2009 Annual School Report
Mount Brown

NSW Public Schools – Leading the way
Principal's message

Mount Brown Public School has a long and outstanding reputation in serving its local community. The school prides itself on providing its students with the foundations for life-long learning so that they become literate, numerate, well educated citizens with the capabilities and confidence to make a positive contribution to Australian society. At Mount Brown we continue to maintain and value close relationships with parents as caregivers.

Each child is encouraged to respect and care for the environment and live a well-balanced and healthy lifestyle. The contribution made by all students is acknowledged and valued and they are encouraged to work with staff and families by taking increased responsibility for their learning. Success for all students is an expectation and individual differences are not only accepted but also respected. Student achievement is acknowledged and plays an important role in enhancing the self-esteem for all students.

The school’s many successes are the result of the valuable contribution and hard work by staff, students, parents and the wider school community. It is rewarding to lead a team of such competent and committed teaching and support staff that have worked tirelessly to provide outstanding learning experiences for your children.

I certify that the information in this report is a result of a rigorous self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Katherine Spencer
Principal

P&C message

Mount Brown Public School takes pride in the strong sense of community that exists between staff, parents and students. This close co-operation continued during 2009, and reflects the dedication of staff and members of the P&C Association.

In 2009 the P&C focussed on providing facilities and services to support all parents and carers, on helping to strengthen the school community, and of course on raising funds to provide resources for our school.

During 2009 the P&C donated approximately $20,000 to Mount Brown Public School. Our thanks go to all the parents, grandparents and others who have supported P&C fundraising throughout the year. Together we have provided the funds for our school to purchase its first two state-of-the-art interactive whiteboards. We will continue to focus on funding at least two further whiteboards each year to ensure all students will have access to the latest educational technology. Funds raised through the P&C were also used to purchase much needed equipment and resources, such as library and classroom literacy resources and a range of sporting equipment including house banners for carnivals and high jump mats.

P&C Fundraising Co-ordinator (and Secretary!) Sherone Boyce has developed many new approaches to fundraising and her energy and enthusiasm are greatly appreciated.

The P&C-managed canteen continued to operate very successfully throughout the year, thanks to the dedication and commitment of our wonderful Canteen Supervisor Janette Tiechl. Many parents and community volunteers are now regularly helping out in the canteen. In 2009 at least $10,000 raised through canteen sales was donated to the P&C.

Promotion of school uniform continued to be a strong focus during 2009. To assist parents purchase good quality, value-for-money uniforms, the P&C Uniform Co-ordinator Kelly Lock worked tirelessly to source new items in that most elusive of school colours – brown! The new style of winter jacket and the recently-arrived sports uniforms are great additions to the uniform range.

During 2009 the P&C also liaised with local MP Lylea McMahon and Wollongong City Council to improve safety around our school. The P&C successfully lobbied for construction of the
pedestrian fence along Mt Brown Road, which has made a much safer environment for students at the end of each school day. The approval of Mount Brown’s request for a new school hall in the first round of Federal Government funding is a tribute to the strong links between Lylea McMahon, our school executive and the P&C.

Community links were developed and strengthened during 2009, both within our school and in the wider Dapto community. Sherone Boyce initiated the Kinder-Year 1 BBQ to help new parents form connections and get to know their school a little better. The event was a great success in 2009 and has now become a regular date on the annual Kindergarten calendar. Other successful P&C-initiated events run in 2009 included the Infants Easter Hat Parade and the Christmas Discos.

Mount Brown P&C took the lead early in 2009 to establish the Dapto Learning Community P&C Network. Four primary and two high schools in the Dapto area sent P&C representatives to a number of combined Network meetings, where issues affecting public education in the community were discussed. One initiative to come out of the Network so far was the showcasing of students’ artworks at the Dapto Show. The Network will continue to work on joint activities that promote and support public education students in the Dapto community.

As P&C President during 2009 I have had the privilege of being involved with a small but dedicated group of parents who give generously of their time and energy to support our school. I would particularly like to thank the following P&C members for their efforts throughout 2009: Treasurer - Melissa Burling; Secretary and Fundraising Co-ordinator - Sherone Boyce; Vice-President – Kiley Perkuhn-Haldane; Uniform Co-ordinator – Kelly Lock; Canteen Co-ordinator - Cynthia Facey-Simpson and members of the fundraising and canteen committees. And I would like to welcome our new members who will bring fresh ideas and energy and help make 2010 another very successful year.

Karen Lovasz
President

Student representative’s message

We are very grateful that our school peers elected us to represent the school. We are also glad that we had the opportunity to meet parents, special guests and other leaders throughout the year of being Mount Brown's student presidents. We had so many positive experiences such as our local member, Lylea McMahon’s visit.

Our leadership experiences included representing the school at the Dapto learning Community Forum, Sport, and Leadership at Kanahooka High School and leading the school at, Remembrance Day, Education Week, Presentation Day and our weekly assemblies.

Presidents: Taylor Harradine, Jayden Penrose
Vice-Presidents: Charlotte McGarry, Sean Hood

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>2005</td>
<td>221</td>
<td>250</td>
</tr>
<tr>
<td>2006</td>
<td>216</td>
<td>220</td>
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<tr>
<td>2007</td>
<td>218</td>
<td>199</td>
</tr>
<tr>
<td>2008</td>
<td>187</td>
<td>189</td>
</tr>
<tr>
<td>2009</td>
<td>196</td>
<td>182</td>
</tr>
</tbody>
</table>
Student attendance profile

Management of non-attendance
Overall school attendance is excellent. Our attendance rates exceed those of both the our region and the state. Any unexplained absences are followed up with letters home and the school carefully monitors individual student attendance patterns and works closely with families to emphasise the importance of regular attendance on positive student achievement.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>1BH</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2-3T</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2-3T</td>
<td>3</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3-4A</td>
<td>3</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>3-4A</td>
<td>4</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4-5B</td>
<td>4</td>
<td>24</td>
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<tr>
<td>4-5B</td>
<td>5</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>5-6S</td>
<td>5</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>5-6S</td>
<td>6</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>5H</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5RW</td>
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<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>29</td>
<td>29</td>
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<tr>
<td>K-1P</td>
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<td>10</td>
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<tr>
<td>K-1P</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
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</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>22</td>
<td>22</td>
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Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>18.62</td>
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The school works closely with its local Aboriginal Community through the Dapto Koonawarra Youth Connect Program (DKYC). Staff working in this program are employed by Community Health. Our school has no Indigenous staff directly employed by the school.

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>74%</td>
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<tr>
<td>Postgraduate</td>
<td>26%</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>135 211.36</td>
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<tr>
<td>School &amp; community sources</td>
<td>105 583.29</td>
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<tr>
<td>Interest</td>
<td>7 910.96</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
<td><strong>638 862.39</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>51 009.78</td>
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<tr>
<td>Excursions</td>
<td>36 779.62</td>
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<td>Extracurricular dissections</td>
<td>46 953.80</td>
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<tr>
<td>Library</td>
<td>4 551.00</td>
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<tr>
<td>Training &amp; development</td>
<td>16 772.23</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>43 341.78</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>32 259.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10 436.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15 338.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21 724.89</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>463 402.14</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>175 460.25</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Students at Mount Brown Public School are provided with many cultural and creative opportunities. They are supported to develop skills across each of the art forms through classroom lessons and extra-curricular activities. The schools achievements for arts in 2009 included:

- All students from Years 1 to Year 6 received at least one hour per week of music and/or drama instruction from a specialist teacher.
- 26 students from Years 4 to 6 participated in the dance performance at Southern Stars.
- 55 students from Years 3 to 6 participated in the school choir at the Southern Illawarra Music Festival.
- Years 1 and 2 students participated in the Dapto Learning Community Junior Music Festival.
- 30 students produced an animation for the Mini Movies Film Festival.
- 15 students were part of the school African Drumming group. They performed at the Wollongong Instrumental Festival at Anita’s Theatre.
- Mount Brown Public School hosted an animation workshop for teachers and students from the Dapto Learning Community.
- Mount Brown Public School hosted a drumming workshop for teachers and students from the Dapto Learning Community.

Academic

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 the assessments.
- Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Sport
Mount Brown Public School provides its students with a wide range of sporting and representative opportunities. The school has a strong history with significant achievement by both teams and individuals. The school was strongly represented in interschool PSSA competitions through Boys Soccer, Girls Soccer, Netball, Hockey, Touch Football and Rugby League.

60 students represented the school at District level at each of the Swimming, Cross Country and Athletics Carnivals with a number progressing to Regional level.

30 students represented the school at the 7-a-side Rod Wishart and Paul McGregor Shields. The open team were runners up at District level and were invited to play a demonstration match at Win Stadium during a Dragon's home match.

Primary students were given the opportunity to participate in sporting clinics in Basketball, Auskick, Tennis and Ten Pin Bowling.

Teams performed well in the NSW PSSA knockout competitions in Futsal Soccer, Basketball and Soccer. We had 3 representatives in the South Coast team at the state Basketball and 1 in Soccer.

The highlight of the year were the Open Boys Soccer team who were the South Coast Champions.

Years 2, 3, and 4 students participated in an Intensive Swimming Program over 2 weeks in Term 4.

Students from Kindergarten to Year 6 participated in the Premier’s Sporting Challenge achieving at either a Bronze, Silver or Gold level.

All students were provided with the opportunity to participate in the ‘Gym sports’ and ‘Dance2Fit’ Programs.

Literacy – NAPLAN Year 3

Year 3 Reading

In Year 3 reading 65% of students performed in the top three bands compared to the state average of 70%. The Key into Comprehension program will continue be implemented across Stages 2 and 3 in 2010.

Year 3 Writing

In writing 57% of our children performed in the top two bands which was significantly higher than the state average of 52%. Only 3 children performed in the bottom two bands which was below the state average. The highly successful school based targeted writing program will be extended
during 2010 to include interactive whiteboard technology into the program. The program will continue to focus on Years 3 and 5 during Semester 1 and Years 2 and 4 during Semester 2.

Year 3 Spelling

In Year 3, 69% of students performed in the top three bands in spelling compared to the state average of 75%. 14.3% of our students were placed in the bottom two bands compared with 12.5% of the State and 17.9% of students in our like schools group. Future directions, in this area will see the exploration of effective spelling programs and classroom strategies to improve outcomes for all students.

Year 3 Grammar and Punctuation

In Year 3, 72% of Year 3 children performed in the top three bands for Grammar and Punctuation up from 64% in 2008. The targeted writing program will continue to focus on improving outcomes in this area.

Numeracy – NAPLAN Year 3

In Year 3, 98% of students achieved at and above the minimum standard when compared against the National Numeracy benchmark. 48% of all students achieved in the top 3 bands compared with 51.1% of students in our like school group. Future directions, in this area will focus on improving items identified as requiring development through the analysis of our Naplan data.
Literacy – NAPLAN Year 5

Year 5 Reading

In Year 5 reading, 47% of all students performed in the top three bands compared to the state average of 61%. 50% of students achieved in the middle 2 bands. The vast majority of students 73% achieved in bands 5, 6 and 7. New programs will be introduced to focus on improving our results in this area.

Year 5 Writing

Overall in writing, 58% of our Year 5 students performed in the top three bands. This was only just below the state average of 64% and equivalent to the average in our like school group. Writing will continue to be a focus for our school.

Year 5 Spelling

In spelling 49% of students were placed in the top three bands. This was an increase from 2008 when only 43% performed in these bands. The school result was below the average for our like school group of 59%. Spelling has been identified as an area to be targeted for further development across the school.

Year 5 Grammar and Punctuation

In Year 5, 55% of students were placed in the top three bands, compared with the State average of 67%. The vast majority of students 55% were placed in the middle two bands.
Numeracy – NAPLAN Year 5

In Year 5 numeracy there were no students in the lowest band. The vast majority 53% of students performed in the middle two bands. Numeracy will continue to be a focus area for the school.

Progress in literacy

Average growth in reading between Years 3 and 5 for the school was at just below state average. However, the progress made by boys was outstanding. Boys’ growth between Years 3 and 5 was 101 points which far exceed the state average of 88 points.

Progress in numeracy

The average progress in numeracy for students between Years 3 and 5 was 95 points which was
in line with the state average. Boys outperformed girls.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Improving student learning, celebrating student achievement, building positive self-esteem, instilling strong values along with respect and responsibility were promoted through all our school activities and behaviour management policies and procedures.

At Mount Brown we believe that every student has the right to learn in a safe and secure environment, free from harassment and bullying.

Each year Mount Brown Public School surveys the children and parents with regard to incidents of bullying. The surveys serve multiple purposes:

- Provides parents and children with the opportunity to discuss bullying and bullying behaviours
- Gives an indication of parents’ perceptions of bullying at Mount Brown Public School.
- Identifies children who are intimidating other students.
- Differentiates between perceived bullies and actual incidents of bullying.
- Highlights main areas of the school where bullying may be more prevalent.
- Highlights main times when bullying may occur.
- Identifies and ranks types of bullying behaviours.
- Requires children to reflect on their own behaviour and consider whether they themselves have bullied other children and discuss these matters with their parents.

The information derived from the surveys assist the school in determining playground duty rosters, in identifying children whose behaviour may need to be monitored and in devising social skills programs that may need to be implemented across the school.

In the Parent Bully survey 282 surveys were sent out and 97 were returned. Parents were asked to rank their perceptions of the four different types of bullying on a scale from 1 (low) to 10 (high). They were also asked to speak to their children about possible incidents of bullying at school (identify children, behaviours, locations and times) and record them on the survey.

- There has been a significant reduction in the number of primary (3–6) students identified in the survey compared to the 2007 survey.
- There has been a significant increase in the number of infants (K–2) students identified in the survey compared to the 2007 survey.

The results from the surveys indicate that strategies implemented across the school have decreased bullying in Years 3 to 6. Further strategies need to be developed to address incidents of bullying in K to 2.

The new Student Welfare Policy was written this year incorporating the modifications to the school discipline code which were trialled during 2007 and 2008. These modifications included streamlining procedures for the processing of behaviour monitoring forms, consequences for inappropriate behaviour being dealt with more quickly, the abolishment of the Discipline Committee meetings and the introduction of new review procedures for children on daily and
weekly behaviour monitoring programs. These initiatives were evaluated and have been included in the new discipline code.

The Super Stars Merit Recognition Scheme continued to recognise student achievement in 2009. The “Assistant Principal’s Green Superstar”, for excellent playground behaviour continued to ensure that recipients of Superstars displayed desired behaviours in both the classroom and playground each term.

Changes were made to the procedures for electing school leaders. These changes have been written into the student welfare policy and were implemented in 2009 for the election of President and Vice President for 2010.

Aboriginal education

This year the school participated in a research project ‘Seeding Success’. The research was carried out by the NSW Department of Education in collaboration with the University of Western Sydney. The project aimed to identify the specific facets of quality teaching that impacts most on educational outcomes for Aboriginal and non-students in years 3 to 6. The research also examined Aboriginal and non-Aboriginal students views regarding their learning experiences as well as those of their teachers to help develop an understanding of which factors matter most for Aboriginal students in comparison to their non-Aboriginal peers.

Some findings from the research undertaken at Mount Brown indicated that;

More non-Aboriginal students had their own bedrooms, the internet, educational computer programs and books to help them with their schoolwork at home than Aboriginal students

More Aboriginal students had to share a bedroom with 1 other person, and less had a quiet place to do their homework than non-Aboriginal students

Aboriginal and non-Aboriginal students on average spent the same amount of time watching television per day

Non-Aboriginal students reported higher attendance rates than Aboriginal students

Non-Aboriginal students had higher self-perceptions of their ability in all school subjects, reading, getting good marks in maths, and enjoyed art classes more than Aboriginal students.

Non-Aboriginal students and Aboriginal students were, on average, similar in their motivational orientations.

The findings from this research will provide important information to assist the school to provide further opportunities to enable Aboriginal students to participate fully in an inclusive environment and excel at school.

Environmental education

Through a school culture Mount Brown delivered high quality teaching programs that inspired students and provided them with the knowledge and skills required to contribute to the environment and a sustainable future. Some of the programs the students were involved in were as follows:

Students participated in a Sustainable Environmental Management Planning Day generating environmental initiatives for Mount Brown School.

The Dapto Learning Community Public Speaking Competition had an environmental perspective with students participating from Stage 1 to 3.

Students generated an animation on Climate Change in less than 2 hours.

Our school representatives at the Youth Lead Environmental Conference at Bowral formed a cohesive voice on the climate and environment that will be represented at Copenhagen Climate Congress

Stage 3 participated in an Eco Citizen program allowing them to initiate programs within the school grounds.

Clean Up Australia had a twist this year with students raising money for a compost tumbler.

Chicks R Us program has produced fresh eggs this year for our school canteen

Respect and responsibility
During Term 1 all classes participated in a social skills programs, where school rules were discussed and mutually decided upon through negotiations between students and teachers.

Year 6 students were trained in leadership and were supported by teachers to take responsibility for providing positive role models to all students.

Year 5 students were engaged in a Buddy program with Kindergarten students for 2010. They will receive leadership training in 2010.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of student Learning and student attitude to Reading.

**Background**

The School Map survey about Learning was administered to students in Years 3 to 6 and parents were also asked to complete the survey. 82 parents completed the Parent Survey and 120 students completed the Student Survey. The survey is designed to measure stakeholders’ feelings about the school’s performance in the area of student Learning.

96% of parents and 88% of students reported that their classroom was almost always or usually an interesting place to learn.

97% of parents and 91% of students indicated that they felt that they have access to good equipment to support their learning.

93% of parents and 89% of students reported that they felt that the school expects students to achieve to the best of their ability.

90% of parents and 85% of students felt that students are encouraged in the classroom to try things that are new and different.

Overall the survey indicated that the vast majority of parents and students believe that the school is providing interesting learning experience for students within a well resourced environment that has high expectations for student achievement.

The survey did highlight the need for improved communication between teachers and parents with 41% of parents indicating that they feel that teachers only talk to them about their child’s learning only sometimes or rarely.

**Future directions**

The school in 2010 will trial a new timetable for student interviews. Interviews will be held in terms 1 and 3 and written reports will be sent home in Terms 3 and 4. The school will also work in collaboration with the P&C to explore options to create increased opportunities for parents to partake in conversations about their child’s learning.

**Curriculum**

**Background**

The school decided to conduct a survey to ascertain students’ attitude to reading and reading related activities. The results of the survey will give the staff greater insight into students reading behaviour and their reading preferences.

154 students in Years 3 to 6 completed the school survey. The survey contained 20 questions and students were asked to rate statements such as: I enjoy reading. There were four possible responses. Strongly agree, agree, disagree and strongly disagree.

**Findings and conclusions**

Results from the survey indicated that:

Over 90% of students indicated that they thought that being a good reader helped people to be successful in life.

83% of students enjoyed reading

85% thought they read well

62% indicated that reading made them happy

72% responded that they would be happy to receive a book as a present.

60% of students read at home for fun

56% enjoyed going to the school library

69% liked reading the school magazine

63% enjoyed borrowing from the school library
66% responded that they thought the library had the types of things that they liked to read
59% felt that they were encouraged by their teacher to complete the Premier's Reading Challenge
32% thought that girls were better readers than boys
23% indicated that they thought that people who read a lot were ‘nerdy’.

Future directions
The results of this survey will be analysed and discussed by staff, in order to devise strategies, to enhance student’s overall attitude to reading. The results from this survey will provide the school with valuable information to more effectively promote reading as a positive recreational activity as well as an essential learning tool.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Parents and students in Years 3-6 completed a survey
Of the 82 parents who completed the survey the areas of highest satisfaction were as follows:
100% believed that the school promoted its uniform policy,
96% indicated that the teachers were approachable, friendly and welcomed parent contact.
92% thought that the students were the school’s main concern
91% believed that the school had a good reputation and 90% would recommend the school to their friends and neighbours.

Professional learning
Leadership conference – Tech savvy leadership and learning (4 teachers)
Best Start Training Programming and Planning (2 Teachers)
Reading Recovery – Preventing Stalling at level 12-13 (2 Teachers)
Linking Conference (3 teachers)
Language – Making it happen (1 teacher)
Executive Career Foundations (3 teachers)
Interactive Whiteboard Training (All teaching staff)
Mentor training for School Administration Managers
Principalship around the Planet
Teaching strategies and behaviours Autism/Aspergers
Principal Development Conference
Introduction to Oasis Library
Mentor Training (3 staff)
Literacy on Track

School development 2009 – 2011

Progress on 2009 targets

Target 1
Improve student outcomes in literacy through a continued whole school focus on writing, spelling and comprehension.

Our achievements include:
• All Early Stage 1 teachers’ participated in the Best Start training program
• The Best Start assessment was implemented and reports provided to parents
• Teaching and learning strategies in line with the Best Start program implemented
• All teachers were involved in training and individual analysis of NAPLAN data
• NAPLAN data reviewed to identify strengths and weaknesses and individual item analysis reflected in classroom programs.
• Continued implementation of a targeted writing and spelling program.
• Staff participated in professional learning opportunities with a writing, spelling and comprehension focus.
• Classroom teachers collaboratively planned their timetables with their stage leaders to ensure that at least 35% of time is allocated to the teaching of English.
• A designated time slot for literacy and numeracy was established for each stage.
• All students 3-6 were benchmarked on accuracy and fluency measures using the school benchmarking assessment tool.
• All students K-2 bench marked using reading recovery levels.
• ‘Key into Comprehension’ program implemented in all Year 4 and 5 classes.
• ‘Spelling Journals’ were implemented across the school and all teachers provided regular formal instruction to students in spelling.
Student achievement in Overall Literacy was in line with the Regional average as indicated through the NAPLAN assessment. In Year 3 41% students performed in bands 5 and 6 and 21% of Year 5 students performed in bands 7 and 8.

Target 2
To increase student performance in numeracy through analysis of NAPLAN data and a whole school focus on the teaching of the space and geometry strand of the syllabus.

Our achievements include:
- All Early Stage 1 teachers participated in training and assess all their students using Best Start assessment tools.
- The teaching and learning strategies to promote numeracy in line with the Best Start program were implemented.
- NAPLAN data was used to devise whole school and specific cohort interventions designed to improve student performance in individual strands of the syllabus.
- Staff participated in professional learning opportunities.
- Classroom teachers collaboratively planned their timetables with their stage leaders to ensure that at least 25% of time was allocated to the teaching of mathematics.
- A designated time slot for numeracy was established for each stage.
- All staff implemented strategies in their classrooms to ensure they provided regular formal instruction to students in basic computations.
- 25% of students in Years 3 and 16% of students in Year 5 achieved in the top two bands of the NAPLAN assessment.

Target 3
To increase access to information and communication technologies through staff professional development and the installation of interactive whiteboards into at least 3 classrooms.

Our achievements include:
- A school audit was conducted to inform best practice with regard to the installation of interactive whiteboards.
- Increase in staff confidence and commitment to the uptake of new technologies.
- All staff participated in professional learning opportunities in the use of interactive whiteboards.
- A flexible timetable was created to provide opportunities for all classes to access the computer lab and interactive whiteboards within the classrooms.
- The school purchased 5 laptop computers for classroom use.
- The school used DET new web page development tools to design and maintain a new school web site.
- A technician was employed 1 day per week to assist with the management and maintenance of the school’s computer network and interactive whiteboards.

Targets for 2010
Target 1
Improve student outcomes in literacy through a continued whole school focus on reading writing and spelling.

Strategies to achieve this target include:
- Early Stage 1 teachers’ attendance at Best Start training.
- The assessment of all Early Stage 1 students using Best Start Assessment package and the implementation of teaching and learning strategies in line with the program.
- Analysis of NAPLAN results to identify strengths and weaknesses in order to develop classroom programs.
- Continued implementation of a targeted writing and spelling program.
- Introduction of the Accelerated Literacy program into Year 3.
- Staff participation in professional learning opportunities with a writing, spelling and reading focus.
- Classroom teachers will collaboratively plan their timetables with their stage leaders to ensure that at least 35% of time is allocated to the teaching of English.
- A designated time slot for literacy and numeracy will be maintained for each stage.
- All students 3-6 benchmarked using the school benchmarking assessment tool at least 2 times per year.
- All students K-2 bench marked using reading recovery levels at least 4 times per year.
- Implementation of the ‘Key into Comprehension’ program in all Year 4 and 5 classes.
- All staff utilising ‘Spelling Journals’ and providing regular formal instruction to students in spelling.
- Promotion of the Premier’s’ Reading Challenge and increased participation by students in the challenge.
Our success will be measured by:
- An increase in student achievement in Overall Literacy as indicated through the NAPLAN assessment with at least 45% of Year 3 students performing in bands 5 and 6 and at least 25% of Year 5 students performing in bands 7 and 8.

Target 2

To increase student performance in numeracy through analysis of NAPLAN data and a whole school focus on the development of rich assessment tasks

Strategies to achieve this target include:
- Early Stage 1 teachers attend training and assess all their students using Best Start assessment tools.
- Implementation of teaching and learning strategies in line with the Best Start program.
- Trial of new maths programs and resources in Early Stage 1 and Stage 1
- The Use NAPLAN data to devise whole school and specific cohort interventions designed to improve student performance in individual strands of the syllabus.
- Staff participation in professional learning opportunities and network meetings.
- Classroom teachers will collaboratively plan their timetables with their stage leaders to ensure that at least 25% of time is allocated to the teaching of Mathematics.
- A designated time slot for numeracy will be maintained for each stage.
- All staff utilising Maths Journals and providing regular formal instruction to students in basic computations.

Our success will be measured by:
- At least 30% of students in Years 3 and 20% of students in Year 5 achieving in the top two bands of the NAPLAN assessment.

Target 3

To increase access to information and communication technologies through staff professional development and the installation of interactive whiteboards into at least 3 classrooms.

Strategies to achieve this target include:
- Staff to participation in CLAS to identify staff professional learning needs.
- Analysis of CLAS results to identify strengths and weaknesses in order to develop professional learning programs.
- Staff participation in professional learning opportunities to increase awareness and knowledge about interactive whiteboards.
- Acquisition and installation of Smart boards into 3 classrooms.
- Successful transition the school from Mac to PC platform. Including the installation of a new PC server and at least 56 new PCs into classrooms.
- Staff and student participation in the continued development of the Mount Brown school website.

Our success will be measured by:
- Installation of interactive whiteboards into at least 50% of all classrooms.
- Increase in staff confidence and commitment to the uptake of new technologies.
- All staff participating in professional learning in the use of technology as a powerful teaching and learning tool.
- Ongoing acquisition and maintenance of additional ICT resources.
- Provision of ongoing opportunities for teachers to participate in professional learning opportunities in the use of technology to enhance teaching and learning.
- Use DET new web page development tools to design and maintain a vibrant school web site.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee has determined targets for the school's future development.

Members of the school self-evaluation committee included:

Karen Lovasz P&C President
Kay Molkentin School Administrative Manager
Tonia Reynolds Assistant Principal
Marilyn Beard Assistant Principal
Cathi Richardson Assistant Principal
Pam Hayes Class Teacher
Sally Whitehead Class Teacher
JoAnne Taylor Class Teacher
Katherine Spencer Principal

A designated regional officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Mr David Lewis
School Development Officer
Illawarra and South Coast Region

The school education director has endorsed the targets contained in this report, which will be used to facilitate regional planning and allocation of regional resources.

Phillip Hirst
School Education Director
Illawarra and South Coast Region

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: