2010 Annual School Report
Mount George Public School
A 21st century 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 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 carnivals. 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 and painting as well as cultural days. These activities always provide a point at which people can look back at their primary education with a great deal of 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 provides 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.

Fit for School is a program designed to engage pre school aged children in the classroom. Each week an afternoon was allocated to fun and engaging activities for the pre school children as well as the children in Kindy, Yr1 and Yr2.

Move to Learn is a research based program which makes children engage both hemispheres of their brain through movement. This program is designed to increase a child’s academic ability and decrease behaviour related incidents.

Student achievement in 2010

The number of students sitting the National Testing regime in May of 2010 was still very low. The number of children falls below that of the recommended reporting threshold of 10 students.

The NAPLAN tests on an individual level confirmed mainly what was already known for most children. All parents of Yr3 and Yr5 students received an individual report on the performance of their child and these were discussed with them throughout the year.

It should also be noted that with such a small number of children sitting the tests, any child...
who is absent for a day represents a significant percentage of the cohort and therefore can effect averages quite a lot.

Messages

Principal’s message

Mount George has had a productive 2010 with a lot of changes happening to the school grounds and classrooms.

During the year the federal government invested significant funds into the school which saw us upgrade our computer cabling throughout the school, renovate the sports shed, replace the stairs leading to the tennis court with new stairs and an upgraded garden, extend the covered area over the verandah in the Wattle room.

The DET has also installed a connected classroom system into the Cedar classroom which will see students from our school interacting with students from all over the state and having access to a plethora of resources available on the internet. Mount George School now boasts interactive whiteboards in all teaching areas of the school and the children are introduced to the wonderful world of online learning.

The focus of the school programs continues to be the progression of the children’s skills in the area of literacy and numeracy. The classroom programs delivered by teachers at this school are designed to enhance student achievement and encourage the children to be independent learners.

Student welfare policies and procedures are another strong aspect of Mount George School where a student’s respect of themselves, their school and their environment are of utmost importance. A love of learning is instilled in all children to ensure they are prepared for the future.

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

We began the year with a healthy bank balance of $4964.50 from 2009 which was pleasing. There was optimism that we could keep up a comparable fund raising effort throughout the year ahead.

During Term 1 the concept of pre-schoolers and their attending parent spending a session each week with the lower division class was introduced. This fitted in with the Fit For School and move to Learn concepts now in place in the school. This was well accepted by both the children and the parents who remained and worked beside the teachers during these sessions.

NAPLAN style pre-tests were introduced as upper division homework which parents were pleased about.

The P&C donated $200 towards the upkeep of the local School of Arts hall as the school uses this facility for many activities throughout the year and hiring costs were considered paid by this one-off payment.

When the cooler months arrived the winter menu for the canteen was discussed and changed slightly but food still falls within the Healthy Canteen guidelines.

As we no longer have the main fund raiser of the Rotary Dinner this year, other methods of raising funds were discussed. The decision to have a chocolate drive was well received and preparations were put in place for this during May.

Parents asked that some team sport activities be included in the school curriculum and local identities, Vicki and Michael Farrow help in putting this scheme in place and running it with a good deal of success.

After the Annual General Meeting in June the executive elected were as follows: President – Diane Brooks-Youdan, Vice-president – Kathy Collins, Secretary – Pam Nipperess, Treasurer – Diana Farleigh. All other positions remained the same as last year.

After discussion it was decided that time be allowed for parents to pay off the more expensive excursions in future. Eg – The Canberra excursion which was done this way. This would mean there was less necessity for subsidisation of excursions in the future.
In July, due to falling numbers of orders at the canteen it was decided to reduce this service to once per week, on Fridays. The main cause for the drop in numbers was the larger group of children who went on to high school at the beginning of the year. This made it easier on the canteen volunteers.

The election day raffle held by the P&C and the chocolate drive were both highly successful, raising $750 between them. The Mother’s day and Father’s day stalls also made small profits for which we were grateful.

The school participated in the Coles’ Voucher collection. All the children were willing to have their parents, grandparents, etc help where possible. The pupils really felt they were assisting the school with this exercise.

The canteen decided to go along with the “Special Food Days” suggested by the Healthy Food literature and these proved to be a great success with most pupils participating. These days will be continued next year.

It was decided to have a day at Wingahm Swimming Pool as our end of year activity this year and this went off very well. All who attended, enjoyed the day and the improvement from previous years was noticed in the children’s swimming. This could be due to more enthusiastic pupils during swimming lessons or to the slightly smaller numbers of pupils in the school. Whichever it was wonderful to see.

The usual presentation day was held at the end of the year and was once again a great success. The children performed admirably in their acts and the parents were suitably impressed.

The Christmas hamper raffle was held once again and raised a total of $460.

During the year the P&C subsidised school excursions, restocked the supply of school shirts for sale etc. However the biggest expense was the replacement of the freezer in the canteen as the old one simply stopped working. The new chest freezer, which was purchased from Betta Electrics of Wingham, is working well and is a boom to canteen helpers.

The P&C must thank the teachers for their support throughout the year, the parents and pupils for their support also, but special thanks must go to the community members who donate their time to canteen duty, ticket selling duty and assistance in the classrooms.

It is hoped that this year, 2011, is as successful for the P&C in all its activities. Many thanks to the executive for a job well done.

Pam Nipperess

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 have risen this year with only 2 children leaving the school to go to high school. The school is still close to the number where the DET would reclassify it to a P6 school. This would mean the reduction in staff and associated support for the school.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>WATTLE K</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDAR 3</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td></td>
<td></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>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>1.168</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>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.348</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school currently does not have any members of staff who identify themselves 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.

Date of financial summary: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$44,613.79</td>
<td>Balance brought forward</td>
</tr>
<tr>
<td>$59,277.78</td>
<td>Global funds</td>
</tr>
<tr>
<td>$60,286.00</td>
<td>Tied funds</td>
</tr>
<tr>
<td>$3,797.50</td>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>$2,687.50</td>
<td>Interest</td>
</tr>
<tr>
<td>$1,627.90</td>
<td>Trust receipts</td>
</tr>
<tr>
<td>$0.00</td>
<td>Canteen</td>
</tr>
<tr>
<td>$172,290.47</td>
<td>Total income</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,504.12</td>
<td>Key learning areas</td>
</tr>
<tr>
<td>$796.00</td>
<td>Excursions</td>
</tr>
<tr>
<td>$2,451.35</td>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>$2,234.31</td>
<td>Library</td>
</tr>
<tr>
<td>$3,130.10</td>
<td>Training &amp; development</td>
</tr>
<tr>
<td>$44,231.43</td>
<td>Tied funds</td>
</tr>
<tr>
<td>$2,651.07</td>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>$14,809.22</td>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>$0.00</td>
<td>School-operated canteen</td>
</tr>
<tr>
<td>$8,927.80</td>
<td>Utilities</td>
</tr>
<tr>
<td>$7,489.20</td>
<td>Maintenance</td>
</tr>
<tr>
<td>$1,403.60</td>
<td>Trust accounts</td>
</tr>
<tr>
<td>$5,452.77</td>
<td>Capital programs</td>
</tr>
<tr>
<td>$106,080.97</td>
<td>Total expenditure</td>
</tr>
<tr>
<td>$66,209.50</td>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

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

Achievements

Arts

Children at Mount George Public School participated in a number of activities designed to enhance creativity. They submitted art works to the magazine “JetSetter” as well as the Wingham Art Show. Children also attended a performance of “Australia” at the Manning Entertainment Centre. This performance was presented by the children at Wingham Public School and served as a real inspiration for children at Mount George. The children also performed at the end of year
presentation day where they put on dances and plays for the entertainment of their parents and the wider community. Positive feedback was received from many parents about this.

**Sport**

The children at Mount George participate in all the major small school carnivals including swimming and athletics as well as the zone cross country carnival. Some students who achieved a high standard in swimming and athletics were invited to participate at the zone level.

**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 2010

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 2010

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

**Significant programs and initiatives**

- Accelerated Literacy
- Math’s Mates is held once a week
- Reading Buddies is held once a week
- Best Start
- Fit for School
- Move to Learn
- Children participated in MS Read-a-thon
- Team sport program
- PLP for all children

**Aboriginal education**

Children at Mount George Public School are presented with a balanced and integrated approach to Aboriginal education. All teaching programs have an Aboriginal perspective embedded within to ensure there is an understanding of Aboriginal values and their place in Australian history.

An Acknowledgement of Country is included in all significant assemblies to show respect to the Aboriginal elders, past, present and future as it is with these people that the stories and culture which is important to Aboriginal people is held.

NAIDOC week saw a celebration day held at Mount George Public School where students engaged and enjoyed activities in all Key Learning Areas related to Aboriginal Education.
Respect and responsibility

Mount George continued implementing the “Aussie 5 Fair Rules” over 2010. There was a review of the positive reward system at the school where an emphasis was put on promoting the positive side of behavior through rewards and prizes. Through consultation with the P&C a passport system was designed and will be implemented in 2011.

School leaders continue to take on a more active role in the school. They are responsible for the running of the fortnightly assemblies as well as the special ceremonies we have including ANZAC day service and end of year presentation.

National partnership programs

2010 saw funds given to Mount George Public School under the federal government’s National Partnership Program. These funds were used to train teachers in the Accelerated Literacy pedagogy, Fit for School preschool program, Move to Learn resources, Comprehension resources, PLP’s, testing resources (CARS & CAMS), NAPLAN testing resources.

These funds are set to be given to the school for a four year period, 2010 – 2013.

Connected learning

Mid 2010 saw the installation of the connected classroom in the Cedar room. This presents some amazing new opportunities for all the children in the school to connect with different experts, schools and resources.

We have had an initial hook-up with a school in the Blue Mountains where the teacher there explained where her school was located using Google maps. We were also connected using a Brigit conference which meant we were able to see the screen from her computer as if she was in front of the class.

Brigit is being utilized by the students to do some collaborative work. Resources, ideas and programs are being shared to widen the experiences for the children of mount George Public School.

Progress on 2010 targets

Target 1

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

Our achievements include:

- Average growth for students in Yr5 in reading was 95.9 which is 12.1 above the state average
- Average growth for students in Yr 5 in writing was 92.7 which was 26.1 above state average
- Average growth for students in Yr 5 in spelling was 113.6 which was 30.9 above state average
- Average growth for Yr 5 students in mathematics was 86.2 which was 2.9 below state average

Target 2

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

- Interactive whiteboards have been installed in both classrooms
- Cedar classroom has the connected classroom in it
- Staff is continually developed through the use of technology within the classroom. Teachers are now very proficient at using the whiteboards
- Children are aware of the expectations of them completing their work using the computers

Target 3

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

- All students have a personalized learning plan which was planned together with parents, teachers and child
- Newsletters, reports, school website and email communication are regular features of the school with parents being well informed about the activities at the school
- PLP’s are driven using data gathered from a variety of sources and presented in a way that is easy to understand for parents and children

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 2010 our school carried out evaluations of Learning and Culture.

Learning

Background

Parents were surveyed about learning at Mount George Public School. They were presented with a statement and were asked to choose whether the statement was Almost Always, Usually, Sometimes or Rarely true.

Findings and conclusions

- The vast majority of surveyed parents felt that their child had access to good equipment that helped them to learn.
- 64% of parents said that almost always or usually their child’s classroom is an interesting place to learn.
- Generally parents are happy with the fact that the school expects their child to achieve to the best of their ability and that children demonstrate pride in their learning.
- Less than half expressed that almost always or usually that their child looks at samples of their work over time to see how they have improved.
- Generally the parents almost always or usually agree that the teachers are continually upgrading their skills.

Future directions

Mount George Public School will continue to deliver on its key aim which is the delivery of quality education to the children of the local area. The classroom teachers are constantly upgrading their skills as new technologies become available and the school is beginning to work more closely with other local schools and even some schools further afield.

We will work on a way of developing a system that allows students to store and retrieve their work samples so they can easily and quickly examine them to see how much progress has been made over time.

A quality feedback system is vital for each child to know how they are going at school and what areas there may be for future development.

Culture

Background

Parents were surveyed about the culture of Mount George Public School. They were presented with a statement and were asked to choose whether the statement was Almost Always, Usually, Sometimes or Rarely true.

Findings and conclusions

- A very large majority said that the school encourages everyone to learn.
- The survey indicated that Mount George Public School was indeed a positive school and a place where the individual learning needs of children are mostly met.
- The parent surveyed expressed that they took pride in the school at which their children attended and the students are the main concern of the school.
- Less than half of the parents believe that the school praises and rewards individuals who are successful.

Future directions

Mount George Public School can boast a very caring and positive culture. Generally the parents of the school are happy with the culture of the school but may need to be better informed of the positive ways in which children are rewarded at the school.

The school will need to communicate it’s ideas better and will need to engage with a wider scope of parents to actively encourage them to view themselves as a part of the success of the school.

A positive self image for the school will have a flow on effect to the students where they can be proud and happy of the school they attend.

Professional learning

The staff at Mount George Public School participated in a variety of professional learning opportunities. These include:

- Accelerated Literacy
- Interactive Whiteboard
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 2011

The targets for 2011 follow on from the extensive situational analysis from 2009. These targets reflect the ongoing pursuit of excellence for the children of Mount George. The targets reflect a balanced use of the National Partnerships guidelines as well as working within the financial and personnel restraints in place.

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
- each child is tested using CARS and CAMS at least twice a year

Target 2

Reading scores on normative tests will consistently increase by 12 months over a 12 month period

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:

- in-school testing results will show growth in the area of reading
- each child is tested using CARS and CAMS at least twice a year

Target 3

Progress of children will be electronically tracked and used to enhance the teaching and learning cycle

Strategies to achieve this target include:

- all students to have accurate and up to date records within the CATS tracking database
- work samples to be scanned (in the case of written work) or recorded (in the case of oral work)
- the database will form the basis of planning with parents during discussions of the PLP’s
- children will have access to their own data where they can see themselves progressing

Our success will be measured by:

- all records continually up to date
• discussions with parent make use of the data available within the 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
Emma Atkins – Classroom teacher
Fay Nowlan – Classroom teacher
Kate Meehan – Classroom teacher
Toni Johnson – 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: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)