Mount Austin Public School
Annual School Report
Messages

Principal’s message

Mount Austin Public School has an enrolment of 266 in 2012 and draws its students from a low socio-economic background. As a result the school receives Priority School Funding (PSP) funding which supports literacy and numeracy initiatives. The school has an enrolment of 10% with English as a Second Language students and an enrolment of 34% of Aboriginal and Torres Strait Islander and receives the assistance of an Aboriginal Education Officer (AEO) and In Class Tuition program funded through the Department of Education, Employment and Workplace Relations. Mount Austin Public School was placed on the Federal Government National Partnership group of schools in 2010. This has been a significant boost in funding and resources for Literacy and it will continue in 2012 as the school goes onto the Low Socio-Economic group for National Partnerships schools funding. Mount Austin Public School will be funded in 2013 as a Priority Action School

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

The 2012 P&C Committee had a very busy year of fundraising with an Election Day BBQ and raffle. Other fundraisers for the year included a Mother’s and Father’s day stall and an Easter raffle. We were able to make a donation to the sustainable garden at MAPS, and we were able to purchase more much needed Smart Boards. It was a busy year and I would like to thank all those involved.

Rebecca Scott - P&C President

Student representative’s message

This year has been an enjoyable and successful year for all our senior student leaders. We were committed to providing support for all students and teachers throughout the year. All SRC leaders were involved in keeping students from Kindergarten to Year Six occupied in fitness activities and making school worthwhile, enjoyable and a happy environment.

It was great that we were able to attend at the beginning of the year an Impact Leadership course at CSU with Mr Rogers. This day provided us with skills and confidence that we needed for becoming good school leaders. We have organised and had fun running many events this year such as the mini fetes, mini olympics, team sports, senior assemblies, being Kinder buddies, Peer Support groups and helping stage 1 students at recess time with game activities.

SRC also raised money for our school charities by having lots of mufti days and selling ice-creams. We sold hand balls to raise money for Stewart House, skipped for Jump Rope for Heart and wore ‘pink’ for breast cancer awareness. Our role as SRC members has also helped our school library run successful book fairs and book week activities.

Everyone has enjoyed having a disco each term in our hall. Each disco has had a theme. One time it was “Winter Wonderland”. We want to say thank you to the teachers that came to support and supervise these fun nights.

Throughout the year we were all proud to represent our school at many formal functions held in the Wagga Wagga community wearing our lovely red school blazers.

We have all enjoyed our role as MAPS leaders and thank the teachers for their support. We would like to wish next year’s leaders all the best with their duties in 2013.

Amy Livermore and Tameika Peachey (Captains)

Dylan Minchin and Trae Freeman (Vice-Captains)

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
Management of 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.

Non-attendance is very closely monitored by staff. Absences are followed up by letters, phone calls, home visits and when necessary through the intervention of the Home School Liaison Officer. 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 any way 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 Reform Act (1990).

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>Deputy Principal-Instructional Leader</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</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>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19.7</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 25% of the total number of teaching and classroom support staff.

Staff retention

The staff has been quite stable in 2012. Due to unfilled vacancies, two permanent members of staff have been appointed through the general staffing operation.

All 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 program.

In 2012 three members of staff achieved an Accreditation at Professional Competence, through the Institute of Teachers. This is a requirement for all teaching staff who have graduated in Education since November 2007.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>33%</td>
</tr>
<tr>
<td>Degree</td>
<td>66%</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 30/11/2012

Income

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>162318.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>227046.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>355521.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>83167.27</td>
</tr>
<tr>
<td>Interest</td>
<td>9956.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25782.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>863792.25</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas 19747.05
  - Excursions 20500.59
  - Extracurricular dissections 32046.74
- Library 3714.20
- Training & development 914.84
- Tied funds 267327.68
- Casual relief teachers 43191.95
- Administration & office 48363.45
- School-operated canteen 0.00
- Utilities 43920.43
- Maintenance 22086.92
- Trust accounts 16722.64
- Capital programs 77165.34
| Total expenditure   | 595701.83 |
| Balance carried forward | 268090.42 |

A full copy of the school’s 2012 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 2012

Achievements

Arts

In 2012 students had the opportunity to learn about and take part in “Musica Viva” performances based on percussion. The school was generously supported by the sponsorship of the Wagga Wagga City Council Civic Theatre. This enabled students to attend the performances of “Circus Oz” and “James and the Giant Peach”. Students also attended the Wagga Wagga High School “Dance Spectacular”. Planning began at the end of 2012 for the formation of a band at Mount Austin Public School. This tuition and practices will commence in 2013 using National Partnership Low SES funding.

Sport

In 2012 Rhys Weldon represented the Riverina in the 11 years Rugby League. We had students also trial in a range of PSSA sports - with some being chosen in Wagga Wagga teams.

We held three successful school carnivals in Swimming, Athletics and Cross Country. Individual teachers continued a systematic approach to the teaching of fundamental movement skills.

Students at the Trent Barrett shield

Other

MULTILIT / MINILIT

Both of these programs involve teaching low-progress readers who are reading at a level considerably below what might be expected for their age.

Multilit – ‘Making Up Lost Time in Literacy’ is comprised of word attack skills, sight word recognition and reinforced reading. It is aimed at Years 3-6 students.

Minilit – ‘Meeting Initial Needs In Literacy - Early Literacy Intervention Program’ - is aimed at Year 1 students and is comprised of phonemic awareness activities, decoding skills and shared reading.
Students at MAPS were targeted after analysis of their NAPLAN results and a National Partnership assessment comparison against a standardised reading age (Burt Test). If the students’ chronological age was more than 2 years in deficit they formed part of the program.

In 2012 MAPS had seven teachers trained as Multilit tutors and three staff members were trained as tutors in Minilit. During the year three staff members were tutoring in Multilit and one was tutoring in Minilit with a coordinator working across both areas. STL were also trained as Multilit tutors.

- Six students from 2011 continued on Multilit program in 2012, one of these is now completing Multilit extension program.
- 28 students participated in Multilit program in 2012.
- 17 students from Stage 3 and 11 students from Stage 2 have commenced Multilit this year.
- The gains in reading age – using the Standardised test Burt Reading – range from 5 months growth to 21 month gain with one student making reading gains of 41 months.
- On completion of the Multilit program each student could read 200 sight words. The greatest improvement in this area was 57 words successfully read in a pre Multilit test to 200 words correctly read in the post-test.
- The greatest improvement in Word Attack skills was 16/130 in the pre Multilit test to 130/130 in post Multilit test.
- Minilit students have demonstrated marked improvements in using single sounds and blends to decode unknown words.
- Classroom teachers have stated each student who is equipped with Multilit and Minilit strategies have confidence in decoding unknown words in classroom reading lessons.

Jump Rope for Heart in 2012

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>346.5</td>
<td>358.3</td>
<td>419.6</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

Year 3 NAPLAN Numeracy

Average score, 2012

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>341.4</td>
<td>350.6</td>
<td>400.2</td>
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Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>10</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>42.7</td>
<td>10.4</td>
<td>28.0</td>
<td>7.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>15.5</td>
<td>23.0</td>
<td>29.1</td>
<td>24.3</td>
<td>7.4</td>
<td>0.7</td>
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<tr>
<td>SSG % in Bands 2012</td>
<td>14.3</td>
<td>19.2</td>
<td>28.3</td>
<td>23.5</td>
<td>10.0</td>
<td>4.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
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Reading – NAPLAN Year 5

Year 5 NAPLAN Reading

Average score, 2012

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
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</tr>
</thead>
<tbody>
<tr>
<td>492.4</td>
<td>445.3</td>
<td>493.6</td>
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Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Number in Bands</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>25.0</td>
<td>28.6</td>
<td>32.1</td>
<td>14.3</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td>School Average 2008-2012</td>
<td>18.8</td>
<td>22.9</td>
<td>35.3</td>
<td>18.2</td>
<td>4.1</td>
<td>0.6</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>15.2</td>
<td>24.0</td>
<td>26.9</td>
<td>20.7</td>
<td>7.8</td>
<td>5.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
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</table>
Progress in reading

Average progress in Reading between Year 3 and 5*

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<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>61.7</td>
<td>79.3</td>
<td>93.1</td>
</tr>
<tr>
<td>SSG</td>
<td>80.1</td>
<td>74.1</td>
<td>75.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

Average progress in Spelling between Year 3 and 5*

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>85.9</td>
<td>106.8</td>
<td>88.3</td>
</tr>
<tr>
<td>SSG</td>
<td>84.1</td>
<td>94.8</td>
<td>92.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>85.9</td>
<td>106.8</td>
<td>88.3</td>
</tr>
<tr>
<td>SSG</td>
<td>84.1</td>
<td>94.8</td>
<td>92.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

In 2012 students Personalised Learning Plans (PLP’s) were adjusted using a template from the “Dare To Lead” program. PLP’s are for all Aboriginal students and involve Aboriginal families, teachers and Aboriginal Education workers in the school.

2012 also saw the permanent appointment, through merit selection of Mr Sean Bremer as an Aboriginal education Officer.

Aspects from Aboriginal Studies units have been included in teaching and learning content as well as planning and programming for 2013 in Accelerated Literacy using the texts “Yinti” and “Maralinga”

NAIDOC Day was celebrated on the 2nd of November with the day being centred around Art/Craft, Games, Cooking and Dreamtime stories. The “Makeit” dance group from Mount Austin High School performed at the flag raising ceremony and then assisted with the various activities during the day.

**Multicultural education**

We have had a busy time in ESL (English as a Second Language) this year, with 24 students enrolled in our school from Burma, The Sudan, Burundi, Pakistan, Ghana, Sri Lanka, Liberia, El Salvador, Fiji and New Zealand.

In Term 1 we worked closely with the Kindergarten teachers to help our nine new Kindergarten students settle happily into school. We celebrated Harmony Day with a special assembly and hosted visitors from other countries who taught us some of their games.

In Term 2 we did a cooking program where parents of ESL students came to school to share recipes and teach the children how to cook. All the food was very yummy!

In Terms 3 and 4 we did a painting of vegetable prints for the new kitchen, posters for the mini fete and we enjoyed making “Hairy Harry”. Some of our students participated in the overnight excursions to Canberra and Ballarat and others represented the school in various sporting activities.

Three of our Year 6 students are moving on to high school in 2013, we wish them well.

Debbie Worgan and Joan Moss

![Cooking in our new kitchen](image)

**National partnership programs**

Mount Austin Public School aims to develop students’ enjoyment; confidence and independence in literacy so that they build up their knowledge and skills in a range of contexts at school and ultimately participate effectively in personal, workplace and community environments. The school uses National Partnerships funding to boost teachers’ professional learning in literacy. Accelerated Literacy is the main strategy used to teach reading and writing explicitly. In addition to Accelerated Literacy professional development during 2012, teachers studied new ways to teach comprehension and grammar, they studied how visual texts are constructed, and they developed their skills in analysing new texts so their classroom teaching is continually enhanced. Quality explicit teaching lays the foundation for students’ lifelong learning in literacy.

Ineke Kolder-Wicks
Other programs

Instructional Leader

Background

This evaluation took place to evaluate the commencement of the employment of an Instructional Leader at MAPS, to collect/establish baseline data and to provide recommendations for implementation of this initiative.

Aspects Evaluated

- The current school practices in teaching literacy and numeracy K-2
- The school provision of a quality learning environment for all students K - 2
- The support for and the professional development of staff K – 2 on current research in literacy and numeracy
- The effectiveness of current data collection methods, assessment practices, student identification and monitoring in determining future school planning and programming for students K – 2

Findings and conclusions

The school was supportive and excited with the appointment of an Instructional Leader however the school, as a whole, was unclear of the role, responsibilities and accountabilities. The teachers are unclear about the expectations of them with this initiative. The principal identifies this as an opportunity to closely examine the effectiveness of current teacher professional learning, develop a repertoire of effective literacy and numeracy pedagogies; and, to build the capacity of K-6 teachers through sharing knowledge, explicit instruction and a focused approach to individualised programming. The Principal was emphatic when she said she sees the role as one that dovetails with all the things the school has in place that are working towards developing a ‘learning culture’ for everyone within the school; students, staff and parents.

Through interviews with the Instructional Leader and staff it was an obvious advantage that the Instructional Leader had been appointed in Term 4 to familiarise herself with the school, staff and students before beginning her full role in 2013. Her location in a spare room to be developed as a ‘learning centre’ highlighted the importance the school has placed on her appointment as a ‘learning mentor’ for staff as well as students. As the Principal said, ‘The instructional leader was to be seen as a part of the school not just as a consultant within the school’.

Teaching programs are extensive and highly detailed. There was an opportunity to refine and restructure programs that are addressing the specific and immediate learning needs of students. This may reduce teachers’ workloads and make programming more focused. The principal identifies the need to link supervision practices with the National Professional Standards for Teachers and as an opportunity to reshape the supervision practices of the executive team to be more responsive to the individual learning needs of all students. The Principal was also aware that the need to restructure class allocations and other staffing organisation would need to be considered as the role of the Instructional Leader evolved. The Principal and Instructional Leader know that contingency plans need to be considered and developed to cover the inevitability of staff turnover.

Teachers are using L3, Accelerated Literacy, TEN and a number of teachers are familiar with Focus on Reading. This strategy will continue to be supported as the Instructional Leader was a trained mentor for Focus on Reading. There has been some limited exposure to ‘How2Learn’ that was generating enthusiasm. It was apparent that teachers are very receptive to professional learning and readily accept changes in teaching practice. An opportunity exists for an alignment and implementation/consolidation of professional learning with observable change in pedagogy.

The Instructional Leader was enthusiastic about the opportunities that exist and that will unfold to improve substantially the literacy and numeracy achievement levels of the students. Clarification of her role and a disciplined approach to her role statement will assist in achieving these goals. Both the Principal and Instructional Leader believe the match of the Instructional Leader to the school was exceptional with a very positive, collegial and supportive working relationship between the two already evident to the evaluation team.

Classroom practice ranged from a more teacher centred focus to classrooms that engaged
students with clear expectations, high level of support and a variety of stimulus. In most classrooms there was a commitment to supporting the students and there was a clear sense of purpose. The instructional leader was fully aware of the complexity of her role in moving staff with such a wide divergence of experience and knowledge in current research on best teaching practices. She understood her role in regard to professional learning and the TARS process would be closely linked.

**Progress on 2012 targets**

**Target 1 – Aboriginal Education**
- Increase Aboriginal student learning outcomes in literacy and numeracy to match or better outcomes for all students.

Our achievements include:
- **Students achieving** expected growth in 2012 was:
  - 14.3% in reading; and
  - 28.6% in numeracy.
- The average scaled score growth of the students was:
  - 63.2% in reading compared with state growth of 78%; and
  - 74% in Numeracy compared with state growth of 92%.

**Target 2 - Literacy**
- Improved literacy performance of all students

Our achievements include:
- In 2012, 92% of students were at or above the minimum standard for Year 3 NAPLAN Reading. A total of two students achieved Band 1.
- In 2012, 54% of students were at or above the minimum standard for Year 5 NAPLAN Reading. A total of 13 students achieved Band 3.

**Target 3 - Numeracy**
- Improve the numeracy performance of all students

Our achievements include:
- In 2012, 96% of students were at or above the minimum standard for Year 3 NAPLAN Numeracy.
- In 2012, 75% of students were at or above the minimum standard for Year 5 NAPLAN Numeracy.

**Target 4 – Student Engagement**
- Improve student engagement in learning

Our achievements include:
- In Semester 1 2012, the ATSI attendance was 86%. The school continues to follow up unexplained absences. Partial absences continue to be monitored and followed up.
- Employ Speech therapist to screen and provide therapy for identified students, and professional learning for staff.
- Hire of local bus to strengthen the ties and mobility of students and community for local excursions, and behaviour rewards
- Weekly lessons in kitchen area across K-6 about nutrition, measurement, talking and listening have heightened student engagement across the school.
- All teachers’ professional learning plans include development of knowledge and skills in ESL pedagogy and teaching refugee students.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations as part of the National Partnership Low SES initiative.

**Focused Teacher Professional Learning - (Reform 1; Incentives to attract high performing teachers)**
- The staff of Mount Austin Public School is highly committed to professional learning aligned with school targets. They have a clear vision of the direction the school is heading in with regards to improving student learning outcomes. Analysis of their
professional learning needs, in line with evidence of what the students need, resulted in a significant commitment to Professional Learning in Literacy in 2012. All staff has engaged successfully in either Accelerated Literacy, Focus on Reading and L3 training as well as significant training in Behaviour Management with Dr Christine Richmond.

• This different, and very focused, approach to the teachers’ Professional Learning has resulted in changes to the teaching and learning of Literacy at Mount Austin Public School and has already resulted in increased engagement with all students during Literacy lessons.

Smaller classes with flexible targeted support - (Reform 3 School operational arrangements that encourage innovation and flexibility.)

• The creation of smaller classes has allowed for increased support for targeted students within a smaller cohort. Three SLSO’s work in the Kindergarten classes for five mornings a week through the Kinderstart program. The positive results of which are reflected in the evidence of the majority of students including the English as Second Language students reading from Reading Recovery level 4 to level 12.

• Individual support was provided for students through the employment of an additional teacher and SLSO’s to deliver the Multilit and Minilit programs.

• The establishment of a mixed cultural group within the school with weekly lessons delivered by an Aboriginal teaching member of staff focusing on a research based model aligned with HSIE and Science and Technology curricula. This group works towards sharing cultures, cooperative learning and peer support. It is intended in 2013 to strengthen our middle school ties with this group and with the MAKEIT group at Mount Austin High School.

Changes in learning styles and delivery of feedback – (Reform 4 Providing innovative and tailored learning programs)

• There has been a focused look at pedagogy with regards to both how teachers and students approach learning at Mount Austin Public School in 2012:

  — For teachers the focus has been on HOW individual students learn and what their specific needs are considering those learning styles;
  — The delivery of timely and appropriate feedback to the students; and
  — For students the focus has been developing an understanding of WHY they are learning what they are, and HOW it assists them in both the educational context and wider world.

• This has been partnered with innovative approaches to maintaining student engagement through increased use of ICT including mobile technologies in the classrooms which has allowed for increased reflection of student achievement and the delivery of teaching programs.

Strengthening school accountability - (Reform 5 the use of transparent planning and reporting mechanisms to outline the goals to be achieved.)

• The strategies implemented have been beneficial in giving a clear vision of what is achieved against the plan. This has been done at Mount Austin Public School in 2012 through;

  — The development and implementation of a new accountability process for all school executive;
  — The employment of additional staff to maintain databases and data collection and collation purposes to enable a rigorous focus on attendance and behaviour management; and
  — The use of the Data Analysis Skills Assessment (DASA) to survey teachers about their perceptions of school performance and progress in achieving their targets.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% felt that this is a school where parents/carers are encouraged to be involved in their child’s learning;
- 100% of respondents said that this is a school where backgrounds of all cultural groups are reflected in school practices and activities;
- 100% of responses indicated that this is a school where class activities are interesting and engage students in learning; and One area where parents and caregivers expressed a desire was where ‘all members of the school community are supported to contribute to its success’.

Professional learning

In addition to school funds used for Teacher Professional Learning, funds from external sources such as the Priority Schools Program and the National Partnerships Low SES schools amounting to $28615 were used to support and develop professional learning for all staff.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SUMMARY OF PROFESSIONAL LEARNING PROGRAM</th>
<th>TIMEFRAME</th>
<th>TARGET GROUP</th>
</tr>
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<tbody>
<tr>
<td>Literacy</td>
<td>Accelerated Literacy</td>
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<td>✔</td>
</tr>
<tr>
<td>Literacy</td>
<td>Accelerated Literacy mentorship</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Literacy</td>
<td>Spelling</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Literacy</td>
<td>Best Start Leader</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Literacy</td>
<td>Focus on Reading</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Literacy</td>
<td>Quality teaching</td>
<td>✔</td>
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<tr>
<td>Literacy</td>
<td>Expressive/Receptive Language</td>
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<td>Literacy</td>
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<tr>
<td>Literacy</td>
<td>Using the literacy continuum</td>
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<td>✔</td>
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<td>Literacy</td>
<td>Grammar Day with Rev Dominic</td>
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<td>✔</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>Numeracy</td>
<td>Using the numeracy continuum</td>
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<td>✔</td>
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<tr>
<td>Numeracy</td>
<td>Problem solving/ratio analysis</td>
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<td>Numeracy</td>
<td>COIT</td>
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<td>Literacy</td>
<td>Analyzing NAPLAN-SMART and school data</td>
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<td>✔</td>
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<td>Literacy</td>
<td>Assessment for Learning-headstart to students</td>
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<td>✔</td>
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<tr>
<td>Literacy</td>
<td>Collecting data and linking to classroom using data to inform teaching practice</td>
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<td>✔</td>
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<tr>
<td>Leadership</td>
<td>Introduction to National Professional Standards for Teachers</td>
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<td>✔</td>
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<td>Wellfare</td>
<td>Positive Behaviour for Learning</td>
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<td>Wellfare</td>
<td>ESL Pedagogy</td>
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<td>Behaviour Management</td>
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<tr>
<td>Wellfare</td>
<td>PBL for refugees</td>
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<td>✔</td>
</tr>
</tbody>
</table>

Prime News covering the launch of “Becoming a Writer” with Dr Noella McKenzie.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1 – Aboriginal students

Outcome for 2012–2014

• To further close the gap between Aboriginal and non-Aboriginal students in NAPLAN

2013 Targets to achieve this outcome include:

• Close the achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than expected growth in Numeracy from 29% in 2012 (2 of 7 students) to 71% in 2013 and 100% in 2014.

Strategies to achieve these targets include:

• New additional executive position, at DP level, created through Early Action for Success program, to coordinate numeracy pedagogy across the Infants classes, including:
  • Leading Teacher Professional Learning in Early Arithmetic Strategies (EAS), CMIT and the K-10 Numeracy Continuum;
  • Implementation of school-developed “Literacy through Numeracy” program;
  • Increased emphasis and focus on explicit teaching of whole number and an overarching Numeracy emphasis on “working mathematically.
  • Organising effective numeracy groups within the classroom
  • Modelling effective teaching strategies.
  • Continuing the development of staff knowledge of analysing NAPLAN data how NAPLAN results and other assessment informs teaching and learning programs.

School priority 2 - Literacy

Outcome for 2012–2014

Improve literacy outcomes for all students

2013 Targets to achieve this outcome include:

• To increase the percentage of Year 5 students in the Proficient Bands 7 and 8 in NAPLAN reading from 21% to 27%.

Strategies to achieve these targets include:

• Maintain the implementation of the Focus on Reading 3-6 program.
• create an additional full time executive position, at AP level, to coordinate Reading pedagogy across the school;
• identifying the reading demands of the Proficiency bands and explicitly teaching the skills in the context of authentic texts;
• organising effective reading groups within the classroom;
• timetabling Reading teaching and learning across the school utilising all support personnel in classrooms: and
• provide ongoing information in the school newsletters and website about supporting reading at home.

School priority 3 - Numeracy

Outcome for 2012–2014

Improve numeracy outcomes for all students

2013 Targets to achieve this outcome include:

• To increase the percentage of Year 5 students in the Proficient Bands 7 and 8 in NAPLAN reading from 21% to 27%.

Strategies to achieve these targets include:

• Maintain the implementation of the Focus on Reading 3-6 program.
• create an additional full time executive position, at AP level, to coordinate Reading pedagogy across the school;
• identifying the reading demands of the Proficiency bands and explicitly teaching the skills in the context of authentic texts;
• organising effective reading groups within the classroom;
• timetabling Reading teaching and learning across the school utilising all support personnel in classrooms: and
• provide ongoing information in the school newsletters and website about supporting reading at home.
School priority 4 – Student engagement

Outcome for 2012–2014

Improve numeracy outcomes for all students

2013 Targets to achieve this outcome include:

• To increase the percentage of Year 5 students in the Proficient Bands 7 and 8 in NAPLAN reading from 21% to 27%.

Strategies to achieve these targets include:

• Maintain the implementation of the Focus on Reading 3-6 program.
• create an additional full time executive position, at AP level, to coordinate Reading pedagogy across the school;
• identifying the reading demands of the Proficiency bands and explicitly teaching the skills in the context of authentic texts;
• organising effective reading groups within the classroom; and
• timetabling Reading teaching and learning across the school utilising all support personnel in classrooms.

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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Mandy Crocker – Instructional Leader
Ros Steel - Assistant Principal
Peter Rogers - Assistant Principal
Damien Eyles - Assistant Principal
Ineke Kolder-Wicks - Literacy Coordinator
Kerri Dillon - Teacher
Rebecca Scott - P&C President

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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: