2009 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 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 25% of students descendants of Aboriginal and Torres Strait Islanders. The school also has enrolments of children on refugee visas.

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

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 2009. Staff have worked very hard to provide students with a range of learning experiences and opportunities across all Key Learning Areas with Student Welfare a continuing priority. 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

The new hall under construction in December 2009

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 PSSA sporting teams. The P&C also provided supplementation for students to have sporting uniforms available to them in their competitive efforts. 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 2009 a successful fete was held at MAPS in December 2009, it was a first for our new P&C members with a significant amount of money being raised.

Joanne Mantell P&C President
The new uniforms for the girls netball team funded by the P&C

Student representative’s message

Once again, 2009 has been very busy for our SRC members. Our MAPS leaders have continued to support our school students, teachers and the wider community.

The highlight for the year was celebrating our school’s 50th birthday. Teachers, parents and students, past and present were invited back to visit our school to view classrooms, listen to our choir and enjoy a catch-up with old friends at a special afternoon tea. The removal of a time capsule and a formal dinner were held to celebrate this important event for our school.

During the year our leaders have tried to be good role models for our younger students. They have chaired weekly assemblies, assisted teachers with sport activities, help Kindergarten settle into school, as well as train and lead peer support groups K-6.

Our SRC met regularly with Mrs Dillon to organise fundraising activities that were fun and promoted awareness to those in need of financial support. Many raffles, guessing competitions, hat and book parades, selling ice creams, crazy hair day, footy Friday along with shaving teachers’ beards, mows or legs are just some of the great activities that were enjoyed by all.

Representing our school at ANZAC day, Remembrance day, visiting the Haven and leading proceedings for Presentation night and the Year 6 farewell have all been a great honour.

Fundraising activities have included the Easter raffle, “Mount Austin’s Got Talent”, mufti days for charity, Movember, Crazy Hair Day and the Book Week parade are just a few events run for the students and the school.

We wish next year’s SRC a happy and successful year in 2010.

Katie Ross and Matthew Garvie

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. There has also been significant movement of families moving further out of the zone to pursue more affordable housing and work opportunities. There will be a further drop in 2010 as a very large year 6 left in 2009 and a smaller kindergarten intake in 2010.

Student attendance profile

The school has achieved above the state and regional average in attendance in 2009. This has been accomplished with a consistent attention to attendance and a whole school approach to follow up on student absences and student assistance to encourage attendance and participation at school. A program developed by the Home School Liaison Team was implemented in Semester One to encourage attendance. All absences are entered on the OASIS system to enable closer monitoring of attendance.
Management of non-attendance

There has been ongoing and regular monitoring of non-attendance. This has resulted in one prosecution under the Education Reform Act and another prosecution in process. MAPS endeavours at all times to follow up 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1-2F</td>
<td>1</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>1-2F</td>
<td>2</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>1-2R</td>
<td>1</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>1-2R</td>
<td>2</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3-4G</td>
<td>3</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>3-4G</td>
<td>4</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>3-4H</td>
<td>3</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>3-4H</td>
<td>4</td>
<td>9</td>
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<tr>
<td>3-4S</td>
<td>3</td>
<td>11</td>
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<tr>
<td>3-4S</td>
<td>4</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>5-6E</td>
<td>5</td>
<td>7</td>
<td>25</td>
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<tr>
<td>5-6E</td>
<td>6</td>
<td>18</td>
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<tr>
<td>5U</td>
<td>5</td>
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<td>6M</td>
<td>6</td>
<td>30</td>
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</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

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 be maintained in 2010 and have become part of a research project with a final year Education student at Charles Sturt University.

Two students from 3/4S learning new skills.

Staff information

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

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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>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Autism Outreach Teacher</td>
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</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Early School Support</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Integration Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teacher of Hearing Disabilities</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total                                         | 23.1   |
The indigenous composition of staff at Mount Austin Public comprises 20% of the total number of teaching and classroom support staff.

**Teacher qualifications**

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

In 2009 one member 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>67%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33%</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.

**Date of financial summary:** 30/11/2009

<table>
<thead>
<tr>
<th><strong>Income</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>200 188.53</td>
</tr>
<tr>
<td>Global funds</td>
<td>159 209.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>270 269.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>65 770.88</td>
</tr>
<tr>
<td>Interest</td>
<td>8 471.95</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>94 464.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>798 374.68</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>25 095.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>19 179.21</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29 718.19</td>
</tr>
<tr>
<td>Library</td>
<td>6 873.67</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 154.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>206 465.08</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52 248.43</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35 857.56</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>32 986.31</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15 670.10</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>72 936.92</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16 620.07</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>514 805.82</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>283 568.86</strong></td>
</tr>
</tbody>
</table>

A significant portion of tied funds are from the National Partnerships program, this will mean an additional $100 000 per year for 2009 - 2012.

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**

The opportunities for students included:

- Boys and Girls Dance groups performed at the Education Week activities in the Marketplace and at the Wagga Eisteddfod, with the boys group receiving a 2nd Prize for their item, “On the Prowl” and the girls dance group received a Highly Commended for their item “I need some sleep”;
- choir performed at the Wagga Choral Festival;
- school performances such as the Young Australia group and Musica Viva have
occurred to provide a diversity of experiences for all students.

The junior girls dance group at the Wagga Wagga Eisteddfod

**Sport**

Our sporting achievements for 2009 were celebrated at our Sports Presentation Ceremony where our guest speaker, Declan Young, a wheelchair athlete talked of his dreams and how perseverance has helped him to get where he is now.

- Dylan Martin was awarded Sportsperson of the Year for his achievements in representing Riverina in hockey and Wagga Wagga in cricket and cross country. In addition he demonstrated outstanding sportsmanship and play softball, cricket, AFL, football and hockey in the school teams and competed in PSSA athletics and swimming.

- Tim Royle was the All Round Sports Person having represented Riverina in tennis, competed in PSSA athletics and swimming and played cricket, softball, tennis, rugby league, touch, AFL, hockey and football in the school teams.

- Our school continued to provide opportunities for all our students to participate in a range of gala days, workshops with sport development officers and skills development with the PDHPE curriculum. All classes completed a term program at the Airborne gymnastics. Students were offered the opportunity to be involved in the Active After Schools Program and the Premiers' Sporting Challenge.

- We involved the whole school in the athletics and cross country carnivals and years 3-6 in the swimming carnival.

- With the support of local businesses Mount Austin Public School have been able to acquire new uniforms for all sporting teams.

**Other**

**Active After-School Communities Report**

The Active After School program ran twice a week all year. Infants and primary students had different session days a week. To best equip the students and gain the most from a session. Both Infant and primary students were fortunate to have community members leading the sessions. This included trained instructors and specialised instructors such as a Taekwondo and Gym.

Infant students were engaged in activities such as multiskilled activities which assisted in the development of their fundamental movement skills, basic fitness, soccer skills, cricket skills and dance. The primary students took part in Taekwondo lessons and in the later part of the year a Bootcamp fitness program. The program enabled the students to push their fitness and skills level.

The AASC program also allows the student access to healthy food to ensure they get the most out of their sessions.

From the AASC program the school has been able to purchase new sporting equipment. The students are able to use this equipment during sport days and class sport sessions.

With further support the program can continue for the benefits of the students in the school.

Kira Hoogers
Program Co-ordinator

**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)

**Literacy – NAPLAN Year 3**
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Average progress in numeracy between Year 3 and Year 5
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

| Percentage of Year 3 students achieving at and above minimum standard |
|-------------------------|-----------------|
|                        | Reading         |
|                        | Writing         |
|                        | Spelling        |
|                        | Punctuation and grammar |
|                        | Numeracy        |
| Reading                | 85              |
| Writing                | 91              |
| Spelling               | 88              |
| Punctuation and grammar| 74              |
| Numeracy               | 71              |

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

| Percentage of Year 5 students achieving at and above minimum standard |
|-------------------------|-----------------|
|                        | Reading         |
|                        | Writing         |
|                        | Spelling        |
|                        | Punctuation and grammar |
|                        | Numeracy        |
| Reading                | 69              |
| Writing                | 69              |
| Spelling               | 86              |
| Punctuation and grammar| 78              |
| Numeracy               | 84              |

Aboriginal education

There was once again a strong emphasis on Aboriginal Education at MAPS.

In Class Tuition through the “Norta Norta” was provided for a number of Aboriginal students who were identified as being below the National Benchmark in literacy and numeracy. In June we celebrated NAIDOC day with our canteen having a special lunch and recess food in Aboriginal colours which was a great success.

In November we had the expertise of the Riverina Aboriginal Medical and Dental Corporation, a dental hygienist visited to speak to all children about the importance of good dental health. In December we once again celebrated the achievement of our Aboriginal students at the Indigenous Awards Night held at Mount Austin High School.

Tracey Shanahan

Acting Aboriginal Education Officer

Multicultural education

Mount Austin Public School has a trained Anti-Racism Contact Officer to ensure an inclusive school community and a racism-free learning and working environment. As there has been a group of refugee students enrol in 2009, there have been significant initiatives in professional learning for staff to ensure the identified needs of particular groups of students are being met in a culturally inclusive manner. This is to develop an understanding of cultural, linguistic and religious differences.

Three students have been assisted through the New Arrivals Program to develop their learning and are being taught by specialist English as a Second Language (ESL) teachers. This number of students will double in 2010. There has been a developing relationship with the Multicultural...
Council of Wagga Wagga to enhance communication and to encourage participation by parents and community members from diverse backgrounds.

Respect and responsibility
Mount Austin’s 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, promoted the message of respect and responsibility. Students in Year 6 attend a yearly Peer Support training program to assist in their leadership roles.

Other programs
Priority Schools Program (PSP)
The school has completed the current quadrennium cycle of PSP funding. Following the 2008 survey for funding over the next 4 years, MAPS was again placed onto the PSP funding list for 2009 – 2012. This funding is used to enhance student learning in literacy and numeracy, student engagement, parent/community participation and equity. Priority School Program funding also enhances school staffing with a 0.4 staffing supplement to augment students learning in literacy and numeracy. The purchase of advanced resources to assist teachers and students is a priority. In 2009 the school presented workshops for parents in the desired expectations of learning outcomes for students across all stages.

Progress on 2009 targets
Target 1
60% of students to achieve stage outcomes in Writing
Strategies to achieve this target include:
- the ongoing implementation of the K-6 English syllabus
- reflecting on the National Assessment Program Literacy and Numeracy (NAPLAN) and school testing results
- Stages 1, 2 and 3 teacher’s participation in the Accelerated Literacy Program

Our success was measured by:
- improved student results in NAPLAN and school testing: and
- all teachers who have been participating in Accelerated Literacy Program training, implementing and sharing their teaching practices with staff and in their classrooms

Target 2:
Improve students understanding and capacity to apply mathematical knowledge to a range of problem solving situations.

Strategies to achieve this target include:
- utilising district consultants in conjunction with teaching staff, to analyse 2008 NAPLAN data to determine areas of concern;
- promote professional learning through participation in regional numeracy networks: and
- staff meetings and stage meetings to include a Count Me In Too focus when appropriate

Our success was measured by:
- school assessment and reporting procedures reflecting progress and attainment: and
- the percentage of students who are placed in band 2 in year 3 and band 4 in year 5 in the 2009 NAPLAN tests.

Our achievements include:
- there was a significant decrease of students in Bands 1 and 2 in Numeracy in the 2009 NAPLAN tests in Year 3;
- there was also a sizeable increase in students in Band 3 in Numeracy in the 2009 NAPLAN tests in Year 3;
- For our year 5 students there was a small increase in Band 3 students in NAPLAN numeracy;
- A decrease of students in Band 4 for year 5 students was shown in year 5 students in NAPLAN numeracy: and
- Year 5 students in Bands 5 and 7 in NAPLAN numeracy achieved a noteworthy increase of the percentage of students in these bands.

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 Physical Education, Health and Personal Development and teaching in literacy and numeracy.
Educational and management practice

Teaching

Background

As part of the initial assessments done for the National Partnerships program, an analysis of teaching in literacy and numeracy was conducted. Parents, students and staff were surveyed using questionnaires developed by the Professional Learning and Development Directorate. These surveys were collated and the resulting document was a set of practical measures that could support school improvement in literacy and numeracy.

Findings and conclusions

Responses indicated that:
- staff members use student achievement data to make stage/class decision about teaching priorities and time allocation;
- the majority of staff use a range of strategies for supporting student behaviour;
- most parents felt that the school provided an orderly and supportive environment;
- some processes are in place for involving staff and community members in the development of the school plan;
- most students indicated that they felt the school expected them to do their best;
- my teachers plan class activities that are interesting; and
- I try to do my best and take pride in my learning

Future directions

The school will continue to build on and improve its reputation within the parent community by providing meaningful and challenging education experiences for the students. The executive will explore ways with the staff to better inform parents of the assessment procedures and endeavour to encourage more dialogue between the teachers and students with regard to what is being taught and learnt.

Curriculum

Personal Development, Health and Physical Education

As well as the usual aspects of Personal Development, Health and Physical Education (PDHPE) such as sporting activities and Daily Fitness, related programs such as Child Protection, Drug Education and Peer Support are incorporated into PDHPE syllabus.

Mount Austin Public School maintains a high priority on student welfare practices and programs as part of a Key Learning Area (KLA) of the PDHPE curriculum. As part of that student welfare focus, an evaluation was conducted across the whole school community concerning bullying.

Background

The school was surveyed using the services of “Friendly Schools and Families” which is part of the Australian Council for Educational Research. Surveys were completed by students, parents and staff. Students were provided with information on bullying behaviours, including physical, verbal and relational forms – behaviours that were not bullying such as teasing and fighting were discussed as well.

Parents were asked about the ways in which their child had been bullied and how often this had occurred. Staff were asked had bullying behaviours been reported to them and how often that had been reported.

Findings and conclusions

Students in Year 5 reported being bullied more frequently than students in other years. The behaviours students were experiencing were:
- having lies told about them, trying to make others not like them;
- being made afraid of getting hurt; and
- being made fun of, called names and teased in a hurtful way.

Students at MAPS were less frequently bullied because:
- of the colour of their skin or race;
- they had money or other things taken away from them;
- they had things broken or deliberately damaged; and
- they were sent mean or hurtful messages on the internet.

Parents indicated the ways their child had experienced being bullied were:
- being made fun of, name-calling and being teased in a hurtful way;
- being ignored or not allowed to join in;
- being hit, kicked or pushed around; and
- having lies or nasty stories spread about.

However, for most of the other bullying behaviours, most parents said that they had never
happened, or if they had, they were not aware of them.

Staff indicated the ways they had observed children being bullied were:
- being made fun of, name-calling and being teased in a hurtful way;
- being ignored or not allowed to join in; and
- being hit, kicked or pushed around

**Future directions**

Through the forum of the student Representative Council, students have an input into activities and suggestions for the whole school community.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2009 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 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. The school needs to continue to look at positive ways of getting parents into the school to understand more about the school’s learning processes and welfare systems.

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 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 expectations of their students and that attitude and cooperation from home were key needs to allow success to occur.

**Professional learning**

All staff have taken part in professional learning in 2009. Mandatory training has been in Child Protection, Cardio Pulmonary Resuscitation, the Code of Conduct and NAPLAN for all staff. In the individual professional learning of staff other training has been conducted in Best Start, Computers, Occupational Health and Safety, Musica Viva, Accelerated Literacy, Student Welfare and Equity, Merit Selection and Numeracy. Support administrative staff have been trained in ERN and administrative requirements such as the Annual Financial statement.

**School development 2009 – 2011**

**Targets for 2010**

**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
- All Year 5 ATSI students achieving above expected minimum growth in NAPLAN
- 80% of Year 3 students at or above Band 3 in NAPLAN Reading and 30% of Year 3 students achieving Bands 5 & 6
- 60% of Year 3 ATSI students at or above Band 2 in NAPLAN Reading and 30% of Year 3 ATSI students achieving Bands 5 & 6
- 75% of Year 5 students at or above Band 4 in NAPLAN Reading and 20% of Year 5 students achieving Bands 7 & 8
- 70% of Year 5 ATSI students at or above Band 4 in NAPLAN Reading and 15% Year 5 ATSI students achieving Bands 6, 7 or 8
- 60% of students achieving stage outcomes in Writing

Strategies to achieve this target include:
- Training for staff and implementation of the Best Start program in the kindergarten classes in 2009 to ensure kindergarten students are on track in literacy and numeracy by year 3
- Analysis of NAPLAN data for all students to instruct teaching and learning practices
- The ongoing implementation of the English K-6 syllabus
- Team Leadership project – monitoring, assessing and evaluating capacity building for staff and school executive as it goes through an action research model.

Our success will be measured by:
- Best Start, school based assessment and student work samples indicate achievement of stage based outcomes
- Improved staff knowledge and understanding of teaching Literacy as indicated by Professional Learning Plans
- Improved NAPLAN results over 3 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 results achieving above expected minimum growth in NAPLAN
- 60% of Year 3 students at or above Band 3 in NAPLAN Numeracy and 30% achieving Bands 5 and 6
- 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
- 75% of Year 5 students at or above Band 3 in NAPLAN Numeracy and 20% of Year 5 students achieving Bands 5 and 6
- 60% of Year 5 ATSI students at or above Band 4 in NAPLAN Numeracy and 15% of Year 5 ATSI students achieving Bands 6, 7 & 8

Strategies to achieve this target include:
- Continued development of Count Me In Too training for those staff trained in 2008 and 2007
- Training for staff and implementation of the Best Start program in the kindergarten classes in 2009 to ensure kindergarten students are on track in literacy and numeracy by year 3
- Analysis of NAPLAN data for all students to instruct teaching and learning practices

Our success will be measured by:
- Evidence in teaching and learning programs including
  - Quality Teaching strategies for developing deep understanding
  - Best Start, school based assessments and student work samples indicate achievement of stage based learning outcomes
  - Improved NAPLAN results over 3 year period
  - No mainstream student in Band 1 in Year 3 or Band 2 in Year 5

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% to 50% to achieve Level 5 Behaviour (Excellent) by the end of each year
- To decrease the numbers of repeat offenders in the school playground as shown by the behaviour monitoring program

Strategies to achieve this target include:
- Maintain monitoring of rolls through OASIS
- “March is Attendance Month” strategy implementing the Attendance package developed by Regional staff
- Respect and Responsibility program continued
- Purchase of RISC (Register of Individual Student contact)
- Analysis of stored data on student welfare issues
- Peer Support program K-6
- TPL in new Aboriginal Education Policy

Our success will be measured by:
- Decrease in absentee rates amongst school population
- To increase the level of cooperative activities in each classroom as indicated in teaching programs
- Quantitative data from “Behaviour Levels” progress sheets
- Data from school detentions and suspensions register
- Decrease in number of repeat offenders in the school playground
- Evidence of teaching and learning programs contain Social skills and cooperative learning activities

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: