Muswellbrook South Public School

2019 Annual Report

"Building Solid Foundations for Life"

3876

Introduction

The Annual Report for 2019 is provided to the community of Muswellbrook South 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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School background

School vision statement

The school is committed to giving every student, every opportunity within a culture of growth and performance. Our aim is to provide quality education for students in an inclusive, engaging and supportive learning environment.

The school is dedicated to working as a community to support students and their families and to provide opportunities to maximise achievement for all and build capacity for success and lifelong learning.

School context

Muswellbrook South Public School is situated in the township of Muswellbrook within the southern sector of the town. We have 528 pupils attending, with 33% being Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

Muswellbrook South strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers. The Early Action for Success program has enabled professional development for staff in literacy and numeracy and rigorous accountability of data collection and analysis.

There is a strong focus on providing a range of innovative programs to support student learning and improvement, technology in learning, personalised learning and transition programs.

Being part of the 'Local Schools Local Decisions' program has provided opportunities for increased decision making at the school level based on specific school needs and priorities. This has enhanced the school's learning environment and the professional practice of teaching staff.

Positive Behaviours for Learning school values of being 'a safe, respectful and responsible learner' are embedded in programs, practices and relationships.

Our Prior to School program, Warrae Wanni, is a unique feature of the school and has been recognised for its achievements in contributing to the school readiness of Aboriginal and targeted students, as well as actively encouraging parents to become involved in their child's education.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

Strategic Direction 1

ENGAGED STUDENTS

Purpose

Students strive for personal excellence through full engagement in their learning, to ensure they have the opportunity to thrive in a well–supported environment focused on meeting their social, emotional and cognitive needs.

Improvement Measures

The school is able to evidence growth from *delivering* to *sustaining and growing* in the Teaching domain element of & Effective Classroom Practice.

Increased percentage of students in the top two bands in reading and numeracy.

Progress towards achieving improvement measures

Process 1:   Explicit Teaching – Writing

Teachers' knowledge, understanding and implementation of curriculum and learning progressions result in the development and implementation of teaching and learning programs that are consistent and routine.

Evaluation	Funds Expended (Resources)
VCOP **What did we do?** During Term 3 we had another 7 people trained in VCOP including 2 IL's and 5 primary staff and Stage 3 teachers were used as mentors for Stage 2 with them meeting to team teach and collaborate on aspects of their teaching and programming. Due to feedback received on the program, we decided to plan our units in a fortnightly cycle as Stage teams to collaboratively plan. Teachers also participated in a moderation activity to gauge for consistent teacher judgement on the marking scale. The assessment spreadsheet was updated and an assessment matrix created to reflect cumulative data and to show where students should be at specific points in time across the years. The assessment scale was developed in consultation with the Cold Write Assessment Tool, with particular reference to the beginning, mid and end markers for each year level.This scale will assist with the comparison of student results at multiple points of the year, through the use of a consistent lense. Additionally, it will enable the Cold Write data to be used more accurately for assessment and reporting purposes. **How well did we do it?** Feedback has indicated that what we are doing has been well received and everyone enjoyed being part of the process of collaborating and planning together as a team. This is something we will continue to do in 2020. **What happened as a result?** * A more detailed program was collaboratively developed that broke the week down and showed teachers how to explicitly run a writing session within their rooms. * IL's started implementing VCOP style lessons into the year 2 classrooms.	

Progress towards achieving improvement measures	
*Student assessment data shows that all classes across primary are showing growth within their writing. Progress from Term 1 – Term 4 shows that majority of students have demonstrated personal growth within their writing samples. Teachers across primary show an overall effect size of 0.58 with 6 out of 10 teachers having a personal effect size of 0.90+.	

Process 2:   Explicit Teaching – Reading

Teachers' knowledge, understanding and implementation of curriculum and learning progressions result in the development and implementation of teaching and learning programs that are consistent and routine.

Evaluation	Funds Expended (Resources)
This process was added in 2020 as a response to NSW targets.	

Process 3:   Explicit Teaching – Numeracy

Teachers' knowledge, understanding and implementation of curriculum and learning progressions result in the development and implementation of teaching and learning programs that are consistent and routine.

Evaluation	Funds Expended (Resources)
This process was added in 2020 as a response to NSW targets.	

Strategic Direction 2

INSPIRED TEACHING

Purpose

A strong focus on explicit teaching and consistent assessment practices K–6 results in all teachers knowing all students, how they learn and how best to meet their needs through the development of explicit knowledge of curricula and applications that enhance creative, future focused inspired teaching.

Improvement Measures

To increase matched students achieving greater than or equal to expected growth in literacy and numeracy.

The school is able to evidence growth from delivering to sustaining and growing in the elements of curriculum, assessment, data skills and use and effective classroom practice.

Progress towards achieving improvement measures

Process 1:   Collaborative Quality Teaching

Explicit school protocols, practices and programs support teachers in providing effective differentiated learning for all students in literacy and numeracy through collaborative practice.

Evaluation	Funds Expended (Resources)
Quality Teaching • Teaching staff survey and feedback sheet • Executive staff survey feedback sheet	**Quality Teaching** • Staff Meeting • Staff/Executive survey

Process 2:   Data Analysis

Consistent and routine formative and summative assessment strategies are developed and implemented across the school, K–6.

Teachers increase knowledge and skills in gathering, analysing and interpreting student data from external and internal sources.

Evaluation	Funds Expended (Resources)
What did we do? • The leadership team reviewed NAPLAN data for the past 3 years to analyse patterns of weakness. • Staff recorded reading levels and collated PAT test results on excel • Created Areas of focus (K–2) to support staff to align syllabus outcomes with specific learning progression indicators. • Planned targetted assessment tasks for LaST (1.6) to administer end of Semester 1 and 2, in order to plan for target cohort in 2020 and measure progress from 2019. **How well did we do it?** * PAT test results have been entered * K–2 reading levels have been collated and growth per class and per year have been analysed. * K–2 PLAN2 data is up to date in ES1: PKW. CrT, QuN. Stage 1: CrT, SpG, AdS *LaST and ILs planned assessment tasks. **As a result?** • The leadership team planned milestones to achieve targets in reading and	• Allocated time in: weekly stage meetings, 2 scheduled K–6 staff meetings per term, stage planning days each term and point of need professional learning for each stage. • 2 days of half day PL for each stage, covered internally, plus 3 casuals per day at a total cost of $3000 for casual relief.

Progress towards achieving improvement measures

numeracy and collated end of year data to collate target cohorts in grades 3 and 5.
 • Assessment strategies documented in teaching and learning programs and assessment records.
 • Accurate and up to date PLAN2 data entry. LaST cohort identified for Stage 1 and Year 3.
 • LaST assessment schedule planned for end of Semester 1 and 2
 • All K–6 students progress data was tracked against key indicators through the Literacy & Numeracy Learning Progressions. (CrT, SpG and AdS, QuN)
 • Teaching and learning programs reflect the monitoring of student learning progress and differentiated teaching and learning activities that cater for skill gap improvement and areas for extension.
 • Programs will show evidence of clear teaching focus and assessment strategies. Annotations on teaching programs will note the modifications and differentiated learning tasks and reflections made to the teaching. This will show how teachers use formative assessment strategies to plan what the students need to learn next.
 • Work samples of student's writing will show the impact of teachers responding to data, knowing what their students need to learn.

Strategic Direction 3

CONNECTED COMMUNITY

Purpose

To build a school culture and embed Positive Education practices to develop flourishing students and staff, who are creative and innovative. All students are known, valued and cared for, becoming increasingly motivated learners with the personal resources for future success and wellbeing.

Improvement Measures

Incident data indicates an increase in positive behaviour.

Universal practices understood and implemented by all staff.

School evaluation against the SEF validates a growth from Delivering to Sustaining and Growing in the Learning domain element of wellbeing and learning culture.

Students report increased advocacy and belonging.

Progress towards achieving improvement measures

Process 1:   Learning and Support Team Systems

Consistent school wide procedures and practices in place to support the implementation of student support interventions.

Evaluation	Funds Expended (Resources)
Learning and Support Team Audit **What did we do?** Throughout 2019, under the commencement of our new LST procedures we have successfully referred 105 students to our LST team. These students were able to be catered to, for behavioural and academic reasons, with 48 of these students being exited due to successful LST process and recommendations (access request for support class placement/counselling/integration funding support/ LAST caseload/referral to external support services/referral to paediatrician). With the current change in how our LST meetings work, all students' needs were addressed. All of these students were given case management plans, overseen by the Assistant Principals. Case Management plans made it easy for all parties who are involved to know and be accountable for their responsibilities. We updated our behaviour management plan proforma as a result of feedback from staff, making it more personalised and editable for staff. We have 55 students with personalised behaviour management plans, which are edited after a suspension or every 5 weeks. The LST audit process allowed Muswellbrook South Public School to generate 50 access requests for a variety of support class placements and integration funding support. We undertook multiple training sessions to train executive staff on best practice for writing these requests. Over 90% of Muswellbrook South's Access Request were successful, with positive feedback from the request panel. The LST audit initiated higher levels communication on student learning between staff and all involved parties. Individual learning support team meetings allowed open communication between executive, teachers, school	

Progress towards achieving improvement measures	
counsellor and parents/carers.	
What happened as a result?	
The updated LST procedures have resulted in a more consistent and enhanced approach to ensure all students needs are being catered for. Teachers have reported to be more confident when using the LST procedures, however, need more assistance in using the platform SENTRAL, which the LST processes utilise.	

Process 2:   Positive Wellbeing

> To enhance the quality of relationships between staff, students and the community with a focus on evidence based approaches.

Evaluation	Funds Expended (Resources)
Visible Wellbeing PBL lessons are consistently including See/Hear/Feel as a major component in the lesson focus of each weeks lesson. This allowed a consistent message and underlying language across K–6. We have completed the training for James Anderson Growth Mindset Staff professional learning. Eight lessons were provided to walk teachers through the process of learning through interactive/discussion based theory. The whole school was provided with a "Grow Your Mind' folder with lessons to help initiate the beginning of Growth Mindset through lessons. Members of the Positive Wellbeing team modelled these lessons to ensure staff were comfortable with content. Grow Your Mind kits were delivered to each grade. Throughout this process, PBL data was incorporated as an underlying theme to target during the delivering of lessons. The PBL and Wellbeing teams amalgamated to ensure a cohesive and consistent approach to 'Positive Wellbeing' **How well did we do it?** Survey results demonstrate that staff identified having increased skill and knowledge when promoting a growth mindset approach within their classrooms. When students were asked about the Grow Your Mind program/character and contents, students across all stages were consistently able to identify major components of the program. Over 53% of staff members indicated prior to training that they had no or limited knowledge of concepts within Growth Mindset. Upon completion of training and implementation this figure had changed to around 75% feeling confidence in teaching the program effectively. 91% of teachers commented that they had seen benefit from introducing this program into the classroom. The biggest change that teachers had seen was the impact of students having the ability to regulate their emotions. **What happened as a result?** As a result, we are beginning to see a decrease in major incidents over the term. When students enter solutions, they are able to verbalise what their	**Visible Wellbeing** • Visible Wellbeing Team meeting

Progress towards achieving improvement measures	
brain is doing to take over their emotions and what actions they can take to self–regulate. Our SENTRAL data has indicated that there has been a decrease in all areas of minor behaviors throughout the term. There has been a significant decrease in major physically aggressive incidents between Term 3 and Term 4.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Classroom Teacher (FTE 1.0) – $104 000 2 x SLSO (FTE 1.0) – $100 000 Resources – $15000 AEO – $68 000	37 students participated in prior to school program
Low level adjustment for disability	2 x SLSO – $100 000 2.4 x Classroom teacher – $250 000	All students with a diagnosed disability were provided with additional support in the classroom and playground.
Quality Teaching, Successful Students (QTSS)	Classroom teacher (FTE 1.0) – $104 000	See strategic direction 2
Socio–economic background	6 x Classroom teacher (FTE 1.0) – $630 000 Classroom teacher (FTE 0.8) – $81 000 AP behaviour (FTE 1.0) – $126 000 Instructional leader, deputy principal (FTE 0.2) – $28 000 6 x SLSO – $300 000	See strategic direction 1 and 2
Support for beginning teachers	Classroom teacher (0.6 FTE) – $62 000	5 early career teachers provided with mentoring, targeted professional learning and additional release from face–to–face teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	267	300	308	305
Girls	239	249	233	253

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.1	92.1	90.8	88.7
1	90.2	90.2	89.5	89.6
2	89.8	90.6	88.9	88.7
3	88.1	90.8	90.7	89.4
4	84.9	86.8	89.3	89.9
5	89.7	88.1	88.3	89.1
6	88.4	87.6	85.5	85.8
All Years	88.9	89.7	89.2	88.8
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.7
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.96

*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.

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	515,795
Revenue	7,747,072
Appropriation	7,551,819
Sale of Goods and Services	9,843
Grants and contributions	182,719
Investment income	2,691
Expenses	-7,516,284
Employee related	-6,833,627
Operating expenses	-682,657
Surplus / deficit for the year	230,788

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	1,061,321
Equity Total	1,797,501
Equity - Aboriginal	294,664
Equity - Socio-economic	1,123,674
Equity - Language	2,642
Equity - Disability	376,521
Base Total	3,651,911
Base - Per Capita	132,993
Base - Location	11,451
Base - Other	3,507,467
Other Total	752,345
Grand Total	7,263,078

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.
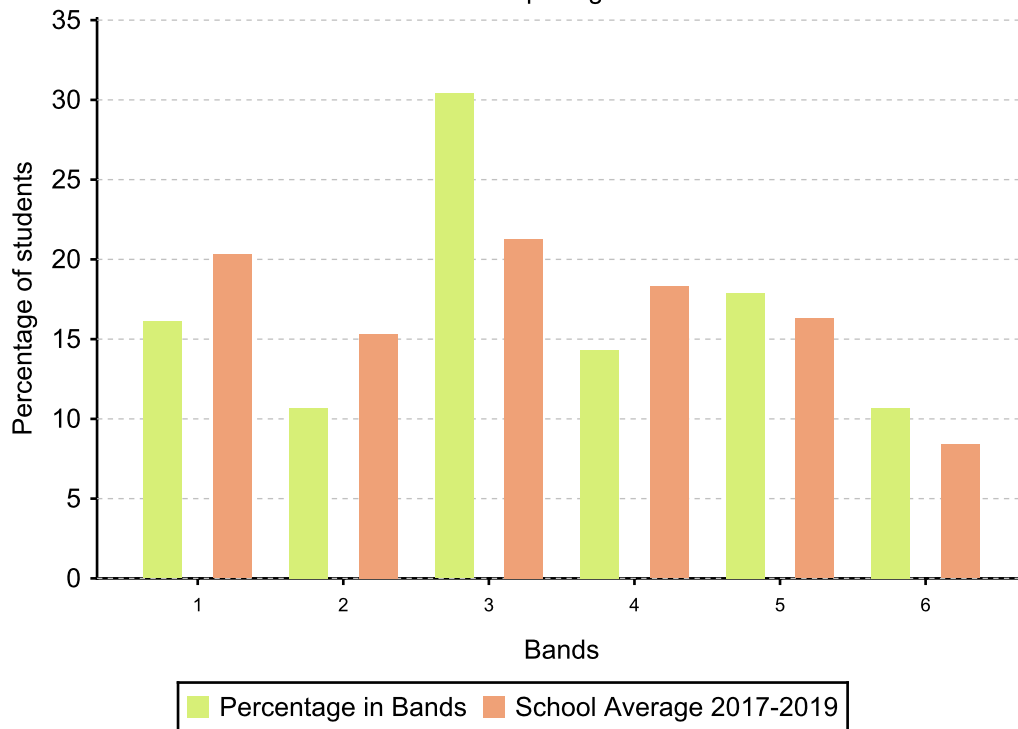
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
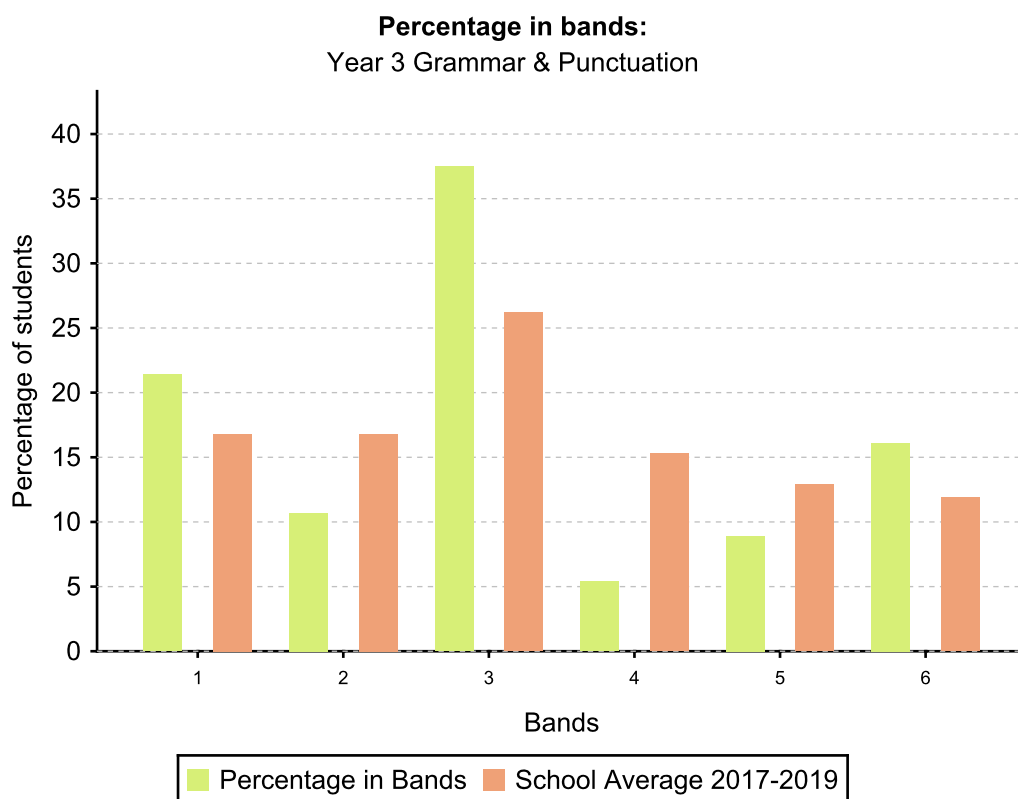
Band	1	2	3	4	5	6
Percentage of students	21.4	10.7	37.5	5.4	8.9	16.1
School avg 2017-2019	16.8	16.8	26.2	15.3	12.9	11.9

Percentage in bands:
Year 3 Reading
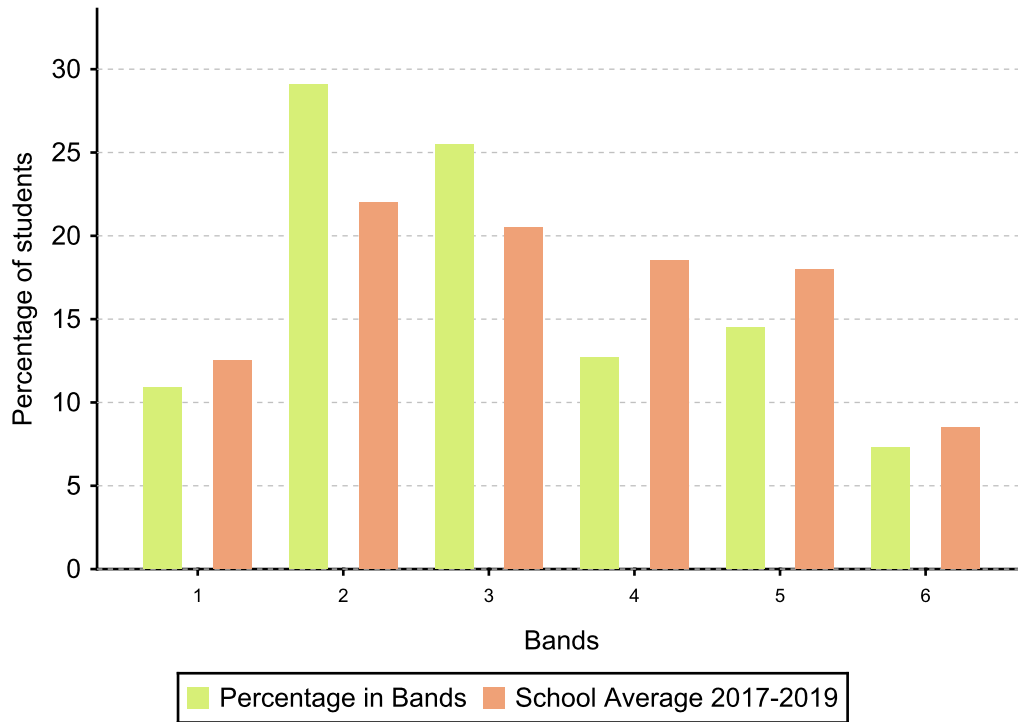
Band	1	2	3	4	5	6
Percentage of students	10.9	29.1	25.5	12.7	14.5	7.3
School avg 2017-2019	12.5	22	20.5	18.5	18	8.5

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	16.1	10.7	30.4	14.3	17.9	10.7
School avg 2017-2019	20.3	15.3	21.3	18.3	16.3	8.4

Percentage in bands:
Year 3 Writing
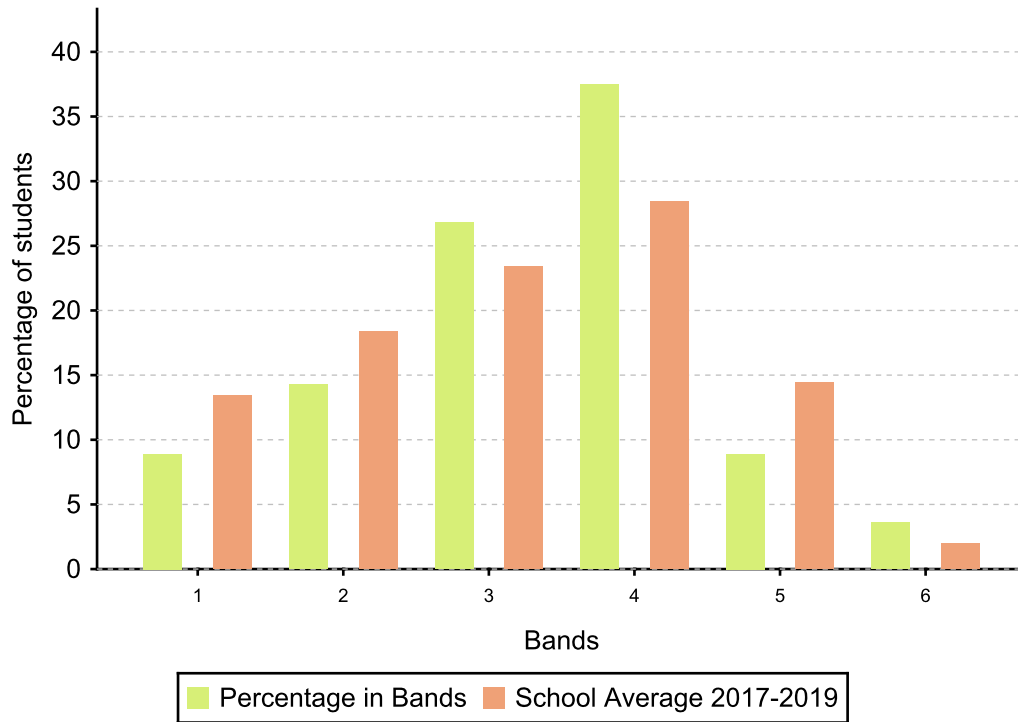
Band	1	2	3	4	5	6
Percentage of students	8.9	14.3	26.8	37.5	8.9	3.6
School avg 2017-2019	13.4	18.4	23.4	28.4	14.4	2

Percentage in bands:
Year 5 Grammar & Punctuation
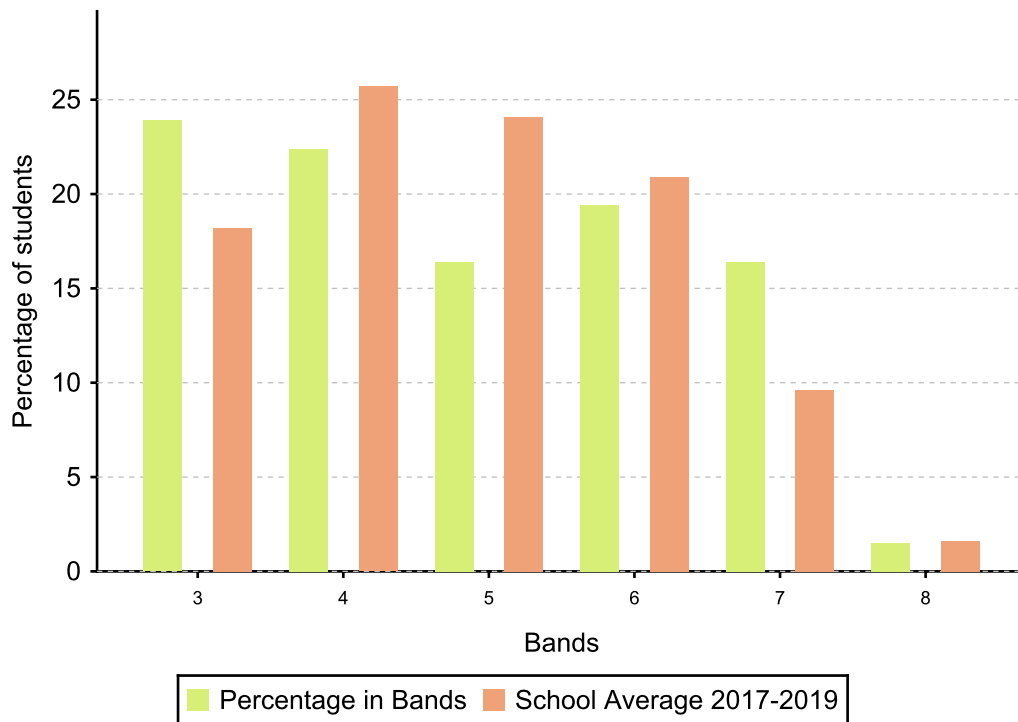
Band	3	4	5	6	7	8
Percentage of students	23.9	22.4	16.4	19.4	16.4	1.5
School avg 2017-2019	18.2	25.7	24.1	20.9	9.6	1.6

Percentage in bands:
Year 5 Reading
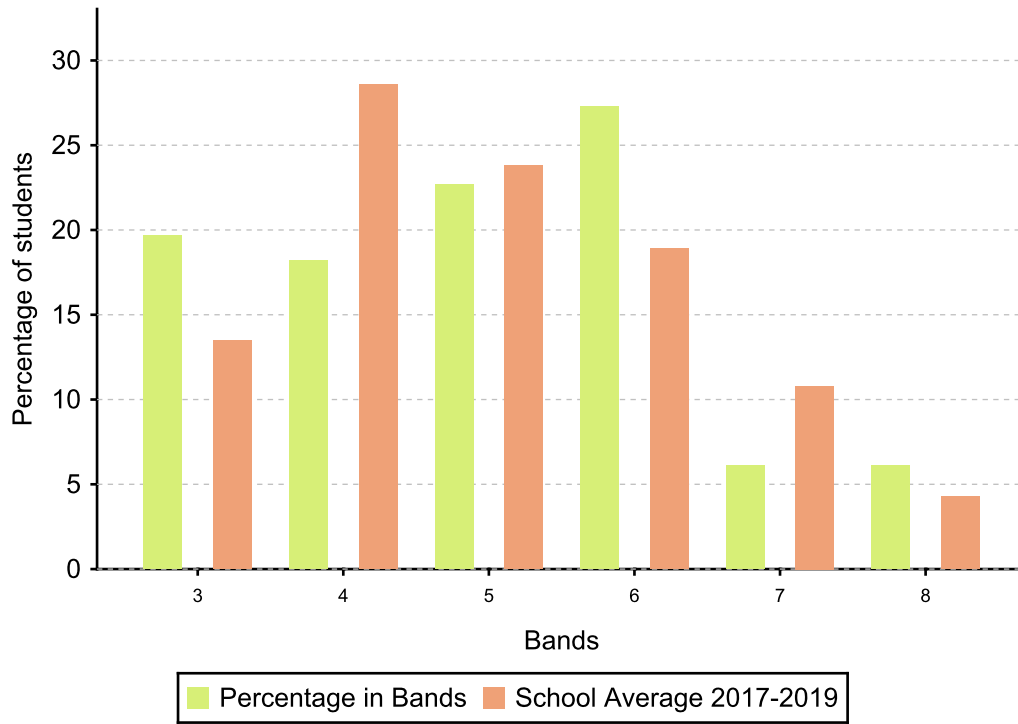
Band	3	4	5	6	7	8
Percentage of students	19.7	18.2	22.7	27.3	6.1	6.1
School avg 2017-2019	13.5	28.6	23.8	18.9	10.8	4.3

Percentage in bands:
Year 5 Spelling
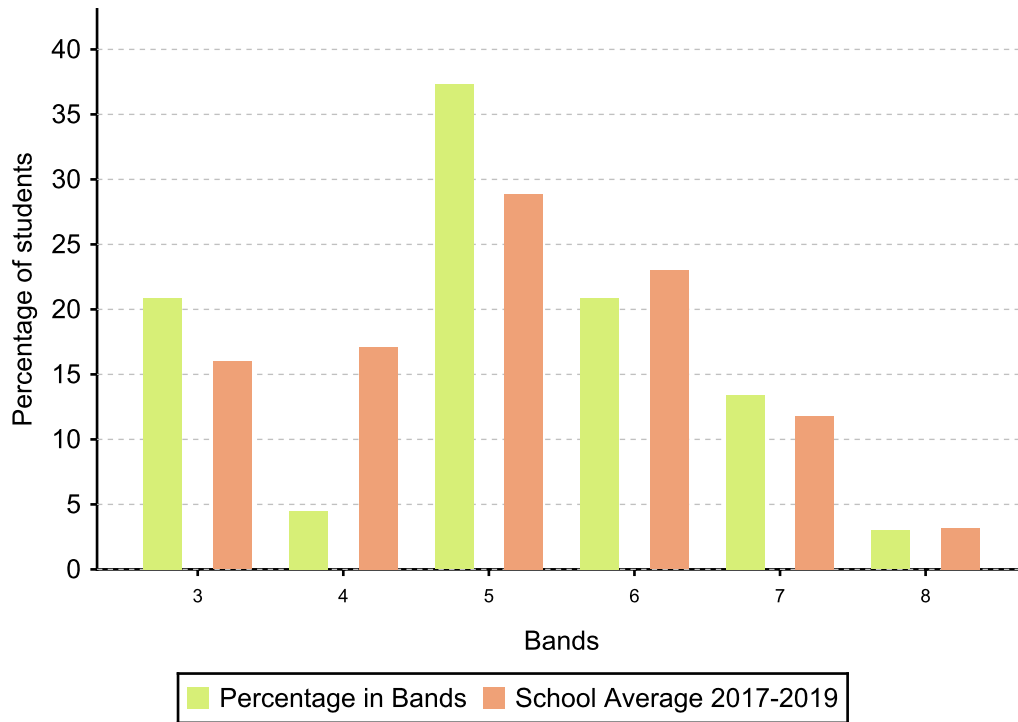
Band	3	4	5	6	7	8
Percentage of students	20.9	4.5	37.3	20.9	13.4	3.0
School avg 2017-2019	16	17.1	28.9	23	11.8	3.2

Percentage in bands:
Year 5 Writing
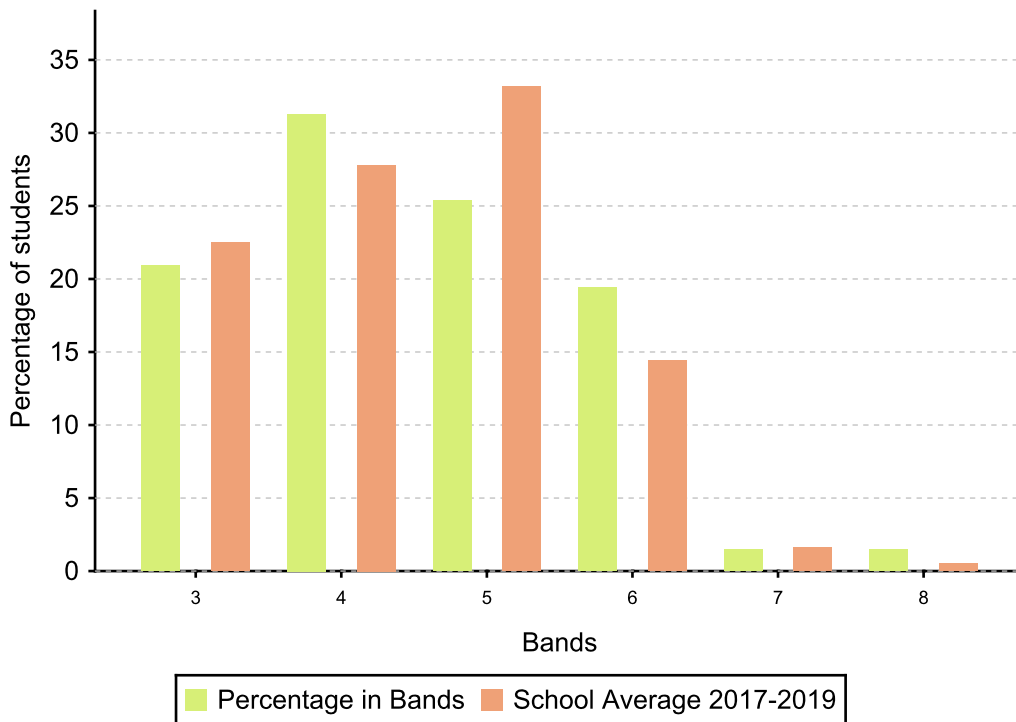
Band	3	4	5	6	7	8
Percentage of students	20.9	31.3	25.4	19.4	1.5	1.5
School avg 2017-2019	22.5	27.8	33.2	14.4	1.6	0.5

Percentage in bands:
Year 3 Numeracy
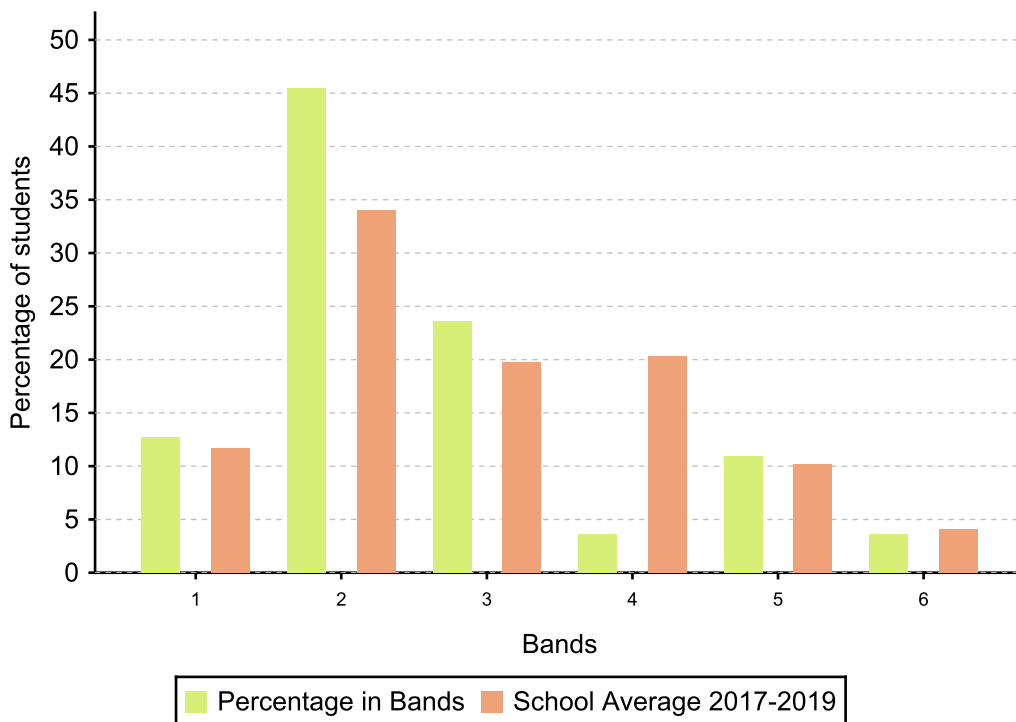
Band	1	2	3	4	5	6
Percentage of students	12.7	45.5	23.6	3.6	10.9	3.6
School avg 2017-2019	11.7	34	19.8	20.3	10.2	4.1

Percentage in bands:
Year 5 Numeracy
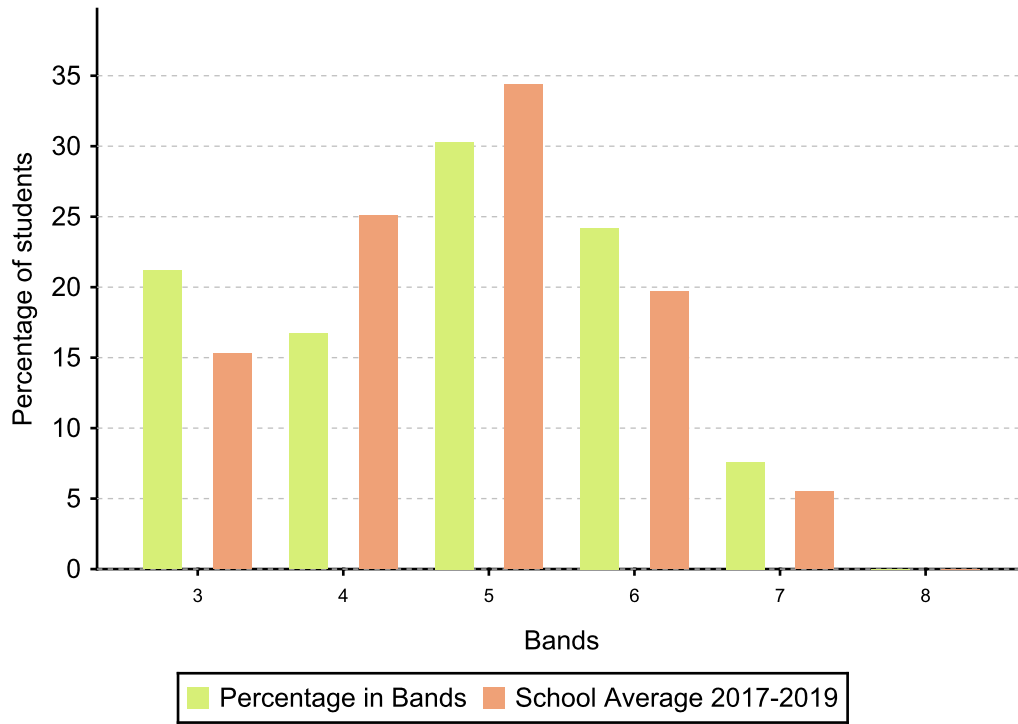
Band	3	4	5	6	7	8
Percentage of students	21.2	16.7	30.3	24.2	7.6	0.0
School avg 2017-2019	15.3	25.1	34.4	19.7	5.5	0

Parent/caregiver, student, teacher satisfaction

According to the 2019 Tell Them From Me survey:

- Students report higher average scores than NSW norms for school–level factors associated with student engagement.
- 90% of students report that they value schooling outcomes.
- 88% of students report that they try hard to succeed in their learning.
- Parents report slightly lower than NSW Government norm scores against inclusivity, leadership, parent involvement and collaboration.

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.

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.