2008 Annual School Report
Mount George Public School

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

Students

Mount George Public School is a beautiful, small, rural school nestled in the foothills of Mount George. The school currently has an enrolment of 27 children split between two classes. The children enjoy a personalised approach to learning and have access to a vast array of technologies which enhance their learning. Our students prosper in a safe, attractive, inclusive and nurturing environment that fosters a love of learning and encourages children to be active participants in their education.

Catering for individual learning styles we endeavour to offer our students a rich diversity of experiences through art, dance, gymnastics and a variety of cultural events.

Participation in events such as the small schools swimming and athletics carnivals means students at Mt George Public School compete and mix with a wide variety of children from different backgrounds.

Staff

The staff at Mt George Public School are dedicated and enthusiastic teachers who strive to provide interesting and challenging experiences which allow students to achieve their very best.

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

Significant programs and initiatives

STUDENT SUPPORT PROGRAMS

- Children in the senior class are matched with children in the junior class and a planned individualised reading program is run. This benefits all children by the younger students having an older person to read to at least three times a week and the older students are able to consolidate their own understanding of reading through instructing others. Fluency is also enhanced for the older student as they are required to read to the younger student.

- Writing Buddies is a similar program to the Reading Buddies. Children in the senior class are instructed how to construct different types of text and they in turn scribe and help the younger students. Work is published using a variety of means.

WHOLE SCHOOL PROGRAMS

- A planned fitness program runs 3 days per week with children being shown a variety of skills and games. This meant that co-ordination and team work skills were enhanced as well as gross motor skills.

- Maths Mates is a very popular program run at Mt George Public School. It involves a programmed and very hands on approach to learning different mathematical skills. Games, counters, blocks etc are employed by the children to explore different concepts and groups are kept relatively small to ensure as much individual attention is given to the children as possible.

- A regular fitness program is organised for the children to take advantage of our beautiful surroundings as well as engaging them first thing in the morning and getting ready to learn.

Student achievement in 2008

It is not possible to publish results from the NAPLAN tests due to the fact the cohort size is so small. These overall results have been examined by the teachers at the school and using trend data as well as current results, we have been able to
identify areas of need for the students at Mount George Public School and have put in place, programs to cater for these areas of need.

It should be noted that a child’s absence on any of the test days can have significant effects of the percentages and levels achieved by the school as a whole. In some cases one child can represent 50% of a cohort.

Messages

Principal’s message

Mount George School aims to develop each child to his or her full potential in a caring and challenging environment.

The development of the students’ literacy and numeracy skills form the basis of our school’s curriculum focus. Student welfare programs emphasise appropriate skills, attitudes and values to meet the developing needs of students.

Community participation and involvement are important components of the school’s programs, especially in relation to the Priority Schools Funding Program (PSFP).

Peter Johnson

P&C and/or School Council message

At the beginning of the year it was decided to replace the gas stove in the canteen / staffroom with an electric one. It took a couple of months to get this done but it has been a huge success for both the canteen use and class cooking lessons. School badges were introduced for purchase by the pupils and have proved popular and are giving the children a sense of being a cohesive school unit.

Now even staff members are coming to school “in uniform” – shirts and jackets with the school name embroidered on them. The pupils seem to love this idea.

The Cedar class excursion to Canberra late in the year was a huge success. The pupils enjoyed the trip to and from the capital, saw many interesting places and learned a great deal about how our country is run at the federal level.

Many thanks must go to the P&C members who gave their time so willingly throughout the year in fundraising events. However we must give even more heartfelt thanks to members of the wider community who bought raffle tickets and came along to help all aspects of catering for the Rotary dinner. Without the community’s help we could not have done all we did to assist the pupils’ activities throughout the year.

Special thanks must go to the businesses and community members who helped us by donating wonderful prizes for our two main raffles. Their generosity is much appreciated by the school staff, pupils and the P&C members.

Thanks to government grants extensions were made on the covered assembly / lunch area and covered walkways were built between all the school buildings.

There was a sad note to the end of the year when our principal, Dale Rose, informed us that he had decided to retire. Staff, pupils and parents alike were sorry to see him go but everyone wished him well for the future and we hope he enjoys his retirement. We thank him for being part of our school and our lives while he was with us.

Mrs Pam Nipperess
P&C Secretary

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

In 2008 the student population decreased. It is anticipated that this trend will continue in 2009.

The graph above shows enrolment data from 2004 to 2008. There were more boys enrolled at Mt George Public School than girls. This trend is set to continue in 2009.

Student attendance profile

Attendance rates for the school have remained relatively steady showing a slight increase from the 2005 levels. Our attendance level, however, is still below that of the state and region and will be monitored and improved on in the coming years.
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>LOWER DIV</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>LOWER DIV</td>
<td>1</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>LOWER DIV</td>
<td>K</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>UPPER DIV</td>
<td>5</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>UPPER DIV</td>
<td>4</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>UPPER DIV</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>UPPER DIV</td>
<td>3</td>
<td>8</td>
<td>18</td>
</tr>
</tbody>
</table>

The table above shows the lower division class having 13 students and the upper division having 16 students. This represents an excellent student to teacher ratio further enabling the students at Mt George Public School to achieve their very best at school.

Structure of classes

Classes are formed purely on an infants / primary split with children in Kindergarten to Year 2 being in the lower division class “Wattle” and the children from Years 3 to 6 being in the upper division class “Cedar”. This structure is to be maintained for the foreseeable future.

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

The school has 2.636 positions allocated to it in 2008. This was similar to that of the previous years. The school was allocated a 0.1 position for being a PSP school. The school has teachers with a variety of skills and these skills are utilised to deliver programs across the school ensuring all children are catered for.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.236</td>
</tr>
<tr>
<td>PSP</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>2.636</td>
</tr>
</tbody>
</table>

Staff retention

2008 saw the school change principals. Mr Ian Herd, who had been at the school for approximately 10 years retired at the end of 2007 and Mr Dale Rose started at the beginning of 2008. During 2008 Mrs Kay Crossman was asked to relieve as principal of Elands Public School seeing Ms Toni Johnson extend her 2 day per week position to full-time. At the end of 2008 Mr Dale Rose retired from teaching.

Teacher qualifications

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

All staff regularly attend professional development throughout the year to ensure they are up to date with the latest education theory and practice.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>51 852.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>43 251.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>29 400.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6 161.08</td>
</tr>
<tr>
<td>Interest</td>
<td>3 563.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 133.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>137 362.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

The above total includes money collected by Mount George Public School on behalf of Bobin and Elands Public Schools for the excursion to Canberra. Mt George acted as the host school and was responsible for paying the final accounts for the excursion.

A full copy of the school's 2008 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 2008

Mount George Public School provides a vast array of opportunities for it’s students.

Achievements

Arts

The children enjoyed a rich variety of cultural and creative activities throughout 2008. Dance programs run as an in-school program meant that the children’s co-ordination and gross motor skills were practiced and enhanced. A variety of cultural events were enjoyed by children from our school as well as children from other small schools in the area.

Sport

Children from our school participate in a variety of sporting events including the small schools swimming carnival, the small schools athletics carnival, zone cross country as well as a variety of zone swimming and athletics carnivals. The children also participate in gymnastic lessons as well as dance lessons as a part of the in-school programs offered.

Other

The children from our school joined children from Bobin and Elands Public Schools in an excursion to Canberra in 2008. This was a major event for the year and was enjoyed by all who participated. The children enjoyed the sights and attractions that Canberra has to offer as well as enjoying the friendships and fun associated with going away on an overnight excursion. A special thank-you must go to the P&C for their efforts in raising funds to go towards the cost of the excursion. Because of this it meant that more children were able to participate in this worthy event.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**NAPLAN**

As there is a very small cohort in years 3 & 5 at our school it is not possible to report percentages in bands. The average results for Mount George Public School indicate that, while there are significant achievements in different areas, overall there are areas which need some close attention and will be addressed within the classroom. School based assessment and NAPLAN results indicate a need for improvements in the area of spelling, punctuation and writing.

**Progress in literacy**

Data from the table above shows significant levels of growth for students between Year 3 and Year 5 with the school achieving growth rates equal to the like school group and exceeding that of the state average. Children at our school benefit from a strong connection between the junior classes and the senior classes which means that areas of need are quickly identified and programs put in place to meet these needs.

**Progress in numeracy**

Once again this graph shows a strong amount of growth for students between Year 3 and Year 5 in the area of numeracy. It is a strong priority for the school to ensure levels of growth continue to match or exceed average levels of growth for the state.

**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.

**Significant programs and initiatives**

- Reading Buddies is held three times a week
- Writing Buddies is held once a week
- Maths Mates is held once a week
- Fitness is run three times a week
- Sports Skills are taught once a week

**Aboriginal education**

Students from Mount George attended a NAIDOC celebration day where the participated in a wide variety of activities. The children created a banner to help celebrate the day, designed some Aboriginal art works, listened to Aboriginal music by local artists, listened to dreamtime stories as well as jewellery making. An Aboriginal
perspective is also included in all aspects of the classroom environment consistent with the DET guidelines.

A Welcome to Country is delivered, in some instances by an Aboriginal person, at the beginning of all major assemblies and functions.

Multicultural education

2008 saw China host the Olympic games meaning there was a large focus on China and Chinese culture. A unit was studied on China and included aspects of art, language, customs, writing, food, geography and climate. Wattle class also attended an excursion to a Chinese restaurant where they tried a variety of foods. This excursion was the highlight of the unit.

Students also were able to attend an excursion where they listened to a story teller, giving them some insight into how to read with fluency and enthusiasm which makes stories more exciting and interesting.

Ron Hindmarsch who is a local artist worked with the children to produce artworks. Ron was able to present the children with the skills necessary to draw and paint pieces of artwork that conveyed a message or theme. He was able to show the children, using his own unique skills, the techniques employed by artists to produce artwork which is pleasing to the eye.

Respect and responsibility

The staff saw the introduction of the “Aussie Five Fair Rules” as an important part of providing consistency to the school. These rules are applied across the school and are worded in such a way that children from Kindy through to Year 6 can easily understand and apply them. With a consistent approach to discipline and a well defined and logical consequence system in place children are well placed to make positive decisions about their own behaviour.

School leaders are now also taking on more of a lead role in the school. Assemblies are now run by the school leaders as well as fund raising activities for the end of year celebrations. Through this initiative the school leaders can have more of a say in how different aspects of the school is run.

Other programs

Mount George Public School was involved in a research study into the “Move to Learn” program. This saw the school implement the Learn to Move Program benefitting a wide variety of students. Teachers also benefitted from the training associated with the program and the positive effect it has on children’s learning. Move to Learn has become an integrated part of the programs run at this school.

The school also took part in a Science Day during Science Week. This saw the children complete a variety of science related activities from paper plane flying to solar car design. The day gave the children an opportunity to have a hands on look at the world of science.

Progress on 2008 targets

Target 1

Improve student spelling and reading scores on normative tests by twelve months over a twelve month period

- Data collected by the school shows that children improved on average by 12 months on normative tests
- Children are, in some instances, withdrawn by the STL teacher to work one on one.
- Move to Learn strategies are also employed to assist the children in their learning

Target 2

Increase the number of students in Year 5 PWA bands 3 & 4 by 10%

- Explicit teaching of sentence structure, punctuation, and paragraph formation were included in programs for both classes
- The use of scaffolds for writing to allow children to cover all aspects of the text type
- Different experiences provided for the children to increase their background knowledge and enhance their writing ability

Target 3

Increase the number of Stage 3 students in numeracy bands 3 and 4 by 20% for the number strand.

- “Maths Mates” continue to be utilised to allow children a hands on approach to learning different number strategies
- Focus on the number strand in class programs

Our achievements include:
Children have improved in their spelling and reading scores by twelve months or more. Number continues to be a focus of programs run.

Analysing NAPLAN and class assessment data to identify focus outcomes and indicators for inclusion in class teaching/learning programs.

Providing students with STL assistance as required.

**Professional learning**

Teacher engaged in a variety of professional learning activities. These include:

- “Good for Kids, Good for Life”
- Emergency Care
- NAPLAN Analysis
- Brain Gym
- Move to Learn
- WiEL

These activities ensure that the staff at Mount George Public School are kept up to date with educational theory and practice.

**School development 2009 – 2011**

The school will continue to develop strategies to use in the area of teaching spelling and numeracy. We will combine with the Wingham Community of Schools to develop a co-ordinated approach of delivering spelling and writing assessments and collect relevant data which can drive the teaching and learning cycle. A strong discipline and reward system will be put in place and all key stakeholders will have input as to the design. Supportive student welfare practices will be employed to help encourage children’s levels of engagement and self regulation.

**Targets for 2009**

**Target 1**

*Improve student’s spelling scores on NAPLAN tests. The growth experienced by children in Year 5 will match or exceed that of the state average*

Strategies to achieve this target include:

- withdrawal of students to work one on one with STL
- implementing the North Coast Spelling Strategies

- development of common spelling assessment tasks through the Wingham Community of Schools
- development of a database to track children’s progress

Our success will be measured by:

- scores will increase from 2008 levels on the NAPLAN results
- growth experienced by children in Year 5 will match or exceed that of the state average
- tracking children’s development in spelling through the use of a school developed database

**Target 2**

*Increase the amount of school work completed by children using computers.*

Strategies to achieve this target include:

- Access to computers and laptops for all children to complete a variety of tasks
- Use of “One Note” by students and teachers in lieu of exercise books
- Use of “WebSchool” to hand in weekly assignments

Our success will be measured by:

- children consistently completing set tasks on computer
- establishment of school website for communication between home and school
- employing “Moodle” as the platform for children to access and submit school work through the internet

**Target 3**

*Improve student’s number scores on NAPLAN tests. The growth experienced by children in Year 5 will match or exceed that of the state average*

Strategies to achieve this target include:

- continuation of “Maths Mates”
- emphasis on the number strand in class lessons
• incorporating the elements of quality teaching when teaching the number strand

• providing staff with opportunities to plan collaboratively

Our success will be measured by:

• scores will increase from 2008 levels on the NAPLAN results

• growth experienced by children in Year 5 will match or exceed that of the state average

• tracking children’s development in spelling through the use of a school developed database

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.

Peter Johnson - Principal
Toni Johnson – Classroom Teacher
Fay Nowlan – Classroom Teacher

School contact information

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School Code: 2637

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: