2010 Annual School Report
Mount Austin Public School

NSW Public Schools – Leading the way
Our school at a glance

Mt Austin Public School is located on a main road in the rural city of Wagga Wagga. It is set in well kept grounds, with rose gardens that are the pride of the school community.

The Mt Austin Public School staff and parents believe in caring and encouraging all students to develop a sense of worth and to reach their full potential in all areas. This philosophy is supported by programs that emphasise student and parent participation.

The school receives support from the Priority Schools Funding Program and National Partnerships to provide a high level of resources and training for staff and students to access quality education programs. The students come from a variety of socio-economic backgrounds with approximately 32% of students descendants of Aboriginal and Torres Strait Islanders. The school also has enrolments of children on refugee visas and children learning English as a second language.

A number of Student Welfare strategies are in place to support students in their endeavours at school.

Students

The enrolment of students fluctuated during 2008. The students come from a variety of socio-economic backgrounds with approximately 40% of students being Aboriginal and Torres Strait Islander descent. The school also had enrolments of children on refugee visas or who were new arrivals to Australia. A number of Student Welfare strategies are in place to support students in their endeavours at school.

Staff

The staff situation has been quite stable in 2010, however with declining enrolments there may be some movement in 2011 through the transfer system.

The staff at Mount Austin Public School (MAPS) are very dedicated to the needs of the students in their care, this is evidenced by their involvement in professional learning and their commitment to student welfare programs.

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

Messages

Principal’s message

Mount Austin Public School serves a diverse community on the south - western side of the city of Wagga Wagga. The school continues to provide a supportive environment that gives every student an equal opportunity to reach their maximum potential. There is a need to increase the support from families to take a more proactive role in the parent bodies such as the P&C.

I commend the students and staff for their efforts in 2010. Staff have worked very hard to provide students with a range of learning experiences and opportunities across all Key Learning Areas with Literacy and Student Welfare as continuing priorities. The school endeavours to provide quality programs within a positive and caring environment.

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.

Anna Middleton
Principal

P & C message

The P&C / Canteen has an important role to play in our school. They can make a vital contribution to the well being of students and staff by assisting with fundraising activities. Their contribution helps to build community spirit and networks within the school and can provide a link between the school and the wider community.

The partnership connecting parents and school is developed through the staff and the P&C working together in a cooperative manner.

Numerous donations were made throughout the year to various school representatives to assist with the cost of out of school excursions and students who were selected in Riverina and New
South Wales PSSA sporting teams. Fundraising also assists with the purchasing of students resources.

The canteen policy promotes nutritional menu planning and safe food handling for volunteers. The P&C supports MAPS through the endeavours of our fundraising and canteen facilities.

In 2010 a fete was held at MAPS in December 2010 with parents and staff working very closely together to raise $6000 which will be allocated in consultation with parents and staff in 2011.

**Joanne Mantell P&C President**

**Student representative’s message**

This year has been a successful year for our M.A.P.S senior students. Our leaders continued to support students, teachers, the school community and charities. Our SRC representatives were great role models during the swimming, athletics, cross-country carnivals and the soccer gala day.

Highlights for the year, included our Stage3 student leaders visiting the South Wagga Public and Kooringal Public Schools to spend time communicating with other students as well as attending the CSU sustainability forum with other local schools. The forum was very informative as Aboriginal elders spoke to us about cultural and traditional themes.

Our leaders then represented our school in Sydney to present a play about sustainability and spoke about how well our school students and staff have worked together to create our own school sustainable garden. We are now harvesting our vegetables to create a healthy meal for students to prepare and enjoy.

Running peer support groups for K-6 students has allowed yr 5 and 6 students to learn what being a leader is all about. These groups were well enjoyed by all students.

All students have enjoyed this year’s mufti days, dancing and performing in school activities, Easter hat parade, bookweek, jump rope for heart and NAIDOC day events. Classes learnt from visiting the life Ed Van how drugs, caffeine, soft drinks and alcohol can affect our body.

We have enjoyed our role this year as leaders for our school and thank Mrs Dillon for her support.

May we wish next year’s leaders all the best in their duties ahead in 2011.

Jessica Wilson and Dylan Martin.

**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**

There has been a steady decline in enrolment numbers since 2007. This is large part due to the changing demographics of the area in which MAPS is zoned. Many public houses are being bought by older community members and families with young children are moving out of the zone to pursue more affordable housing and work opportunities.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>168</td>
<td>135</td>
</tr>
<tr>
<td>2007</td>
<td>177</td>
<td>133</td>
</tr>
<tr>
<td>2008</td>
<td>151</td>
<td>120</td>
</tr>
<tr>
<td>2009</td>
<td>137</td>
<td>123</td>
</tr>
<tr>
<td>2010</td>
<td>123</td>
<td>117</td>
</tr>
</tbody>
</table>

*Note: Enrolments for central schools are for K-6.*
Student attendance profile

Management of non-attendance

There has been ongoing and regular monitoring of non-attendance. Each week a report is printed from the school’s electronic attendance records. Any child with attendance less than 85% is noted, if their non-attendance is unexplained, their parents and caregivers are contacted to find out the reasons why the student is not at school and to ask if there is anything the school can assist to improve attendance. For those children who are chronic non-attenders, a referral is made to the Home School Liaison Officer to monitor and review attendance. If necessary, the process is followed through to prosecution under the Education Act (1990) for non-attendance.

Mount Austin Public School undertakes at all times to follow up any non-attendance and to seek to resolve any issues that may relate to non-attendance.

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.

Structure of classes

Following consultation with parents and staff, and based on current educational studies, it was decided for Stage 2 in 2009 to establish an all boys class, an all girls class and a mixed sex class, as a control measure in reviewing learning. All children were placed in these three classes on parent or caregiver selection. These classes will were maintained in 2010 and following surveys conducted with parents of children who had been in the classes in 2009-2010, and those parents of students entering Stage 3 in 2011, it has been decided to return to mixed sex classes in 2011.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Behaviour Disorders</td>
<td>2</td>
</tr>
<tr>
<td>Autism Outreach Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of Early School Support</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Primary Integration Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Teacher of Hearing Disabilities</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

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

The Indigenous composition of staff at Mount Austin Public School comprises 23% of the total number of teaching and classroom support staff.

Staff retention

Staff retention has been relatively stable, one member of staff is currently on maternity leave a. All other staff have remained constant.

Teacher qualifications

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

In 2010 two members of staff achieved, through the Institute of Teachers, an Accreditation at Professional Competence. This is a requirement for all teaching staff who have graduated in Education since November 2007.

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:       | 30/11/2010 |
| Income                            | $          |
| Balance brought forward           | 283568.00  |
| Global funds                      | 173781.00  |
| Tied funds                        | 181741.00  |
| School & community sources        | 57909.00   |
| Interest                          | 14123.00   |
| Trust receipts                    | 112599.00  |
| Canteen                           | 0.00       |
| Total income                      | 823721.00  |

| Expenditure                       |           |
| Teaching & learning               |           |
| Key learning areas                | 31098.00  |
| Excursions                        | 23565.00  |
| Extracurricular dissections       | 26783.00  |
| Library                           | 4711.00   |
| Training & development            | 935.00    |
| Tied funds                        | 212723.00 |
| Casual relief teachers            | 54068.00  |
| Administration & office           | 31899.00  |
| School-operated canteen           | 0.00      |
| Utilities                         | 36932.00  |
| Maintenance                       | 16732.00  |
| Trust accounts                    | 85336.00  |
| Capital programs                  | 20563.00  |
| Total expenditure                 | 545345.00 |
| Balance carried forward           | 278376.00 |

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

Dance Group 2010

Dance has been a highlight for 32 very dedicated students who have rehearsed their dance routine every Monday afternoon between 2:45 and 4:30pm. At the end of Term 1 the students auditioned for a place in the Riverina Dance
Festival and competed against 43 other schools to become one of the top 25 performances. They were successful in being selected and performed at the Griffith Regional Theatre in June.

Students also had the opportunity to dance in two Eisteddfods.

Finally, thank you to all the wonderful students who have committed to dance in 2010. It has been a pleasure working with you and I look forward to seeing many of you back next year to tackle another dance routine.

Toni Watts

National Gallery of Australia

During March of 2010 a group of Mount Austin students and teachers had a once in a lifetime excursion to the National Gallery of Australia to experience the “Masterpieces from Paris” exhibition.

“Masterpieces from Paris” featured 112 paintings of some of the most spectacular and best known works by famous artists, these works were on loan from the Musée d’Orsay in Paris and the exhibition itself was the most popular exhibition to have ever visited Australia.

Sport

The major highlight for our school this year was the selection of Dylan Martin as Captain of both the Riverina and NSW Primary Schools Sports Association (PSSA) Hockey teams. Dylan’s performance were a credit to himself, his family and his school. He was awarded a Riverina Sporting Blue and an Integral Energy scholarship.

During 2010 we participated in a range of knockout competitions as well as school Swimming, Athletics and Cross Country carnivals. These events enabled our students to achieve representation at district and regional level.

At the end of term 2 the school held a highly successful football gala day in recognition of the World Cup. Participating schools were Tolland Public School, Ashmont Public School, Uranquinty Public School and The Rock Central School.

As a school, Mount Austin Public School has valued the support of the development officers from different sports. Their association and expertise has assisted all staff with teaching and coaching our students.

At the beginning of December we celebrated the achievements of our students with our Sports Presentation Assembly. Dylan Martin was awarded Sportsperson of the Year and Cassey Brown was the All Round Sportsperson.

Other

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 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

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 grammar and punctuation
### Numeracy – NAPLAN Year 5

**Progress in literacy**

**Average progress in reading for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>45.6</td>
<td>51.2</td>
<td>61.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>74.0</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

**Average progress in writing for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>66.8</td>
<td>19.7</td>
<td>56.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>61.7</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>
Progress in numeracy

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**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>70.1</td>
<td>76.2</td>
<td>N/A</td>
<td>78.0</td>
<td>85.9</td>
</tr>
<tr>
<td><strong>SSG</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>78.0</td>
<td>89.3</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>State DET</strong></td>
<td>77.3</td>
<td>93.4</td>
<td>95.7</td>
<td>89.3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>70.1</td>
<td>76.2</td>
<td>72.0</td>
</tr>
<tr>
<td><strong>SSG</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>78.0</td>
<td>69.3</td>
<td>72.0</td>
</tr>
<tr>
<td><strong>State DET</strong></td>
<td>77.3</td>
<td>93.4</td>
<td>95.7</td>
<td>89.3</td>
<td>72.0</td>
</tr>
</tbody>
</table>

Minimum standards

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

Significant programs and initiatives

Building the Education Revolution (BER)

Mount Austin Public School was selected in 2009 as part of the BER program to be given a school hall. Construction of the hall commenced in Term 3 2009 and the hall was completed in Term 3 2010. The MAPS hall is a wonderful building with state of the art technology embedded into the building.

It is anticipated that many school and community partnerships will be developed using the facilities available at the hall. Wagga Wagga City Council
and various sporting groups have indicated their desire to use the hall for playgroups and training for sportspeople and sporting officials. The school actively encourages the wider use of the hall within the local community.

National Partnerships

In 2009 Mount Austin Public School became a National Partnership School as part of a Federal government initiative. This significant funding continues in 2010 into 2011. The National Partnerships funding has been used to provide resources such as the texts being taught in Accelerated Literacy as well as considerable teacher professional learning to enhance the delivery of literacy in the classroom.

Teaching staff also participated in the Data Analysis Skills Assessment (DASA) in 2009 and 2010. The information received from the DASA then provided the focus for the ongoing professional learning and school development in 2010.

A significant development in 2010 was the significant increase in performance for Year 5 ATSI students in Literacy and Numeracy.

Accelerated Literacy

In 2010, Stages 1, 2 and 3 students and teachers worked with the Accelerated Literacy program. Teachers teach children to read, using age-appropriate books in a supportive and planned way. They help children to join in the discussion about the stories they read. The teacher and students then talk about why the author writes in a certain way. Then the students use their own story ideas to practise writing like an author, using correct spelling, grammar and punctuation. Students read and write more fluently with Accelerated Literacy.

Ineke Kolder-Wicks

Accelerated Literacy Facilitator

Students cooking a Vietnamese meal after their study of “Onion Tears” as an AL text.

“Story Time”

“Story Time” is an initiative that was introduced at Mount Austin Public School at the beginning of 2010 as part of our school Literacy Plan, it was supported by National Partnerships and Priority Schools Program funding.

The program is aimed at introducing 0-5 years olds to Literacy and the value of books through weekly gatherings where a story is selected and read to the children. The children are actively involved in telling the story which is followed by a related activity, game or song.

Attendance was limited in the beginning but has gradually increased from one or two children to up to fourteen children. A large part of the increase has been due to the support of Mr Tony Dacey from the Southern and Western Housing Service (Wagga Wagga). Mr Dacey was instrumental in organising the Mount Austin Guide Hall as our initial venue and the relevant advertising to the wider community.

“Story Time” has now been relocated to the Mount Austin Public School hall where a new partnership with the Wagga Wagga City Council local play group is beginning to flourish. “Story Time will continue in 2011, every Wednesday from 10.30 a.m.

Scott Law

“Story Time” Coordinator
MULTILIT – Making Up Lost Time in Literacy.

Multilit involves teaching low-progress readers who are reading at a level considerably below what might be expected for their age. It is made up of word attack skills, sight word recognition and re-enforced reading. Mount Austin Public School was able to implement this program in 2010 because of National Partnership funding.

Students at MAPS were targeted after reviewing their NAPLAN results, National Partnership assessments conducted which indicated comparisons of their standardised reading age (Burt Test) to their chronological age, those children with more than 2 year deficit became the focus of the program.

Five staff members were trained at Macquarie University to deliver the Multilit program. Of the five staff members trained, three tutors were employed to deliver the Multilit program four mornings a week to students.

A teacher co-ordinator was employed to record and analyse data, communicate with tutors, co-ordinate resources and to liaise with parents, caregivers and teachers. The Support Teacher Learning Assistance also continued to assist classroom teachers with continued support of Multilit students.

Since its inception in 2010, nine students have completed Multilit with improvements in standardised reading tests (Burt) ranging from 3 years 4 months to 1 month. Three students have completed Multilit Extension program with another three students still on program.

On completion of the Multilit program each student can read 200 sight words. The greatest improvement in this area was 68/200 pre test to 200/200 post test.

Classroom teachers have stated each student who is equipped with Multilit strategies (on completion of program) have confidence in decoding unknown words in classroom situations.

Ann McInnes
Multilit Coordinator

Active after –schools communities Program

This year students at Mount Austin Primary School participated in a range of activities through this program such as boot camp, squash, soccer and multi-skills activities. The program was delivered by a range of professionals including a local gymnasi, squash center and teachers. This allowed students to interact with people in our local community. Students are provided with fruit for afternoon tea and a sporting program that runs for 1 hour.

Approximately 20 students participated in each session and we ran two sessions per week for 7 weeks per term. The program is offered to all students in years 1-6 in Semester One and K-6 in Semester Two. A range of students chose to participate in this program including many who rarely participate in organised sport at school or as part of a club. The students thoroughly enjoyed being a part of this program.

The program is a benefit to all who are involved and we look forward to being a part of this nation-wide initiative in 2011.

Aboriginal education

This year in Aboriginal education there was a strong emphasis on Literacy and Numeracy, with the school being included in the National Partnerships Program, because of National Partnerships, the school was able to participate in “Books in Homes”, which was well received by students, parents and staff.

Personalised Learning Plans (PLP’s) were conducted for Indigenous students throughout the school in which teachers, students and parents identified numeracy and literacy targets.

In June 2010 we celebrated NAIDOC Day with special activities throughout the day which included arts and crafts, landscape environments, painting and dream time stories. The day concluded with a barbecue and “Johnny Cakes”, which was a great success.

In September 2010, we started a competition to design the Indigenous garden for sustainability for the future of vegetables and native plants. The students and staff have worked very hard to
get this project up and running and have already seen the benefits, with sales of some produce at the school fete. The students have gained a better understanding of the sustainability of the local environment.

In November 2010, we celebrated the achievements of our Indigenous students with the Proud and Deadly Awards held at Mount Austin High School. Awards were presented to students celebrating citizenship, culture, sport and 100% attendance.

Sean Bremer and Tony Rudd
Acting Aboriginal Education Officers

Respect and responsibility
Mount Austin Public School has a program based on promoting school pride and understanding of the needs of an inclusive school. The aim has been to identify each area and provide necessary support to improve school life. Peer support programs run on a weekly basis in term 3, promoting the message of respect and responsibility. Students in Year 6 attend a yearly Peer Support training programs to assist in their leadership roles.

Student Welfare
The following programs were conducted in 2010 as part of the school’s student welfare focus:

A Peer Support Program utilizing Year 5 and 6 students as leaders of groups of students. The program has a strong anti-bullying theme using discussions, simple games and maintaining an Aboriginal perspective;

Friendly Schools and Families is a program based on bullying, self esteem, personal awareness and group dynamics. The program was conducted for the first time in 2010 after surveying students, parents and staff. Teachers and students have expressed positive comments on the content of the program and its literacy base. Story books are read to the children to reinforce the concepts taught in the units of work;

Behaviour Incentive Program – this program continued in 2010 with excursions at the end of each term such as Wagga Botanic Gardens to encourage appropriate behavior at school;

Multicultural education
Mount Austin Public School receives funding to deliver programs such as English as a Second Language (ESL) to support the education and settlement for refugee students. The program has been run in Kindergarten, Years 3 and 4.

The students have been receiving additional help in speaking, listening, reading and writing skills. They have gained confidence in their school language and social skills to enable them to feel happy at school.

Mrs Moss and Mrs Worgan
Behaviour Levels were used during the year to track the behaviour of students regarding class and playground interactions. At our Annual Presentation Night, ninety students received the highest behaviour level award, that is Level 5 Gold;

Behaviour Commendation awards are presented at weekly assemblies. These awards became a major focus for discussion at the assemblies and were sought after by all students;

Register of Individual Contact (RISC) this is a computer program purchased and installed in 2010. Data entered on the program allowed teachers to more accurately inform parents on the progress of their child in student welfare related issues, both positive and negative entries are made to give a fuller indication of their child’s development

Cyber-Bullying information sessions were attended by staff and senior students to highlight the dangers of irresponsible use of the internet;

Life Education lessons were conducted in 2010 through the generous sponsorship of the Mount Austin Canteen Committee: and

Child Protection lessons were conducted in each stage.

Peter Rogers Student Welfare Coordinator

Environmental education for sustainability

Mr Vince Bolger conducting the smoking ceremony at the beginning of the garden.

The Sustainable Garden Project

Phase One of this project commenced in 2010 following field trips by Stage Three students to Wagga Community Garden and Erin Earth to investigate land management practices.

Learning opportunities were provided to research, design and make environmentally sustainable mechanisms for use in the school environment. Examples of this are composting posters to be placed throughout the school and to advertise the role of the worm.

A “Smoking Ceremony” was conducted by Mr Vince Bolger during Education Week. This was to cleanse the area designated to be the beginning of the garden and was a very moving occasion.

Community involvement in the construction of the garden beds was by the donation of time of community members and the donation of resources by Turner’s Excavations. There has been a collective effort of the students to establish a garden that will reinforce sustainable land management practices that will transfer these ideas and values into the wider community.

There have been seven vegetable plots allocated to each grade in 2011. Each grade will be responsible for the planting, watering and general maintenance of their particular plot.

Stage One of the natural landscaping of the garden has been completed. This is a forerunner for landscaping principles that will be applied to the strip of land bordered by Bourke Street to the east and Glenfield Road to the west. This strip of land will be jointly cared for by Mount Austin High School and its feeder schools, Mount Austin Public School, Tolland Public School and Ashmont Public School.

Connected learning

Technology

Technology continues to be a focus at Mount Austin Public School. During 2010 we have made the following progress and achievements:

- Upgrading of the school file server to speed up access and efficiency. This was made available through the BER program.
- Upgrading desktop computers within the school. This is a gradual process that will continue to be a focus for many years to come.
- Mobile Interactive whiteboard (SMART Boards) purchased for the school hall.
- Connected Classroom installation and access. This allows the school to participate and provide video conferencing facilities. It allows
staff and students new opportunities to connect with each other across enhanced technology facilities for sharing resources and data collaboration. A SMART Board was also part of this project.

SMART Boards have been purchased and installed in classrooms.

Providing individual secure access for students to access the school computer network and Internet.

Development and maintenance of a brand new school website.

Development of an online training and development space for staff with access to computers and internet.

Data and power cabling upgraded and completed to provide a safer and more efficient technology set up in staffroom and library.

Other programs
Enter text here

Progress on 2010 targets

Literacy

**Target 1 – to improve the literacy levels of all students from K-6.**

- 40% of all Year 5 students achieving above expected minimum growth in NAPLAN Reading 31.8%, Numeracy 40.9%
- All Year 5 ATSI students achieving above expected minimum growth in NAPLAN 67% in Numeracy, 84% in Reading (State ATSI growth was 81.7 school ATSI growth was 89.3)
- 56% of Year 3 students at or above Band 3 in NAPLAN Reading and 30% 8%of Year 3 students achieving Bands 5 & 6 Target not met
- 51%of Year 3 ATSI students at or above Band 2 in NAPLAN Reading and 30% 0%of Year 3 ATSI students achieving Bands 5 & 6 Target not met
- 72%of Year 5 students at or above Band 4 in NAPLAN Reading and 20% 16%of Year 5 students achieving Bands 7 & 8 Target not met
- 86% of Year 5 ATSI students at or above Band 4 in NAPLAN Reading and 28% Year 5 ATSI students achieving Bands 6, 7 or 8 Target met
- 70% of students achieving stage outcomes in Writing Target met

**Technology**

**Target/s:**

- Complete conversion of school from MACs to PCs as indicated by the MAPS computer register - Target met
- Enhanced computer skills through technology upgrade, detailed through Professional Learning plans and teaching programs. Target met
- Greater access for students and community to technology as shown by computer room bookings - Target direction slightly changed due to connected classroom and hall.

Numeracy

**Target 2 – to improve students understanding and capacity to apply mathematical knowledge to a range of problem solving situations**

- 40% of all students achieving above expected minimum growth in NAPLAN Year 3 36% Year 5 53% Target met
- All Year 5 ATSI students results achieving above expected minimum growth in NAPLAN Bands 6, 7 & 8 - 43%
- 60% of Year 3 students at or above Band 3 in NAPLAN Numeracy and 30% achieving Bands 5 and 6 - 68%, Band 3 4%, Band 5 & 6 - Target not met
- 60% of Year 3 ATSI at or above Band 2 in NAPLAN Numeracy and 20% of Year 3 ATSI students achieving Bands 5 and 6 - 88%ATSI
- 72% of Year 5 students at or above Band 4 in NAPLAN Numeracy 12%of Year 5 students achieving Bands 7 and 8
- 86% of Year 5 ATSI students at or above Band 4 in NAPLAN Numeracy and 43% of Year 5 ATSI students achieving Bands 6, 7 & 8 - Target met
**Target 3- all students to be considered as individuals and have their needs met through a thorough and caring welfare process**

- Increase the number of students by 20% from 30% - 40% to 50% to achieve Level 5 Behaviour (Excellent) by the end of each year - Target not met
- To decrease the numbers of repeat offenders in the school playground as shown by the behaviour monitoring program

**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 2010 our school carried out evaluations of Culture and Literacy.

**Educational and management practice**

**Culture**

**Background**

In 2009 and continuing in 2010, three classes were established in Stage 2. An all-boys class, an all girls class and a mixed sex class, all taught by experienced teachers. This was done to determine if it enhanced the learning opportunities of all student based on a study by an intern at MAPS which was developed following discussions of gender difference and its influence on student participation, achievement and post school options and pathways (Irby and Koch 2005).

**Findings and conclusions**

Parents and students were surveyed in term 3 2010 to understand their experiences of the different classes. They were asked about what they like the most about their classes, what did they like the least and if it had been beneficial or not.

The responses were mixed ranging from “nothing beneficial” to “He has settled in well whether it is because he is in an all boys class or not, I find he is not being picked on” or “All girls is great, she really enjoyed it and they can learn more” and it had been beneficial as shown by an improved report card”.

**Future directions**

As placement in each class was strictly the choice of the parents, parents for the incoming 2011 students and those in the 2010 classes were asked to indicate in which class they wanted their children to be placed. Whilst there was support for all three classes, the majority of parents that did respond indicated they wished their child to be placed in a mixed sex class. Based on the parents response and due to the numbers in Stage 2 for 2011, the decision was made to have three mixed sex classes in 2011.

**Curriculum**

**Literacy**

The literacy strand from the NAPLAN assessment has been identified as the focus area for this school self-evaluation. The school is determined to improve the performance in these areas as measured by the NAPLAN assessment.

**Background**

In conducting this school self-evaluation, online surveys on literacy, NAPLAN school performance analysis and focus groups with parents, teachers and students were utilised to obtain the necessary data for analysis.

**Findings and conclusions**

**Online survey**

Most teachers and students in Years 3 to 6 participated in an online survey on literacy.

- Quality literacy practices are implemented in more than 75% of classes
- All teachers believe that literacy should be integrated into other Key Learning Areas
- More than 75% of staff members plan and implement literacy programs in other KLAS
- All teachers are aware of the school’s literacy performance on NAPLAN

The majority of students state that their teachers tell them what they are learning and why, students try to do their best and take pride in their learning and most students say that their teachers find new ways to help them learn
All the students agreed that the school placed great emphasis on literacy.

The majority of students stated that their teachers planned literacy lessons that were motivating and interesting.

**NAPLAN school performance analysis of literacy**

An analysis of NAPLAN and Basic Skills data in 2010 indicated that the school’s performance in literacy was below that of state and region.

It was identified that the school has a performance problem with students:

- Generalizing about a key attribute of a character in a narrative text
- identifying the first material in a set on instructions
- identifying the main idea in a paragraph
- identifying the purpose of the first paragraph in an information text.
- inferring the correct pronoun.
- locating correct placement of speech marks.

**Focus groups**

The school’s leadership team consisting of 8 students was questioned as a small focus group.

All agreed that all aspects of English were important.

They stated that learning to read and write correctly was important for high school and life in the work force.

All students say that they are keen to do their best and appreciate being noticed for trying hard.

A focus group discussion was held at a P&C meeting with 4 parents present. The questions focused on the parent’s perspective of literacy and the performance of their children.

All parents believed that literacy was important and all parents were happy with the current school report and the information it contained to describe their child’s progress.

**Future directions**

- A National Partnerships Officer to conduct workshop on School Development day Term 2, 2011
- Time is to be set aside each School Development Day to discuss priorities.
- Literacy Facilitator continuing in her role in guiding staff in employing new and proven strategies in writing, reading, spelling, grammar and punctuation.
- Stage teams to conduct a review of resources and teaching strategies to ensure consistent teaching and assessment practices.
- Stage leaders and consultant to provide in-class support to ensure quality teaching practices are occurring.

**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.

In 2010 we would have preferred a much stronger response from parents as there is only a small amount of feedback in this area. The small percentage of parents that do respond are positive about the school and what it provides for their children. There is a need at the school for more parental involvement on a more consistent basis.

Students were generally satisfied with what the school offers to them although at times playground issues tend to overshadow many of the other aspects of the school. Most students indicated that they want to do well at school and wanted high expectations from their teachers.

The staff indicated that they too must have high expectation of their students and that attitude and cooperation from home were key facts in allowing success to occur.

**Professional learning**

All staff have taken part in professional learning in 2010. Mandatory training has been in Child Protection, Cardio-Pulmonary Resuscitation, the Code of Conduct and NAPLAN. Individual
professional learning has been conducted in Best Start, Technology, Occupation Health and Safety, Musica Viva, Accelerated Literacy, Student Welfare, and Equity and Numeracy. The majority of staff have participated in career development, curriculum support and Aboriginal education training. Support administrative staff have had ongoing training in Enrolment Registration Numbers (ERN) and the Annual Financial Statement.

School development 2009 – 2011

Targets for 2011

Target 1

To improve the literacy levels of all students from K-6

- All Year 5 ATSI students achieving above expected minimum growth in Reading
- 60% of students achieving stage outcomes in Writing
- 70% of students in Kindergarten at or above the expected standard by the end of 2011

Strategies to achieve this target include:

- Reflecting on the National Assessment Program Literacy and Numeracy (NAPLAN) and school tests results
- Training for staff and continuation of the Best Start program in the kindergarten classes in 2011 to ensure kindergarten students are on track in literacy and numeracy by Year 3
- Initial Accelerated Literacy (AL) training for 4 staff members and continued development of AL training for those staff previously trained.

Our success will be measured by:

- Best Start school based assessment and student work samples indicate achievement of stage based outcomes
- Improved NAPLAN results over a three year period
- No mainstream student in Band 1 in Year 3 or Band 3 in Year 5

Target 2 – to improve students understanding and capacity to apply mathematical knowledge to a range of problem solving situations

- 40% of all students achieving above expected minimum growth in NAPLAN
- All Year 5 ATSI students achieving above expected minimum growth in NAPLAN
- 70% of students in Kindergarten at or above the expected standard by the end of 2011

Strategies to achieve these targets include:

- Training for staff and continuation of the Best Start program in the kindergarten classes in 2011 to ensure kindergarten students are on track in literacy and numeracy by Year 3
- Continued development of Count Me In Too training for those staff previously trained
- Analysis of NAPLAN data for all students to instruct teaching and learning practices

Our success will be measured by:

- Improved NAPLAN results over a 3 year period
- No mainstream student in Band 1 in Year 3 or Band 3 in Year 5
- Best Start school based assessments and work samples indicate achievement of stage based learning outcomes.

Target 3- All students to be considered as individuals and have their needs met through a thorough and caring welfare process

- Increase the number of students by 10% from 40% to 50% to achieve Level 5 Behaviour (Excellent) by the end of each year to enhance the 10% gain made in 2010
- To decrease the number of repeat offenders in the school playground as shown by the behavior monitoring program through the Register of Individual Student Contact

Strategies to achieve this target include:

- Analysis of stored data on student welfare issues
- Peer Support program in all classes
- Teacher Professional Learning as indicated by the new Aboriginal Education policy
Our success will be measured by:

- Decrease in absentee rates among school population
- Quantitative data from “Behaviour Levels” progress sheets
- Suspension data from the school register will indicate a decrease in suspensions in 2011

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.

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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: