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 30 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.

The children of Mount George Public School enjoy their participation in a wide variety of activities including the small schools swimming and athletics carnival. Through our involvement in these activities the children have a sense of achievement and success against the wider community which is sometimes lacking in a small school environment.

Children here were also involved in a number of cultural activities including dancing, gymnastics and cultural days. These activities provide unique experiences for children and are often the things looked back to with fondness.

Staff
Mount George Public School is staffed by a dedicated and skilled group of people who are keenly interested in seeing the children of the school achieve their full potential. Two full-time classroom teachers are supported by two part-time teachers who work two days a week and three days a week. The office staff provide excellent assistance to the school as well as the general assistant who works two days per week.

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

Significant programs and initiatives
STUDENT SUPPORT PROGRAMS

- **Reading Buddies** is an excellent program run at Mt George Public School which sees older children matched with younger children to help them with their reading skills. The program is set up in a way to ensure each child benefits from dedicated time for reading most days.

- **Maths Mates** is a program which delivers to children, the opportunity to entrench mathematical concepts already learned in a tactile way by making use of all kinds of different materials. The children enjoy a one hour time slot each week which is purely dedicated to learning mathematical concepts using materials and games.

- A **whole school sport / skills** program is run for the children where they are taught different skills for games including basketball, rugby league and soccer. This had led to an increase in the amount of teamwork and cooperation between students.

Student achievement in 2009

There were three students from Mount George Public School who sat for the NAPLAN test in May of 2009. 1 child from Yr 3 and 2 children from Yr 5. The results these children achieved in some instances confirmed what was already known by the rigorous in-school testing done at the school. Percentages and numbers within skills bands cannot be used for the purposes of this report as they fall below the threshold for reporting, which is 10 students. Needless to say that the individual results of students have been reported to relevant parents.

It should be noted that a child’s absence on any of the test days can have a significant effect on the percentages and results achieved by the school. It is therefore not statistically relevant for our school to report on specific results.
Messages

Principal's message

Mount George Public School has had a busy and productive 2009. The school has seen significant funds invested through the national school pride partnership with the federal government and will see this spending continue into 2010 with the “Building the Education Revolution” funding project.

Our school grounds continue to be a source of great pride with gardens, lawns and landscaping being the main feature commented on by people as they visit the school.

The focus of the school's curriculum is the progress of children's literacy and numeracy skills. The teaching and learning programs provided by the teachers are aimed at developing these vital skills in order to see students at this school achieving their best.

Student welfare programs emphasise a student’s love of learning and respect for their school, their environment and most importantly themselves. School uniforms and attendance are high on the list of priorities for the school.

The Priority Schools Program (PSP) provide additional funding to Mount George Public School to enable the school to promote equity and enhance the student's participation in cultural and sporting activities.

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.

Peter Johnson

P&C and/or School Council message

The Canteen run by volunteer community and P&C members decided to introduce a trial winter menu in '09 which so far proved very popular. We did need to survey the pupils for any allergies as the banana muffins are topped with crushed nuts. Discussions on changing the manufacturer of school sports shirts ended with investigations into 2 new suppliers. Further discussion was planned for next meeting (July).

After the council inspection of canteen facilities we were advised to purchase a thermometer for food testing purposes. This was the only criticism of our canteen which had never had a council inspection before, so we were very happy with this outcome.

It was disappointing that P&C attendance had fallen off and that insufficient replies came back to make a decision on the sports shirt issue when it was brought up again at a meeting.

July saw planning begin for the annual Rotary Club dinner which P&C cater for. It was decided to include a vegetarian dish to cater for those who do not eat meat. This is our main fund raiser each year.

Our mid-year financial report showed we had a small loss of $129.99 but as we had purchased equipment for the lower division school room at a cost of $358 this was not entirely unexpected. A printer was also purchased for the school as the two printers previously purchased had reached their end of life. The cost of the printer was approximately $1300. School numbers had declined to 26 pupils in all so there was also less profit at this stage from the canteen. The P&C catered BBQ was held when Bobin and Elands schools visited our school for the performance of It’s a Mad, Mad World. This went well and was a financial success. In September the school gained 2 more pupils giving us a total of 28 in all.

A Fathers Day stall was run again this year (‘09) and gave a profit of $62.67 to P&C funds. Instead of a picnic day and bus trip in December to wind up the year it was decided to hold a disco and fun night in the local hall. This was accompanied by a Pizza Party which everyone enjoyed very much. Lighting and music were donated free of charge by Mark Hayward. Many thanks to him for this kind gesture.

Over the Christmas break the teachers attended a course where the “Move to Learn” concept was introduced. The children have accepted this learning strategy well and the P&C will support it in any way possible. Our school is also trialling the new Australian Curriculum which promises an overall standard throughout the whole of the country which we agree would be very beneficial to pupils transferring interstate.

As the school uses the local hall on a regular basis and the committee of that organisation is finding it hard to raise funds to keep the hall open, the P&C voted to donate $200 per annum towards hall upkeep. If the hall was to be forced to close we would have no venue for dance lessons, sporting activities in wet weather, presentation day, school discos, etc., so members decided to help the committee in this way.

Canteen orders on Mondays have dropped off and it was decided that should this trend continue
there will canteen one day per week only. That would be on Fridays. This will be decided in June. Our A.G.M. this year will be held in May as there will be no meeting in April. We began 2010 with a bank balance of $4964.50.

Mrs Di Brooks Youdan – P&C President
Mrs Pam Nipperess – P&C Secretary
Mrs Erica Smith – P&C Treasurer

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

Enrolments at Mount George Public School have remained relatively steady throughout 2009. With a large group of Yr 6 students leaving at the end of 2008 overall enrolments fell slightly, however it is believed that these should rebound in 2010.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>10</td>
<td>18</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>15</td>
<td>16</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates are difficult to compare with that of the region and state averages as one child represents a relatively larger proportion of overall statistics than if they were present in a larger school. Also the student population is made up of a significantly smaller number of families than children and therefore when illnesses hit throughout the year they normally impact on more than just one child within each family.

Management of non-attendance

Children who have attendance related issues are tracked through the use of OASIS rolls. Any child with significant absences is referred to the principal quickly and parents are contacted as soon as is possible. A suitable program to encourage better attendance is initiated to see improvement.

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>CEDAR</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>CEDAR</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>CEDAR</td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>CEDAR</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>WATTLE</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>WATTLE</td>
<td>2</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>WATTLE</td>
<td>K</td>
<td>6</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

Students from Mount George Public School were grouped according to grade into two classes. One class (Wattle) had children from K, Yr 1 and Yr 2 while the other class (Cedar) had children from Yr 3, Yr 4, Yr 5 and Yr 6.

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>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
</tr>
</tbody>
</table>

The school currently does not have any members of staff who identify as being of Aboriginal descent.

**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>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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>29 177.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>54 994.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30 339.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 070.94</td>
</tr>
<tr>
<td>Interest</td>
<td>1 542.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 470.64</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>128 595.35</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 10 788.22  |
| Excursions               | 1 510.42   |
| Extracurricular dissections | 6 587.47  |
| Library                  | 1 158.86   |
| Training & development   | 0.00       |
| Tied funds               | 31 320.97  |
| Casual relief teachers   | 3 032.00   |
| Administration & office  | 14 904.60  |
| School-operated canteen  | 0.00       |
| Utilities                | 6 753.85   |
| Maintenance              | 5 292.22   |
| Trust accounts           | 2 632.95   |
| Capital programs         | 0.00       |
| Total expenditure        | 83 981.56  |
| Balance carried forward  | 44 613.79  |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

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

**Achievements**

**Arts**

Children at Mt George enjoyed a rich variety of cultural and artistic activities. Mr Ron Hindmarsh visited the school once a week with an offsider to teach the students the finer points of drawing and painting. The program culminated in the children’s artwork being displayed at the Wingham Town Hall. This provided a great source of pride for all the students involved and gave the school an opportunity to link up with a local artist of immense talent.
The children were also introduced to circus skills including juggling and balance walking by a local gymnast. The program saw children developing hand to eye co-ordination skills as well as teamwork and confidence.

Children from a number of schools joined Mount George children to view a performance of “It's A Mad, Mad World”. This activity was followed by a picnic lunch and tabloid activities afternoon.

“Australia” was the name of a performance staged by the children at Wingham Public School. The children from Mount George Public School were lucky enough to be invited to go and see the performance put on at the Manning Entertainment Centre.

The children were also involved in a number of cultural events held both at this school and other schools. The activities provided meant that the children had a wider perspective of different cultures especially the indigenous way of life.

**Sport**

Children from Mount George participated in many different sporting events. These included the small schools swimming and athletics carnivals as well as having a very impressive presence at the zone cross country held at Wingham.

In-school programs including rugby league, soccer and basketball skills were run at different times throughout the year and were valuable learning experiences as well as being thoroughly enjoyed by all involved. Many people from the wider community, including Michael Grass from Tinonee, donated their time for the benefit of the children at this school.

Dancing lessons, held each Friday during Term 4, were very popular and were held to lead up to the school’s presentation day. Children practiced a dance they learnt from the beginning of term and performed it for parents and friends of the school to celebrate academic achievements as well as the end of the school year. The performance was a huge success and was thoroughly enjoyed by the adults who attended the assembly.

**Other**

Jump Rope for Heart was held during 2009 and saw children learning and practicing the healthy skills of skipping. The program ended with a Jump Rope for Heart day which was held as a community event for the children to exhibit their skills with the skipping ropes. This was a very worthwhile program which provided some much needed funds to the National Heart Foundation.

**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)

As set out at the beginning of this Annual School Report, the number of children sitting the national tests is very low and any general reporting of scores and percentages is not possible without revealing the results of individual students.

Having said that, in-school and NAPLAN testing has revealed certain areas of strength across the school as well as areas which need to be addressed. The broad areas which need to be looked at across the school include spelling within writing, punctuation and multiplication and division.

**Minimum standards**

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

Not enough children exist in this cohort for this group to be able to report on

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

Not enough children exist in this cohort for this group to be able to report on

**Significant programs and initiatives**

- Reading Buddies is held three times a week
- Maths Mates is held once a week
- Fitness is run three times a week
- Sports skills are taught once a week
- Children participated in MS Read-a-thon
Aboriginal education

Students from Mount George attended a NAIDOC celebration Day where they participated in a number of activities designed to increase their awareness and respect for indigenous ways of life. Activities included drawing, painting, Aboriginal games, Dreamtime stories and jewellery making. The children helped to design a banner, listened to some dreamtime stories and listened to some Aboriginal music performed by local artists. The day was finished off with a collection of different foods – all with an Aboriginal theme around them.

An Aboriginal perspective is included in all aspects of the curriculum consistent with the DET guidelines.

Two staff members have undergone training to increase the school's level of understanding with cultural issues. Dare to Lead and ACEP training are the programs undertaken.

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

Respect and responsibility

The school continued to implement the “Aussie Five Fair Rules” program. The rules help the children understand exactly what is expected of them and how a successful student operates at our school. The system comes with a number of steps to correct student behaviour should this become necessary.

Our school leaders are also taking on more responsibility for leading assemblies and formal functions at the school. Through this initiative the school leaders can be more involved in how the school runs and if they so choose they are in a position to initiate change should they feel it necessary.

Progress on 2009 targets

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*

Our achievements include:

- Quality Teaching elements incorporated into classroom programs
- Implementation of North Coast Spelling Initiative
- Withdrawal of students by STL to work one-on-one with reading and comprehension skills

Target 2

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

Our achievements include:

- Almost 1 to 1 ratio for computers to children in both classes
- Installation of SmartBoard in Wattle class
- School website established for communication between parents and school
- “WebSchool” used by all Cedar children to hand in work electronically
- Children consistently complete a wide variety of their schoolwork using some form of ICT
- Extensive use of “One Note” by children to complete their work

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*

Our achievements include:

- Quality Teaching elements incorporated into classroom programs
- Emphasis of number strand within classroom programs
- Use of “Maths I Can” booklets to track progress as well as giving children a sense of ownership of their learning
- Continuation of “Maths Mates” as a way of engaging children with mathematical concepts using concrete materials
- Children’s progress tracked through a school-based tracking database

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 Teaching and Literacy.
Educational and management practice

Quality Learning Environment

Background
Parents were surveyed about their opinion of the quality learning environment that exists for their children at Mount George Public School. The surveys presented a statement to their parent and asked them to rate whether they strongly agreed, agreed, disagreed or strongly disagreed. An I don't know option was also included.

Findings and conclusions
100% of parents surveyed either agreed or strongly agreed that their child’s classroom was an interesting place to learn
100% of parents surveyed either agreed or strongly agreed that their child has access to good equipment to help him or her learn
93% of parents surveyed either agreed or strongly agreed that their child tries to do things that are new and different
93% of parents surveyed either agreed or strongly agreed that students at Mount George Public School demonstrate pride in their learning

Future directions
The school will continue to use innovation and modern technologies to deliver, monitor and assess children’s learning. Professional development of all staff will see skill levels rise as well as the level of engagement of students within the classroom.

Curriculum

Literacy

Background
Parents were surveyed at the end of 2009 about different aspects of the way reading and writing was taught at Mt George Public School

Findings and conclusions
Parents were generally very happy with the way the school was approaching the way it teaches literacy.

100% of parents surveyed said that they either agree or strongly agree that literacy is taught in an interesting way
73% of parents surveyed strongly agreed that the school saw literacy as very important
93% of parents surveyed either agreed or strongly agreed that their child’s teacher tried different techniques to teach literacy
The parents overwhelmingly expressed that their children like to do writing at school

Future directions
The school will continue to use reading buddies as a program to promote children’s reading.
The school will also seek parent’s opinion about different aspects of teaching and learning in the future.
The school will continue to teach literacy in the interesting way it has done previously.
The school will incorporate active movement (Move to Learn) as an initiative to increase children's level of reading

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.
Children at Mt George indicated through surveys that they were generally happy about coming to school with 94% of students saying that they were a successful student.
100% of students indicated that they were accepted by their peers at school as they are, as well as being able to cope with the work given to them.
All students saw learning as fun either regularly or sometimes and all students said that their teacher either sometimes or regularly helps them with their work.
The general feeling of the survey was that they were happy and felt successful.

Professional learning
Staff at Mt George Public School participated in a variety of professional learning opportunities which included:

ACEP
Interactive White Board conference
NAPLAN Analysis
National Partnerships
Dare to Lead
School development 2009 – 2011

The school will continue to develop strategies to use in the area of teaching literacy and numeracy. We will combine with Wingham Community of Schools to develop a co-ordinated approach to delivering spelling and writing assessments as well as collect data to drive the teaching and learning cycle. A strong discipline system and reward system has been put in place and supportive student welfare practices are employed to help encourage children’s levels of engagement and self regulation.

Targets for 2010

Mount George Public School has received funds from the federal government’s “National Partnerships” program to increase the level of attainment for all students at the school. The targets set have been formulated after extensive research into the needs of the students at this school.

Target 1

All students will show growth between Yr 3 and Yr 5 in NAPLAN tests

Strategies to achieve this target include:
- identify children whose NAPLAN results indicate that they are experiencing difficulties
- withdrawal of children for one – to – one work with the STL teacher
- track student’s achievement levels using standardised commercial testing kits from K-6
- continuation of “Reading Buddies” as a strategy to improve student’s achievement in reading

Our success will be measured by:
- scores for the children in Yr 5 for NAPLAN will show growth from their Yr 3 scores
- in-school testing results will show growth in the area of reading

Target 2

Students predominately make use of computer related technologies to complete their work

Strategies to achieve this target include:
- installation of interactive whiteboards in both classrooms
- professional development opportunities for teachers to increase levels of skill
- expectation of students by teachers to make use of computers to complete set work

Our success will be measured by:
- children produce a significant amount of work using computers
- children’s computer skills grow as they continue to make use of the technology

Target 3

The school has an inclusive environment where all community members, including parents of Aboriginal descent feel welcome and comfortable at the school

Strategies to achieve this target include:
- PLP’s for all children which include interviews with all parents
- strong communication between home and school through the use of reports, interviews and newsletters
- good data to show areas of strength and areas of need for their children

Our success will be measured by:
- PLP’s created for all children and monitored consistently by staff
- strong involvement of parents at interviews
- feedback from parents about reports and system in place for communicating with them

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.

Mr Peter Johnson - Principal
Ms Toni Johnson – Classroom teacher
Mrs Fay Nowlan – Support Teacher ~ Learning
Mrs Emma Atkins – Classroom teacher
School contact information
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NSW 2424

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Fax: 02 6550 6417
Email: mtgeorge-p.schools@det.nsw.edu.
Web: http://www.mtgeorge-p.schools.nsw.edu.au
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: