2010 Annual School Report
Mount Brown Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

This report is a snapshot of our achievements throughout the year. It also highlights the strengths of our school community and the commitment of the talented and professional teachers and support staff. Mount Brown Public School teachers are experienced and committed to providing quality educational programs which meet individual student needs and develop the talents of each child. All staff members are active in pursuing professional development. The school provides a range of opportunities and learning experiences so that children can achieve in a diverse range of academic, sporting, cultural and social activities. The schools facilities and learning areas were improved in 2010 with the refurbishment of our toilets and two classrooms and the construction of a new hall. The hall offers state-of-the-art facilities including stage and sound system. Mount Brown Public School prides itself on providing a happy, safe and tolerant learning environment for all its students. Our success also rests on the support of our community and I extend my thanks to the Parents & Citizens Association and the many other volunteers who support our children throughout the year.

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

Katherine Spencer

Student representative’s message

We are very thankful that our fellow students and peers elected us as school captains. We are also grateful that we got to meet new parents, special guests and leaders throughout our time at Mount Brown Public School. Our presidential experiences have meant a lot to us and our fellow vice captains. We were able to experience many leadership responsibilities such as running our weekly assemblies, Education Day, Presentation Day, Remembrance and Anzac Day. We will never forget the exciting roles that we experienced.

Presidents: Brenna Griffith and Kyle Kirkland
Vice-Presidents: Charlotte McGarry and Ryan Subotic

P & C and/or School Council message

Mount Brown Public School takes pride in the strong sense of community that exists between staff, parents and students. This close cooperation continued during 2010, and reflects the dedication of staff and members of the P&C Association. In 2010 the P&C focused on providing facilities and services to support all students and their families, on helping to strengthen the school community, and of course on raising funds to provide resources for our school. Fundraising in 2010 was once again very successful, with the P&C donating more than $22,000 to Mount Brown School. My thanks go to all the parents, carers, grandparents and others who have supported P&C fundraising throughout the year. Together we have provided the funds for our school to purchase a further two state-of-the-art interactive whiteboards. Mount Brown School now has eight interactive whiteboards, four of which have been paid for directly by fundraising. The P&C 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 home readers, sporting team uniforms, classroom literacy resources and computer software to support numeracy programs. P&C Fundraising Co-ordinator Kiley Perkuhn-Haldane and the Fundraising Committee have developed many new approaches to fundraising during the year, including the highly successful Trivia Night, which will become a regular part of the Mount Brown community calendar. My thanks go to everyone who has played a part in fundraising activities in 2010. Your energy and enthusiasm are greatly appreciated. The P&C-managed canteen continued to operate very successfully throughout the 2010, thanks to the dedication and commitment of our wonderful Canteen...
Supervisor Janette Tichl, Canteen Co-ordinator Cynthia Facey-Simpson and the Canteen Committee. Many parents and community members are now regularly volunteering in the canteen. In 2010 more than $10,000 raised through canteen sales was donated to the P&C. I’m sure I reflect the feelings of the whole school community when I say to Janette “We think you’re wonderful!” Promotion of school uniform continued to be a strong focus during 2010. P&C Uniform Co-ordinator Kelly Lock worked tirelessly to source good quality, value-for-money uniforms. Kelly and the Uniform Shop volunteers ensured the Uniform Shop was open eight times every week throughout the year, and was well stocked with the full range of uniform items. Families preparing their children to start Kindergarten in 2011 greatly appreciated being able to purchase everything they needed during the Kindergarten orientation weeks. Kelly’s ongoing commitment to the Uniform Shop is appreciated by everyone. In 2010 the P&C once again ran a number of activities at Mount Brown School to help our children celebrate special events throughout the year. These included the Mothers’ Day and Fathers’ Day stalls, the Easter Hat Parade, and the Christmas Disco. Thank you to everyone involved in supporting these activities, and a special thanks to Sherone Boyce for her continued co-ordination of the Kindergarten – Year 1 ‘Welcome to Mount Brown’ BBQ which helps new families form connections and get to know their school a little better. I extend my special thanks to long-serving P&C Treasurer Melissa Burling for her valuable and essential support of the P&C over many years. My thanks also to 2010 P&C Secretary Bill Williamson for his efforts throughout the year. Finally, I would also like to welcome all our new members who will bring fresh ideas and energy to the P&C and will help make 2011 another very successful year.

After three years as P&C President I will be resigning from the role in 2011. I look forward to working with the new President and Committee members and wish everyone all the best for the year ahead. The P&C at Mount Brown School is both friendly and welcoming, and it has been my privilege to be involved with such a dedicated and caring group of people who give generously of their time and energy to support our school.

Karen Lovasz. P&C President 2010
Management of non-attendance

Overall school attendance is high. Our attendance rates exceed those of our region and are just below 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 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K-1P</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>K-1P</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1BH</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1DH</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>25</td>
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</tr>
<tr>
<td>2A</td>
<td>2</td>
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</tr>
<tr>
<td>2-3T</td>
<td>2</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>2-3T</td>
<td>3</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>29</td>
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<tr>
<td>4A</td>
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<tr>
<td>4-5RH</td>
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<td>29</td>
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<tr>
<td>4-5RH</td>
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<tr>
<td>5B</td>
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<tr>
<td>6B</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5-6A</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5-6A</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Students were carefully selected and allocated to 15 classes. An even pattern of enrolments necessitated the formation of four composite and 11 parallel classes.

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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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.62</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18.62</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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.

Staff retention

In 2010 one teacher Mrs Lynn Ackroyd retired. All other permanent staff were retained.

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

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $175,460.25
- Global funds: $170,042.54
- Tied funds: $115,480.04
- School & community sources: $101,689.67
- Interest: $8,330.61
- Trust receipts: $6,484.85
- Canteen: $0.00
- **Total income**: $577,487.96

**Expenditure**

- Teaching & learning:
  - Key learning areas: $38,576.59
  - Excursions: $35,379.57
  - Extracurricular dissections: $52,399.13
- Library: $6,303.57
- Training & development: $11,323.28
- Tied funds: $132,785.04
- Casual relief teachers: $47,471.67
- Administration & office: $31,168.90
- School-operated canteen: $0.00
- Utilities: $20,099.07
- Maintenance: $16,817.64
- Trust accounts: $15,789.70
- Capital programs: $29,470.48
- **Total expenditure**: $437,584.64
- **Balance carried forward**: $139,903.32

A full copy of the school’s 2010 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 2010

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 school’s achievements for arts in 2010 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.
- 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 a drumming workshop for teachers and students from the Dapto Learning Community.
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 represented in PSSA Gala Day competitions through Boys and Girls Softball, Boys and Girls T Ball, Boys Soccer, Girls Soccer, Touch Football and Rugby League.

Following successful School Carnivals up to 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 teams performed well in their respective divisions with several talented athletes noted.

Representatives from our school were selected into a variety of sports and gained recognition at Dapto District and South Coast Regional Level. These were notably in Basketball and Soccer.

Stage three students were designated leadership roles and conducted development sessions for Year 2 in Basic Sports Skills and Kindergarten in Daily Fitness.

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 ‘Dance2Bfit’ Programs.

Student Welfare

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 children with a voice (the survey is anonymous; some children may feel less intimidated to “dob in a bully”).
• 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 assists the school staff 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 273 surveys were sent out and only 31 were returned. In previous years the return rate was a lot higher. This may be that because of strategies that have been implemented over the last few years, that parents have less need to report bullying incidents. Parents were asked to rank their perceptions of bullying at MBPS from 1 (low) to 10 (high) for physical bullying, verbal bullying, social bullying and psychological bullying. 64% of surveys were scored on the lower half of the continuum and 36% scored on the higher half of the continuum. The results from the surveys indicate that in the previous three years there has been a reduction of the number of children being bullied across the school. There has been a reduction in the number of children who admit to bullying others. Verbal bullying continues to be the main type of bullying that occurs. The identification of the location and time of bullying is consistent over the past 3 years. There has been a 10% reduction in the number of children identified as bullies. The Student Welfare Policy has been implemented for the past 3 years. Consensus amongst the staff is that it is working well. The Super Stars Merit Recognition Scheme continued to recognise student achievement in 2010. 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.

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.

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)

**Literacy – NAPLAN Year 3**

In Year 3 reading 65% of students performed in the top three bands compared to the state average of 70%. The Accelerated Literacy...
program will continue to be implemented in 2011.

Writing – NAPLAN Year 3

In writing 60% of our children performed in the top two bands which was significantly higher than the state average of 51%. The highly successful school based targeted writing program will continue in 2011. 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 results continue to show overall improvement. In spelling this year 57% of students were placed in the top three bands. This compared favourably with 49% in 2009 when only 49% and 2008. Spelling has been identified as an area to be targeted for continued development across the school.

Grammar and Punctuation – NAPLAN Year 3
69% of Year 3 children performed in the top three bands for Grammar and Punctuation compared to the state average of 73%. 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. 60% of students achieved in the top 3 bands up from 48% in 2009. Future directions will focus on the introduction of new maths program for years K-4 in 2011.

**Literacy – NAPLAN Year 5**

In Year 5 reading, 52% of all students performed in the top three bands compared to 47% in 2009. The vast majority of students 73% achieved in bands 5, 6 and 7. New programs will continue to focus on improving our results in this area.

**Writing – NAPLAN Year 5**

In Year 5 writing, 52% of all students performed in the top three bands compared to 47% in 2009. The vast majority of students 73% achieved in bands 5, 6 and 7. New programs will continue to focus on improving our results in this area.
Overall in writing, 64% of our Year 5 students performed in the top three bands. This compared favorably with the state average of 65%. The school had no students who did not meet the national minimum standards in writing.

**Spelling – NAPLAN Year 5**

In spelling 55% of students were placed in the top three bands. This was an increase from 49% in 2009 and 43% in 2008. Spelling has been identified as an area to be targeted for ongoing development across the school.

**Grammar and Punctuation – NAPLAN Year 5**

In Year 5, 55% of students were placed in the top three bands, compared with the State average of 63%. The majority of students 51% were placed in bands 6 and 7.

**Numeracy – NAPLAN Year 5**

In Year 5, 55% of students were placed in the top three bands, compared with the State average of 63%. The majority of students 51% were placed in bands 6 and 7.
The vast majority 77% of students performed in the middle two bands. Improving numeracy is a priority for our school in 2011.

**Progress in literacy**

The average growth in reading between Years 3 and 5 for the school was 89 points which was significantly higher than the state average of 83 points.

In writing the school’s progress this year was disappointing. The school’s average scaled score was 54 points compared with the state average of 66 points and significantly lower than the school score of 88 points in 2009.

**Progress in numeracy**

The average progress in numeracy for students between Years 3 and 5 was 71 points which was significantly lower than an average of 95 points in 2009. It was also lower than the State average of 89 points. Numeracy will be a priority for the whole school in 2011.

**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 2010**

At or Above Minimum Standard

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or 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>
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</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

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<thead>
<tr>
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</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

All students participated in NAIDOC week and developed increased understanding of Aboriginal culture and history through the learning experiences in all stages in English and Human

Society and Its Environment (HSIE). The school is committed to improving the academic and social outcomes for our Indigenous students through increased cultural awareness, and the provision of flexible and innovative programs and the development of strong links with the Aboriginal community. To achieve this the school has developed Personal Learning Plans for all Aboriginal students. The whole staff participated in a cultural awareness program at Jumbulla Discovery Centre at Bulli Tops on the last day of Term 4 as part of our staff professional learning program.

**Respect and responsibility**

During Term 1 all classes participated in 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 2011.

**Other programs**

**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 took part in included Students of 4A participated in the Kids Design Challenge at the Power House Museum in
October. Some of the class representatives presented their ideas on ‘How to Save Water’ which included a digital sideshow. Clever Climate Change provided the money for two projects. Twelve advanced trees were planted along the western wall of C block and the security lights of the administration were replaced with lower wattage. Clean Up Australia raised money for another compost tumbler.

Key evaluations

Curriculum

The school decided to investigate its performance in numeracy.

Background

The Mount Brown Public School Plan 2009-2011 had as a priority the improvement of student outcomes numeracy through analysis of NAPLAN data and a whole school focus on the teaching of the space and geometry strands of the syllabus. Our success was to be measured by at least 30% of students in Year 3 and 20% of students in Year 5 achieving in the top 2 bands of the NAPLAN assessment. Unfortunately, the school has been unable to achieve these targets and we wanted to further investigate our achievement in this area.

Findings and conclusions

The school has almost achieved its targets outlined in the School Plan 2009-2011 in Year 3 with a school average of 26% of students performing in the top two bands between to 2008-2010. This year 29% of students in Year 3 achieved in bands 5 and 6. However, Year 5 results have consistently fallen below the target of 20% set in our school targets and outlined in our school management plan. The average percentage of students performing in the top two bands between 2009-2010 was 12% and in 2010 only 4% of Year 5 students achieved in bands 7 and 8.

Future directions

These results will be analysed and discussed by staff, in order to devise strategies, to enhance student’s overall performance in Year 5 numeracy. The school provided staff with additional professional learning opportunities and introduce a new whole school approach to the teaching numeracy in 2011.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Parents and students in Years K-6 completed a survey. Of the 116 parents who completed the survey and the findings are as follows:

- 99% believed that there is strong and supportive parental involvement in school activities
- 93% agreed and strongly agreed that Mount Brown is a friendly school that is tolerant and accepting of all students
- 87% thought that the principal and teachers were open to new ideas
- 90% believe that the school has a good reputation in the community
- 77% indicated that there was good communication between home and school
- 89% believe that they thought the school gets good academic results
- 90% thought that the students were the school’s main concern
- 87% indicated that there is effective support and remediation programs for students
- 94% believe that the teachers are approachable friendly and welcome parent contact
- 96% indicated that they thought the school maintains a focus on literacy and numeracy
• 96% believe that the office staff are approachable, friendly and helpful
• 96% indicated that they thought the students at MBPS are polite and well behaved
• 93% believe that MBPS has programs to help their child’s social development
• 100% thought that there was good student access to computers and technology programs
• 96% of those surveyed indicated that they thought that the school promotes a healthy lifestyle
• 85% believe that there is a clear discipline policy that is fair to all students
• 99% believe that the school promoted its uniform policy,
• 95% indicated that they thought the library was well resourced and promoted a love of reading

Professional learning
• Literacy & Numeracy Network Meetings
• Teacher Librarians supporting Connected learning
• Improving Student Literacy Outcomes
• Clever Climate Energy Savers
• Curriculum K-12 Online Workshop
• School learning Support program Induction
• Drug Education Early Stage 1 and Stage 1
• NSW DET blogged
• Nonviolent Crisis Intervention Training
• Fire Safety
• Inclusion for learners with speech, language and communication needs
• Special Education Needs, Understanding Autism Spectrum Disorders
• Planning to lead Technology in Schools
• Reading Recovery Ongoing Professional Learning
• Accelerated Literacy
• Interactive Classroom Training program
• Understanding and managing Behaviour

School development 2009 – 2011
Progress on 2010 targets
Targets for 2010
Target 1
Improve student outcomes in literacy through a continued whole school focus on reading writing and spelling.

Our achievements include:
• 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 and spelling 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 and maintained for each stage.
• All students K-2 bench marked using reading recovery levels.
• ‘Spelling Journals’ were implemented across the school and all teachers provided regular formal instruction to students in spelling.
• Student achievement in Reading was above the Shellharbour school group average as indicated through the NAPLAN assessment. In Year 3, 33% students performed in bands 5 and 6 and 13% of Year 5 students performed in bands 7 and 8.
• Student achievement in Writing was well above the Shellharbour school group average as indicated through the NAPLAN
assessment. In Year 3, 60% of students performed in bands 5 and 6 and 13% of Year 5 students performed in bands 7 and 8.

- Student achievement in Spelling in Year 3, 33% students performed in bands 5 and 6 and 17% of Year 5 students performed in bands 7 and 8.
- A substantial increase in the number of students completing the Premier’s Reading Challenge.

**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

Our achievements include:

- The Best Start assessment was implemented and reports provided to parents
- Teaching and learning strategies in line with the Best Start program 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.
- 29% of students in Years 3 (an increase from 25% in 2009) achieved in the top two bands of the NAPLAN assessment.
- Staff are utilising Maths Journals and providing regular formal instruction to students in basic computations.

**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.
- 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 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 2011**

**Target 1**

Improve student outcomes in literacy through a continued whole school focus on reading writing and spelling.

Strategies to achieve this target include:

- 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 programs.
- Introduction of the Accelerated Literacy program into Year 2.
- Staff participation in professional learning opportunities with 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.
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:
• Implementation of teaching and learning strategies in line with the Best Start program.
• Implementation of Go Maths programs and the purchase of resources to support quality teaching resources in Early Stage 1, Stage 1 and Stage 2.
• 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 Connected Learning Advisory Service (CLAS) to identify staff professional learning needs.
• Analysis of Connected Learning Advisory Service (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 10 classrooms.
• Acquisition of at least 10 Notebook computers and staff trained and confidently utilising the technology.
• 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 70% 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 and school planning committee have 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

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