !! In Week the NAPLAN assessments were held for Years Three and Five students . Another P & C Election Day BBQ – another successful P & C fundraiser! Over thirty students ran at the Zone Cross Country at Blackheath Memorial Park – a beautiful day with Astrid moving through to Regional !! The Milson's Island Camp was an amazing experience for our Stage three Class. Miss Williams and I had a ball!! . The Debating Workshop Day for Stage Three developed ways to build strong arguments. Our Senior students represented Mount Victoria at the Newcombe Ball Gala Day held at Leura Public School. We had the " Build – a – Mind" science experience for Stage Two focused on developing STEM skills. Athletics skills sessions with Athletics Australia was our sport for Term Two. More Upper Blue Mountains Choir rehearsals were held for the superstar singers in our infant's classes. The visit to Mt Vic Flicks to watch 2040 was educational for Stage Three with the excursion extending their understanding of environmental issues. The NAIDOC Echo Point excursion– connecting to Culture excursion for Stage Two. who caught the train and buses for a fantastic day. developed their understandings in regards the aboriginal cultural history. We installed a new/ replacement sound system for our hall !! The SRC held the inaugural MVPS Lego Masters– Wonderful creations, thanks to our SRC for

organising!

Term Three started Hockey clinics occurring on Fridays. Specialist coaches developed our Hockey Skills. Our Aboriginal students joined Chris Tobin at Blackheath for a cultural excursion to celebrate aboriginal culture. Our Students engaged with Personal Development programs supplied by Y-PEP. These digital experiences extended our students learning in the areas of Child Protection and safety. The "Up Close and Personal" Incursion focused on Reptiles and reptile safety. Our Athletics Carnival was shared with Katoomba North and Megalong Public Schools. Open Classrooms were the highlight of Education Week Celebrations. Our Infants Choir wowed everyone at the Narraagunnawali Music Festival. Our super P & C organised a Father's Day Stall – with Dad's enjoying their gifts. The Cricket Australia visits to our school as part of the Sporting Schools Grants for Term Three are a valued way we develop motor skills in our students. Finally the celebration of Book Week Parade reinforced that *Reading is our SuperPower!*

In Term Four Year Six attended the BIG DAY IN at Katoomba High school as part of their ongoing Transition to High School. Director Jennifer Thompson visited the school and congratulated the staff on the wonderful "vibe" of learning throughout the school. Our new Playground Equipment was ordered !! **\$7000 donation from P & C !! Wow Thank you !!!** Healthy Harold visited our school bringing messages about personal safety and online safety. Our proactive P & C held a successful Movie Night for our community. MVPS successfully passed the Audit process with flying Colours – Congratulations Amanda and Tamara !

It was a wonderful year of Learning and Achievement.

Moira McNair

Principal

Mount Victoria Public School

School background

School vision statement

Mount Victoria Public School is a small and happy school which values the development of strong and positive relationships within a productive, engaging and creative learning environment.

In our learning place we create, we collaborate and we care to foster the growth of responsible, engaged and confident participants within our ever-changing and challenging world.

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

School context

Mount Victoria Public School (MVPS) 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 diverse backgrounds within the small local village, and the surrounding semi-rural areas. The school is recognised for its positive environment where staff, who work closely together, consistently demonstrate innovative practices and high student expectations. The Darug and Gundungurra people, the traditional custodians of the community, have a strong representation and presence in the school. Enrolments fluctuate between 60–80 students. There are three composite classes across the school, with a large intake of kindergarten students in 2018.

MVPS focuses on wellbeing structures and approaches to provide a positive school that is founded on respectful and healthy relationships. The school supports students to become productive, resilient, creative and critical learners through a range of wellbeing programs and initiatives within a school culture of continual student growth and learning.

MVPS is a member of the Upper Blue Mountains Learning Community. We collaborate with other local schools to ensure we provide highly effective educational programs in literacy and numeracy as well as extracurricular activities. These include debating, the innovative use of technologies and sporting opportunities. The school community and staff highly value the creative arts, providing exceptional programs in these areas. Students engage in weekly music lessons as well as drama and visual art activities.

Our school motto "Together in Harmony " reinforces the importance of home/school partnerships in developing and supporting the whole child.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

We Create

Purpose

To create a dynamic and responsive learning place that caters for the needs of each individual student and where students, teachers and parents support continual student growth.

Improvement Measures

At least 30% of students exceeding expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

Progress towards achieving improvement measures

Process 1: Student Feedback

- Development of school wide effective student feedback systems and processes to ensure all students understand where they are in their learning and what they need to do to improve. Research based and explicit teaching practices utilised in literacy and numeracy which promote continual student growth

Evaluation	Funds Expended (Resources)
Has the collaboratively developed assessment schedules and plans giving teachers good data for planning learning to meet our students needs? Over 2019 teachers have engaged in strong professional learning in regards the assessment of our students academic gains . The process of whole school assessment data gathering was refined through staff collaboration on a stage schedule. Staff also looked at the processess of ongoing formative assessment to strengthen their capacity to use this data to guide the where to next of instruction and learning. A whole school system of student achievement was utilised by all staff with work samples systematically filed to ensure a clear picture of student achievement is used to determine our students future needs.	Student Learning Support Officers and the Learning and Support Teacher completed individual file completion. Consultation with CT at mid year to build student profiles. Additional in class support provided for assessments. Allocating Grades Consistently (NESA) completed in after hour Professional learning session.

Process 2: Assessment

- Development of whole school consistent and reliable student assessment practices tracking student progress through the National Literacy and Numeracy Learning Progressions

Evaluation	Funds Expended (Resources)
At what point is MVPS in regards implementation of Learning Progressions? In 2019 staff prioritised the implementation of strong teaching and learning strategies. The use of the Learning Progressions in both Literacy and Numeracy will be prioritised in 2020 with the support of the Literacy and Numeracy Strategy Advisor working with staff in Term 1. The current level of staff knowledge on use of Plan 2 and its relevance to the teaching and learning of our students will be built upon in 2020.	Staff completed some professional learning in afternoon PL sessions. Most activity moved to 2020.

Strategic Direction 2

We Collaborate

Purpose

To develop a strong learning culture focused on student improvement that will enhance collaboration in the provision of quality of teaching and learning and maximise student outcomes.

Improvement Measures

A 20% improvement in the number of students demonstrating expected growth in literacy and numeracy, compared to 2017 NAPLAN data.

Progress towards achieving improvement measures

Process 1: Assessment

- Collaborative development of strategies and systems for both summative and formative assessment

Evaluation	Funds Expended (Resources)
Strong collaboration between all staff members has resulted in the development of whole school assessment processes. Our Professional development enhanced staff understanding of the integration of teaching, learning and assessment. Together staff reviewed a variety of assessment strategies and examined effective assessment practices. Collegial discussion will enabled participants to reflect upon our own school practices.	Professional Learning conducted at twilight and after school professional learning sessions. Additional Quicksmart training done by whole staff with \$7000 package. with a focus on assessment of quick recall of Numeracy skills.

Process 2: Research Informed Pedagogy

- Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices and the use of success criteria and learning intentions to drive student progress

Evaluation	Funds Expended (Resources)
Over 2019 all staff engaged in professional learning which highlighted best practice and evidence-based strategies. These elements of improving teaching and learning involved the use of formative assessment, explicit teaching strategies, clear and meaningful feedback, wellbeing throughout the school, the use of data to inform practice, classroom management strategies and processes, the importance of engagement and the use of collaboration.	NESA consultant J Pyne assisted staff at afterschool professional development sessions. Additional teacher identified professional learning occurred during teacher allocated PL times in addition to TPL sessions. QTSS staffing allocation utilised.

Strategic Direction 3

We Care

Purpose

To ensure a student centred learning environment where all participants care for and support the wellbeing and success of our whole community of learners

Improvement Measures

School expectations of behaviour result in positive wellbeing and respectful relationships amongst students, staff and community members with a minimum of 85% of students displaying Tier 1 behaviours according to the school behaviour framework.

Progress towards achieving improvement measures

- Process 1:** Student wellbeing
- Implementation of a whole school anti-bullying program
 - Recognising and embedding Aboriginal culture and knowledge within learning experiences and across the school

Evaluation	Funds Expended (Resources)
Stronger school commitment towards learning language occurred with all school community members becoming familiar with our Totem song. Additional opportunities for cultural sharing were also enjoyed by our Aboriginal students and further community members. Movement towards embedding the totem dance and environmental studies are ways forward for 2020.	Funding utilised from Aboriginal Background resource allocation.

- Process 2:** Positive culture for learning
- Development of a whole school systems approach that addresses the diverse academic and social needs of every student and establishes positive social expectations for all in the school community
 - Development of a learning culture that actively promotes growth in all areas and recognises creative and critical thinking

Evaluation	Funds Expended (Resources)
<p>The development of whole school systems that address needs of every student included continued focus on our school expectations as well as the inclusion of restorative practices and reflective processes.</p> <p>Our 2019 TTFM Parent data indicates a strong engagement with our community. We see that this parental support indicates that we have built positive social expectations for our whole school community.</p> <p>We developed a learning culture that promotes creative and critical thinking through a focus on engaging and relevant learning experiences. An expansion of the Kitchen garden and additional environmental activities including the outdoor classroom day engaged all students and promoted creativity, collaboration and problem solving.</p>	Allocation of \$1000 towards class resources. Additional training in regards BEYOU resources during Teacher Professional learning afternoon sessions. Be You Network sessions coordinated by Principal.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background resource allocation \$ 15071	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 funding. Jacinta Tobin, a local Aboriginal woman and parent at our school, led us through our annual reconciliation ceremony as well as supporting our Totem ceremony. The senior students took part in the totem handover with the whole school participating in a totem ceremony. With this funding Mount Victoria Public School has been able to promote Aboriginal education, culture and perspectives.
Low level adjustment for disability	Resource Allocation of \$13,717 has been allocated to fund SLSO support across the school as well as 0.300 (One and a half days) Learning and Support Teacher.	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. Teachers are supported in building capacity to provide strong explicit learning for targeted students by the Learning and Support Teacher allocated one and a half days over the week. Additional assistance with behaviour support plans is also a role of these SLSO's. Quicksmart Numeracy and Multilit are two funded programs. Increased benchmark reading levels and improved SENA testing has been evidence of the value of these explicit programs.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students 0.115 teaching staff allocation	Staff observations ongoing with supervisor providing targeted feedback in relation to professional goals. Additional release time provided throughout the year to two early years teachers. Work on PDP goals has increased with coaching and mentoring times allocated to all staff. Emphasis on early career teacher accreditation is also supported by this funding.
Socio-economic background	Socio-economic background resource allocation =\$ 11 994	Allocation of partial funding of a classroom teacher to provide targeted stage learning. Additional funding for student activities which are subsidised to ensure equity of access for all students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	37	29	31	31
Girls	47	32	38	38

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	92.5	93.4	86.2
1	90.1	94.6	89.5	87.8
2	88	86.7	95	86.8
3	87.9	89.3	90.2	83.6
4	92.3	89.8	92.1	88.2
5	93.3	92.2	90.4	89.8
6	92.9	92	93.8	86.1
All Years	90.6	90.5	92.3	87.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The Staff at Mount Victoria Public School have proactively participated in the Performance and Development Plan process over 2019. The staff have engaged in the following learning–

- Mandatory Training in Child Protection, Code of Conduct, CPR/Anaphylaxis Update Quality Teaching Rounds update and Information session
- QUICK SMART – 4 staff attended training for intensive program targeting numeracy recall and retention
- External Validation – Update and process
- ConnectED Principals Conference Workshops with Professor Pasi Sahlberg and Emertius Professor Thomas Guskey
- BeYou – a suite of professional learning focussed on empowering educators to develop valuable mental health

skills and knowledge.

- THRASS training for all staff – ensuring continuity of practice across the whole staff. Multi-tiered systems of support for Trauma Informed Education – Michelle Montgomery
- Upper Blue Mountains Learning Conference – Eddie Woo Presentation – Maths and Creativity, Use of G–Suite in the Primary setting, Enrichment and Extension Principles, Cognitive Neuroscience and Reading, Thinking Mathematically, Data Analysis, SLSO – effective strategies for support, Teaching Narrative Writing, Science in the Primary Classroom Quality Teaching Rounds, Teacher Wellness Accreditation processes.
- OZ Harvest – Cooking in the Classroom attended by two staff
- Introduction to Gymnastics collaboration with Katoomba North Public School
- FEAST program – additional ways to incorporate and sustain our Kitchen garden and environmental activities
- Professional Learning for SASS Staff attended SAP assets and Equipment Processes, Schools Financial Health Check Workshop, End of Year Processes.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	87,343
Revenue	906,127
Appropriation	842,716
Grants and contributions	62,570
Investment income	841
Expenses	-881,951
Employee related	-748,742
Operating expenses	-133,209
Surplus / deficit for the year	24,176

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	32,871
Equity Total	74,099
Equity - Aboriginal	16,546
Equity - Socio-economic	12,077
Equity - Language	0
Equity - Disability	45,476
Base Total	658,787
Base - Per Capita	16,190
Base - Location	2,883
Base - Other	639,714
Other Total	30,018
Grand Total	795,774

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.

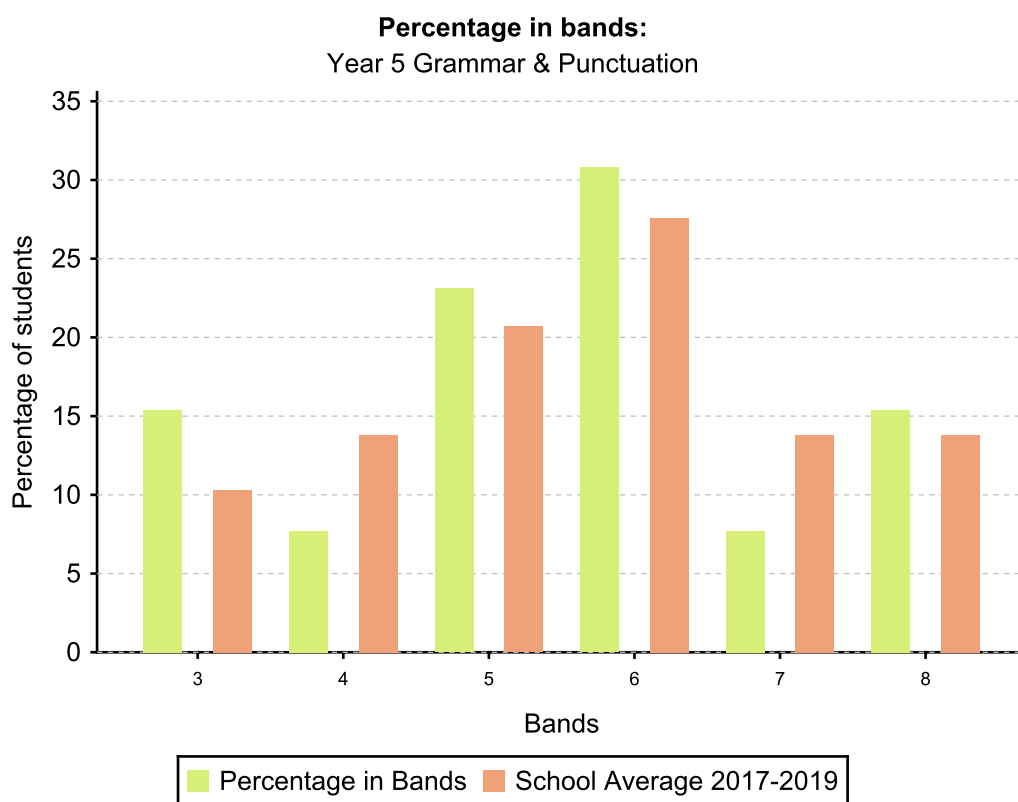
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

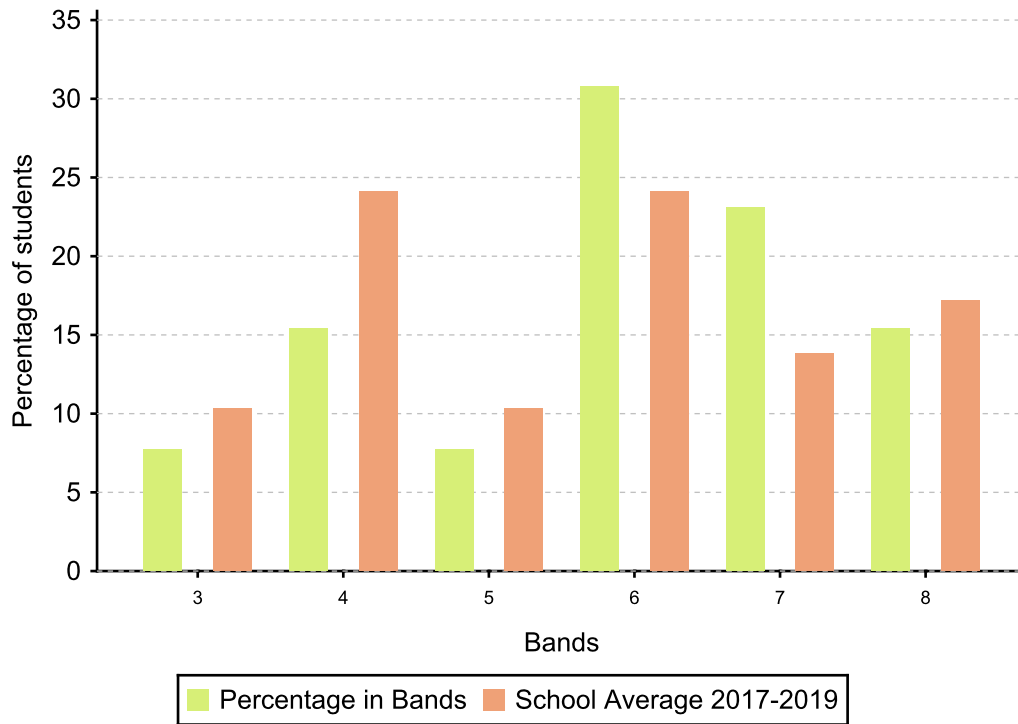
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



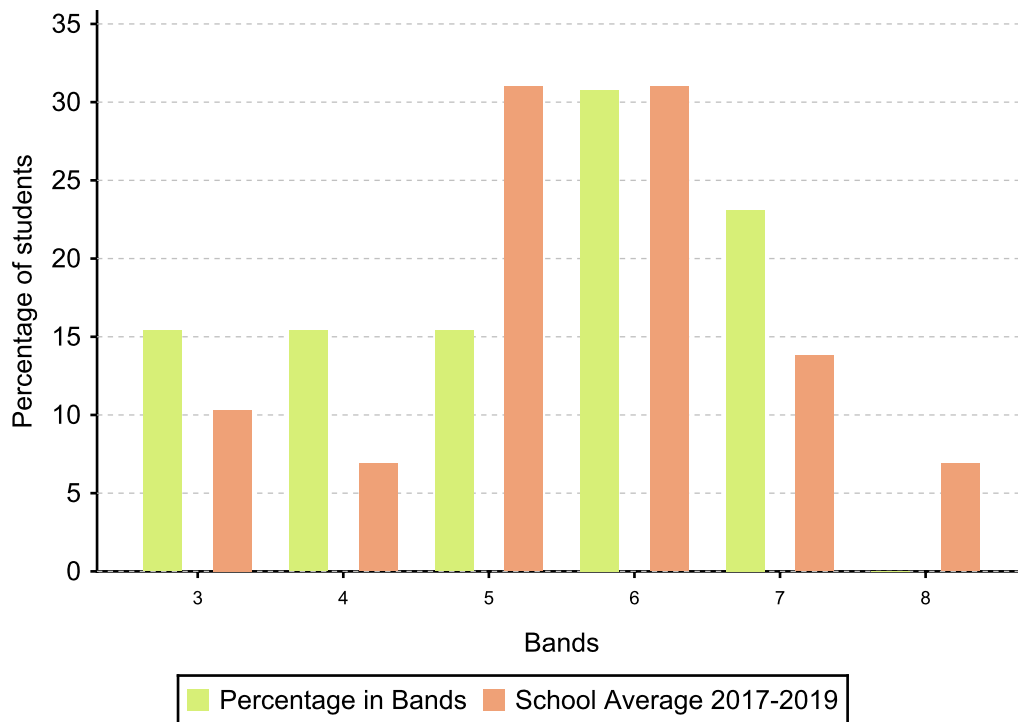
Band	3	4	5	6	7	8
Percentage of students	15.4	7.7	23.1	30.8	7.7	15.4
School avg 2017-2019	10.3	13.8	20.7	27.6	13.8	13.8

**Percentage in bands:
Year 5 Reading**



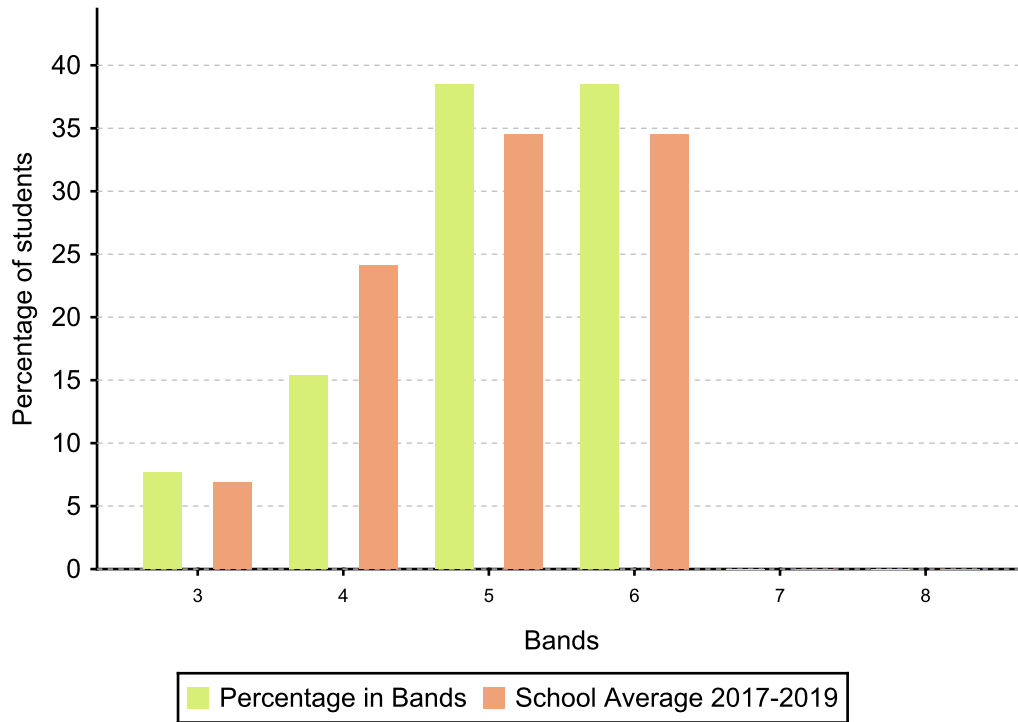
Band	3	4	5	6	7	8
Percentage of students	7.7	15.4	7.7	30.8	23.1	15.4
School avg 2017-2019	10.3	24.1	10.3	24.1	13.8	17.2

**Percentage in bands:
Year 5 Spelling**



Band	3	4	5	6	7	8
Percentage of students	15.4	15.4	15.4	30.8	23.1	0.0
School avg 2017-2019	10.3	6.9	31	31	13.8	6.9

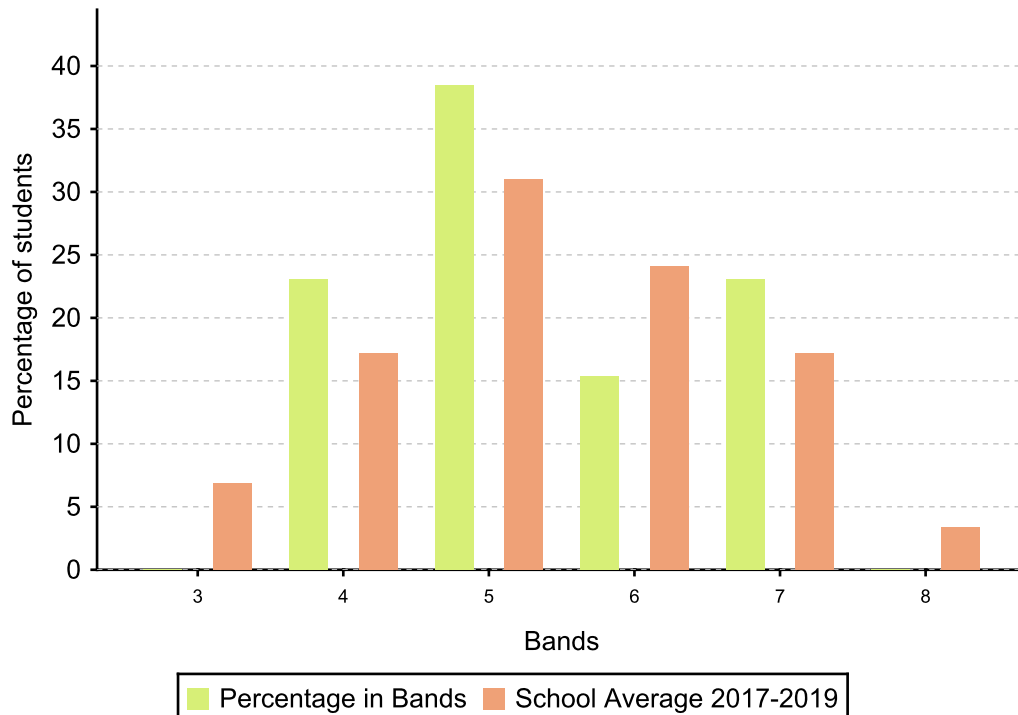
Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	7.7	15.4	38.5	38.5	0.0	0.0
School avg 2017-2019	6.9	24.1	34.5	34.5	0	0

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	23.1	38.5	15.4	23.1	0.0
School avg 2017-2019	6.9	17.2	31	24.1	17.2	3.4

Parent/caregiver, student, teacher satisfaction

Staff, Parents and Students were invited to engage in Tell Them From Me surveys to inform the schools of the positive ways we are engaging with learning and the ways we can improve. Significantly Students reported a strong sense of advocacy at school with boys indicating a mean of 8.3 with the school government norm being 7.5. Students also indicated that they feel teachers are responsive to their needs and encourage independence with a democratic approach. Student participation in extracurricular activities was also significantly higher than the NSW government norm. From the 2019 "Partners in Learning" Parent survey Mount Victoria Public School scored significantly higher than the NSW Government norm in the following areas. Parents feel welcome, Parents are informed and feel they strongly support learning at home. They support the assertion that we have a safe and an inclusive school. Staff supported the statements that our school was responsive to feedback and worked towards ongoing improvement. As part of our SEF reflection's staff identified the following areas for further development. The use of data in planning and programming and ongoing expertise development in regards curriculum. Ongoing development of classroom practice for effectiveness was also identified as a positive way to continue improving by staff.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

At Mount Victoria Public School teaching programs and experiences target the inclusion of Aboriginal perspectives and content across subjects and Key Learning Areas. Additional incursions with community members gave our students personal involvement with Aboriginal culture and experiences.

Our Aboriginal Students attended Aboriginal Cultural excursions with Chris Tobin at Blackheath. This field trip extended the students' knowledge of local aboriginal culture and sacred sites.

We were privileged to hold a sharing culture afternoon with Aunty Jacinta Tobin. Over 40 community members listened to "Connecting to Country through Story and Song"

Our Totem song became a focus for our students to use aboriginal language this year.

Our Totems are the grey kangaroo, yellow-bellied black cockatoo spotted blue tongue lizard. All students are given opportunities to explore the totems meanings and their relevance to our school. We held our annual school totem ceremony with Aunty Jacinta Tobin.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural perspectives are embedded in teaching and learning programs across the school. Activities such as Harmony Day celebrate the diversity of culture at Mount Victoria Public School. In Stage Three Students were engaged in the study of an Asian Country . The school has developed History teaching programs that ensure multicultural perspectives are explored and appreciation of cultural heritage encouraged.

Other School Programs (optional)

Sport

MVPS have had an absolutely brilliant year in Sport! Term One started with our swimmers participating at the Regional Swimming Carnival. Additionally all of our students had the opportunity to learn new skills with a four week in school cricket clinic.

Term Two kicked off with our Cross Country Carnival with every student giving it their best on our challenging track. The

District Cross Country event at Blackheath Memorial Park was well attended by our students and parents. The whole school participated in a five week Basketball workshop, followed by a chance to learn Hockey skills in a course that ran for four weeks. Both of these sports workshops were once again possible due to the successful securing of the nationally funded Sporting Schools program.

Term Three was our busiest term, starting with the successful combined Athletics carnival at Pitt Park . The day was fun and enjoyable for all, with every student from K–6 competing in several events. Thank you to all family members who helped on the day. Many students from Years 3–6 also enjoyed participating in the Newcombe Ball competition at Leura Public School.

Throughout Term Four our students continued to engage fully in sport with a gymnastics program being run throughout the term. Students were also lucky to enjoy a Dance program with Brooke. Students from Year Five and Six attended the Upper Blue Mountains Soccer Gala Day held at Pitt Park. The year culminated in a fun filled aquatic gala day at Blackheath pool, followed by our two week swimming scheme program at Katoomba Aquatic Centre.

What a wonderful year it has been to watch all our student's sporting skills develop and I have no doubt that 2020 will provide even more opportunities for our students to keep active and have fun playing a wide range of sports.

House Cup winner Gudamang

Environmental education and sustainability

Over 2019 we saw a rejuvenation of the vegetable garden with volunteer parents and our Stage One teacher leading the environmental initiatives. The Edible Garden Festival was a succesful way we showcased our environmental education focus within our community. Our purchase of equipment for a portable kitchen , funded by the OZHarvest \$7000 grant was a sustainable way we met the challenge of space and resources to enhance our Kitchen Garden project.

Achievement in the Arts

In 2019 all the students at Mount Victoria Public were involved in class art activities focussed on extending and developing this creativity and art appreciation. . Our Artwork was displayed at the Lithgow Show with many student's entries recognised for commendation by the judges. The Artfest held at Wentworth Falls Public School and the Blackheath Flower Show also provided an opportunity to showcase our creative artwork. Our Junior choir attended the Upper Blue Mountains Choral Festival held at Katoomba High School .