School context statement

Mount Austin Public School (MAPS) is located in a large regional city, serving a diverse population within a low socio-economic. There are currently 257 students who attend the school, representing 12 different nationalities, including 90 Aboriginal and Torres Strait Islander students.

Teaching and learning programs at the school are well supported by funding under

- Early Action for Success
- Resource Allocation Model
- Funding Support
- Norta Norta
- EAL/D staffing entitlement
- Targeted refugee funding

The MAPS 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 Resource Allocation Model as well as the Early Action for Success program, both of which are state government funded. The funds from state and Federal sources are used to provide a high level of resourcing and support for staff and students to access quality educational programs. A large number of student welfare initiatives are in place to support students in their endeavours at school such as the Positive Behaviour for Learning Program, Refugee Homework Centre and community support through a Breakfast program. The school also employs a Speech Pathologist, an Occupational Therapist and a Student Welfare Worker using RAM funds.

Student information

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

Student enrolment profile

![Student enrolment profile graph]

Student attendance profile

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State DEC School

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Workforce information

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

Workforce composition

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<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Classroom Teacher(s)</td>
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<tr>
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<td>Learning and Support Teacher(s)</td>
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<td>Teacher of ESL</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal 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.
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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Professional learning and teacher accreditation

A total of $6679.36 was spent from the Professional Learning tied fund and from the school’s global budget in 2014. The average expenditure per teacher on professional learning, at the school level was $303.60. Some of this expenditure came from tied funds (specifically set aside for this purpose). This enabled staff to attend professional learning activities throughout the year. These included staff undertaking training in numerous Key Learning Areas, attending conferences and all staff members (teaching and non-teaching) up grading CPR certificates. Also at our staff development days (SDD) and during regular weekly staff meetings, mandatory training was completed on Child Protection, Code of Conduct, Welfare, Health and Safety as well as curriculum development and behavior management training. Whole school planning, evaluation and assessment of curriculum and management were addressed with SASS staff also attending training and development courses. Some specific courses attended were:

- Early years of learning – Best Start Program - PLAN
- Literacy – Focus on Reading, L3 (Language, Learning and Literacy), Minilit, Significant Reading Difficulties and Dyslexia
- Numeracy- TEN (Targeted Early Numeracy) TOWN (Taking Off with Numeracy)
- Student Welfare – Positive Behaviour for Learning, Peer Support, Online Training of Understanding Autism Spectrum Disorder,
- Executive Development for School Leaders.
- Support for new scheme teachers
- 3 new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation
- 2 new scheme teachers maintaining accreditation at Proficient
- No teachers were seeking voluntary accreditation at Highly Accomplished or Lead
- No teachers were maintaining accreditation at one of the voluntary stages of Highly Accomplished and /or Lead

Beginning Teachers

At Mount Austin Public School in 2014 there were no permanent beginning teachers appointed.

Financial summary

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

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<table>
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<tr>
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A full copy of the school’s 2014 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 2014

School Concert Band

The social and academic benefits of music programs for students are well documented. In 2014 Mount Austin Public School continued the school band and drumbeat program.

Students participating in the school band

A music instructor was employed to provide tuition to students who had shown an interest in learning to read music, learning to play an instrument and perform as a member of the band. A number of staff also volunteered to play in the band, alongside students, and act as coaches and mentors. Trumpets, flutes, trombones, clarinets, saxophones, drums and electric guitars were purchased and a program of weekly lessons was devised as well as band rehearsals. The concert band once again performed to a full audience at the annual Presentation Night. The interest in the band continues to grow and more instruments will be purchased in 2015 to accommodate this.

Mandy Crocker

Sports

This year we participated in girl’s softball state knockout competitions which was the first time we have competed in this for a number of years. The school ran successful athletics, swimming and cross country carnivals during Term 1 and 2. This saw many students go on to represent our school at the Wagga district carnivals. The Stage 2 boys and girls participated in the Trent Barrett Shield for rugby league and oz tag. We entered our Stage 3 boys and girls in the Mortimer Shield and we also entered 2 girls teams for oz tag for the first time. Both boys and girls played in the state soccer knockout with our girls team making the Riverina semi finals. Throughout the year we had many students participate in the Active After School program and many parents were involved with our pie and footy day. To cap the year off we had our school sports assembly which was another success. The staff, students and parents continue to support school sport at MAPS.

Trent Peckham

Sports Coordinator

Students at the annual swimming carnival

Academic achievements

NAPLAN

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)
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 to access the school data.

**Significant programs and initiatives – Policy and equity funding**

**Occupational Therapy program**

In 2014 34 occupational therapy assessments were conducted. 21 students were identified as requiring regular 1:1 occupational therapy. The majority of these children have been identified as requiring ongoing occupational therapy in 2015.

8 new referrals for occupational therapy in 2015 have been received.

**SPOT-ON Group intervention**

Kindergarten students identified with language and occupational therapy needs attended a weekly group on Thursday mornings. A maximum of 8 students could attend the group. The group was facilitated by Alison (Speech Pathologist) and Nadine (Occupational Therapist) and assistance was provided by Rebecca Mantell (Therapy Aid). The group was designed to provide a context whereby language, motor skills and behaviour were targeted simultaneously to promote skills necessary for classroom based learning activities.

A range of interventions were used to improve the children’s physical, communication and behaviour skills. For example: gross and fine motor activities, story sequences, and role plays. A CSU Community-University partnership grant was applied for and successfully received. This grant to the value of $1000 was used to purchase the necessary equipment and resources to run the SPOT-ON group effectively and achieve the desired goals.

**Nadine Milgate - Occupational Therapist**

**Speech Pathology program**

This program was commenced in 2013 and continued in 2014 with Equity funds from the RAM allocation for 2014. Children were identified for support by referral from the class teacher or by direct observation by the Speech Pathologist. All new Kindergarten 2014 children were screen prior to their commencement of their schooling. Each child had a standardized assessment conducted and individual assessment reports were prepared for the child’s parent or caregiver and the class teacher.

Therapy was delivered by a designated School Learning Support Officer (SLSO) for Speech Pathology and Occupational Therapy with reviews and individual interventions conducted by the Speech Pathologist.

Across the school 43 children took part in the Speech Pathology program in 2014 with 25 active clients as at the end of term 4 2014, with 12 students recommended for reviews or monitoring in 2015.

**Alison Graham - Speech Pathologist**

**Aboriginal education**

All Aboriginal students were provided with Personalised Learning Plans.

The ‘Norta Norta’ Program operates to provide additional resources to the teaching of basic skills to Aboriginal students. The emphasis is placed on literacy and numeracy skills.

Acknowledgement of Country is conducted at every whole school assembly.

Aboriginal students play an important role in the Annual Presentation night. Students commence the ceremony with Acknowledgement of Country. Students are also presented Aboriginal...
and Torres Strait Islander Awards. These are awarded for consistent effort and achievement in the Senior Primary.

A selection of Aboriginal students are also presented with Proud and Deadly Awards at Mount Austin High School which is an important annual ceremony involving schools across the Wagga area.

N.A.I.D.O.C Week was celebrated on the 22nd July with all students in the school engaging with a Whole School Assembly. Performances were presented by Eddie Whyman and the Aboriginal boys and girls dance groups from Mount Austin High School. Teachers also incorporated Aboriginal perspectives into their teaching and learning programs.

The exposure to cultural diversity is an important aspect of student learning at Mount Austin Public School.

Multicultural perspectives are emphasised within the Human Society and its Environment (HSIE) Key Learning Area. The school celebrated Harmony Day with a range of multicultural activities.

The school has appointed and trained an Anti-Racism Contact Officer (ARCO).

English language proficiency - ESL Teachers

The Multicultural Education program at MAPS continues to adapt and improve each year as our ESL students vary in cultural and religious backgrounds.

We have 29 ESL Students at Mount Austin Public School who bring with them a range of cultural and religious traditions and make up 11% of the school population. Our students come from Burundi, Pakistan, Burma, Liberia, Fiji, The Philippines, Bangladesh and Afghanistan.

This year we participated in Harmony Day where the whole school made kites and flew them.

We employed a Burmese aide to assist students in the classroom, liaise with parents and translate school documents when necessary.

Some of our ESL students received awards for their achievements in sporting activities and for their application to work in the classroom.

During Term 4 we ran an ESL playgroup under the Beginning School Well Program for children 0-5 years. This was well attended by 23 families. Some children from the playgroup will attend our school next year.

This year our school received a Certificate of Appreciation for its involvement with the African Community over many years.

Joan Moss and Debbie Worgan

Multicultural education and anti-racism

English language proficiency - ESL Teachers

Early Action for Success

Our involvement in ‘Early Action for Success’ (EAS) has certainly enabled Mount Austin Public School to lift our literacy and numeracy outcomes in 2014. The program led to improvement in our students’ performance by targeting ‘at risk’ students. Interventionists provide three tiers of support: working one-on-one, in small groups and whole class groups to support the class teachers to bridge the gap between current performance and the continuum expectations.

Teachers are now plotting students on the Literacy and Numeracy continuums using PLAN. Professional learning sessions with the Instructional Leader ensure consistent teacher
judgement and provide opportunities, through discussion and modelling, to guarantee effective practice based on current research.

Students participating in “TEN” activities

Some clear indications of our success are:

Reading: 78% of our Kindergarten children achieving the National Benchmarks of Level 9 Reading Texts or higher. 74% of our Year 1 children achieving the National Benchmarks of Level 18 Reading Texts or higher, and 80% of our Year 2 students achieving the National Benchmarks of Level 22 Reading Texts or higher. This was a well above average result especially when compared to all EAS schools across the state. The accelerated growth of our students, over the course of the year is demonstrated by the following graphs:
Writing: Progress in writing was not as robust as that in reading. In Kindergarten, 70% of children achieved Cluster 4 or above, with a further 25% of Kindergarten reaching Cluster 3. In Year 1, 20% of students achieved Cluster 6 with a further 65% of students at Cluster 5. Fifty-three percent of Year two students achieved Cluster 8 with a further 12% at Cluster 7. This data reflects statewide trends in Early Action for Success schools and indicates the need for greater emphasis on modelled, interactive and independent writing instruction.

Numeracy: In Kindergarten 100% of students achieved the Numeracy benchmarks of EAS perceptual + AND FNWS Facile. In Year 1, 96% of students were EAS figurative or above and FNWS Facile (30) or above. In Year 2, 92% of students achieved the benchmark of EAS counting on or greater and Place Value at ten as a unit or above. This indicates strong teaching and learning programs and an ongoing commitment and consolidation of the Targeting Early Numeracy Program.

Mandy Crocker

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- analysis of in-school student assessment;
- School self-evaluations
- SWOT analysis – community and staff input
- Focus group activities
- Other school data
- monitoring student achievement against targets set in the school plan;

Program evaluations
Focus on Learning

Background

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. It is an effective model for improving teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and there is help for participants to overcome personal obstacles such as fear or a lack of perseverance.

Four Dimensions of Classroom and School Practices

The questions in the Focus on Learning survey ask teachers to consider whether they present:

- challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals;
- planned learning opportunities which involve an intentional transfer of skills and knowledge;
- quality feedback that guides students’ effort and attention; and
- support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Mount Austin Public School are shown in the radar chart below. The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.

Recommendation
That the school executive provide support and opportunities for the teaching staff to:
• engage in professional learning to achieve better integration of technology
• engage in school-based, classroom-focused professional learning that utilises technology to allow students to track their own progress towards their goals
• engage in professional learning to continue to improve classroom practice

Positive Behaviour for Learning (PBL)

Background
In 2014, the school looked at the full implementation of the Positive Behaviour for Learning philosophy.

School values of respect, responsibility and care need to be continually evaluated and put into practice for playground supervision at both recess and lunchtimes and before and after school.

It was recognised that consistency in supervision and consequences for poor behaviour needed a definitive approach which included organised tracking of student behaviours.

Staff and students were surveyed and the school parent body consulted and a plan of action put into place.

Findings and conclusions
• There was a need for the school levels system to be modified as it was becoming unworkable.

• Active supervision by teaching staff and learning support officers needed to be maintained throughout each duty time with all staff being made aware of the need for using active scanning, movement and positive interaction with students whilst on playground supervision.

• The focus for PBL needed to be both in the classroom and in all playground settings.

• The values and behavioural expectation lessons needed to be developed by the staff and specifically taught in weekly sessions.

• Parents needed to be kept informed of the school’s PBL values and expectations via the weekly newsletter and school website.

• PBL information was on display in all classrooms.

• Staff need to meet regularly and specifically for PBL to monitor student behaviour.

• Staff need to be more diligent about input of student data on a more regular basis.

• The school PBL signage needed to be designed, purchased and erected.

Future directions
All teachers are working towards supporting students in secondary and tertiary prevention strategies e.g. positive playground, student role models in the playground and alternative constructive supervised play.

Students and staff need to celebrate the successes of the program and staff professional learning in developing active supervision practices need to be implemented in the playground with positive and negative consequences consistently applied.

PBL needs to be a continual focus at assemblies with embedded values reflected in system changes in line with perceived needs and all school documents and the school website updated.

The school use of tracking data to inform behavioural focus, including the use of the levels system, and to be used in communication with staff and parents be improved.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014
Closed achievement gap between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving greater than expected growth in Reading from 14% in 2012 (1 of 7 students) to 57% in 2013 and 70% in 2014.

Evidence of achievement of outcomes in 2014:
• Greater than expected growth was 50% with several students achieving well above that state average.

• State average growth was 99.7 scaled score growth, three students achieved greater than 140 scaled score growth.

**Strategies to achieve these outcomes in 2014**

• Implemented Focus on Reading K-2

• Maintained implementation of the Accelerated Literacy program.

• Reviewed current systems for the collection and analysis of student performance information in Literacy and refined the systems to ensure they are purposeful and manageable. This was combined with use and knowledge of the Literacy Continuum.

• Maintained model of two staff meetings per year in March and October with a NAPLAN literacy and numeracy a priority focus.

• Personalised Learning Plans updated and created for new students in conjunction with parents.

• Continued the development of staff knowledge of analysing NAPLAN data how NAPLAN results and other assessment informs teaching and learning programs.

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

Closed 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.

**Evidence of progress towards outcomes in 2014:**

• Greater than expected growth was 62.5% with several students achieving well above that state average.

• State average growth was 96.4 scaled score growth, three students achieved greater than 140 scaled score growth.

**Strategies to achieve these outcomes in 2014:**

• Continued the development of staff knowledge of analysing NAPLAN data how NAPLAN results and other assessment informs teaching and learning programs.

• Collected information on the number and types of variations to routine over a set period such as two weeks.

• Minimised external interruptions during instructional time.

• Identified and analysed a range of information sources to make and test generalisations about the effectiveness of school programs.

• Supported executive staff members to monitor numeracy teaching programs.

• Supported staff members to develop numeracy learning programs with reference to item analysis of NAPLAN information.

• Developed and implemented procedures and templates for numeracy teaching programs.

Building a “love” of literacy
School priority 3

Attendance

Outcomes from 2012–2014

Increase the attendance rate for Aboriginal students from 86% in 2012, 90% in 2013 and 95% in 2014.

Evidence of progress towards outcomes in 2014:

2014 attendance data indicates 91.1% attendance.

Strategies to achieve these outcomes in 2014:

- Visits and follow up by Student Welfare worker to assist parents and caregivers in getting their children to school regularly.
- Referrals done to ASLO as required.
- Attendance monitored each week with key staff following up with identified families.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school to ascertain their level of satisfaction. Parent response to this survey was very encouraging with 80% of families returning their completed survey.

The teachers at MAPS continue to be proud of the school and parents feel they project a professional image. They are committed to continued improvement of the whole school environment and expressed a genuine commitment to their students and their needs.

The school community appears extremely satisfied and confident with the educational environment provided by the school and recognises that the school is in a very attractive setting and is well resourced.

100% of surveys returned either agreed or strongly agreed that student progress was regularly communicated and that information was shared between home and school. As a learning community, parents believe MAPS provides quality programs, has a staff committed to improving student performance and that students were offered a broad range of learning experiences with a strong focus on the delivery of quality literacy and numeracy programs.

Feedback in the current survey indicated that the vast majority of parents, students and staff have a clear understanding of both the discipline and reward system which sits under the Positive Behaviour for Learning umbrella. Students strongly agreed they like the structure of the reward system and having input into choosing whole school rewards.

Future Directions

Some suggestions for improvement were to improve the school garden, have healthier canteen options, have Brain Gym in the morning, e-mail and online feedback facilities and provide more enrichment opportunities for students.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school has engaged the community and have developed the following strategic directions for the 2015-2017 School Plan, they are:

- Learning and Engagement for the 21st Century
- Leadership
- Learning Community

Student leadership will become a priority in 2015.
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.

Anna Middleton Principal
Tracey Bradford Classroom teacher
Kerri Dillon Teacher/Librarian
Mandy Crocker Instructional Leader
Peter Rogers Assistant Principal
Joan Moss ESL teacher
Debbie Worgan ESL teacher
Leonie Lees P&C representative
Rachael Mandile Student Welfare Worker
Alison Graham Speech Pathologist
Nadine Milgate Occupational Therapist

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