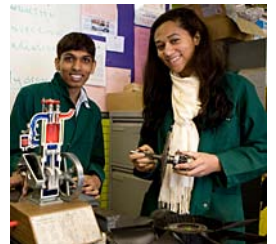
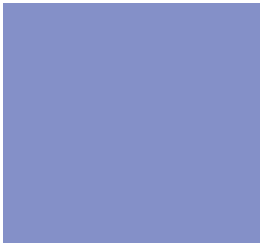


# 2009 Annual School Report Mudgee Public School

NSW Public Schools – Leading the way



## **Our school at a glance**

### **Students**

During 2009 Mudgee Public School had an enrolment of 444. The students had numerous opportunities to participate in high quality programs including band, dance, choirs, Tournament of the Mind, debating and various individual and team sporting activities. In all the activities and programs in which our students participated they performed to their best and made their school proud.

### **Staff**

At Mudgee Public School we have caring and committed staff who ensure that the best possible educational programs and opportunities are made available for our students. The staff enjoy working at our school and have formed a cohesive, hardworking team.

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

### **Student achievement in 2009**

#### **Literacy – NAPLAN Year 3**

In 2009, 72 students sat for the Year 3 National Assessment Program for Literacy and Numeracy (NAPLAN). Overall 60% of our students achieved Band 4 or higher in Reading; 64% achieved Band 4 or higher in writing; 61% achieved Band 4 or higher in spelling; and 71% achieved Band 4 or higher in grammar and punctuation.

#### **Numeracy – NAPLAN Year 3**

In 2009, 72 students sat for the National Assessment Program for Literacy and Numeracy (NAPLAN). 77% of our students were placed in Band 3 or higher.

#### **Literacy – NAPLAN Year 5**

In 2009, 69 students sat for the National Assessment Program for Literacy and Numeracy (NAPLAN). 48% of our students achieved Band 6 or higher in reading; 40% achieved Band 6 or higher in writing; 39% achieved Band 6 or higher in spelling; and 51% achieved Band 6 or higher in grammar and punctuation.

#### **Numeracy – NAPLAN Year 5**

In 2009, 69 students sat for the National Assessment Program for Literacy and Numeracy (NAPLAN). 47% of our students were placed in Band 6 or higher with 6% achieving the highest - Band 8.

## **Messages**

### **Principal's message**

What a pleasure it is to report on the 2009 school year at Mudgee Public School.

Once again our students performed with great distinction across the curriculum and across the grades. Our reading benchmarking results in the early years of school show that our children are performing at or above the levels expected of students across Western Region. Our sporting achievements in 2009 saw the school awarded the "Best Overall Performance by a School – 2009", while our Junior Boys' Relay team, who finished 7<sup>th</sup> in Final at the State Athletics Championships, were awarded the "U/13 Team of the Year – 2009", both awards coming from the Mudgee Sports Council. Success for Mudgee Public also came in the areas of Performing Arts and Public Speaking. Our frequent participation in local events such as the ANZAC Day March encourages the children to develop their pride and commitment to our community.

Each of these achievements and more is reported on extensively in this report.

In addition to these achievements I also want to acknowledge the outstanding job that is done by the staff at Mudgee Public and the wonderful role played by our parents in the life of our school. The partnership we have between the school and the home is a vital ingredient in the provision of the wonderful education Mudgee Public provides for all students.

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.

**Mark Young**

### **P&C and/or School Council message**

The P&C Committee have built a very good relationship with the staff and students of Mudgee Public School. Our objective is to support the school in providing the best academic and social education possible for our children. We do this by providing a channel for all parents and families to interact with the school as well as providing financial support through fundraising activities.

Over the past 12 months the P&C have assisted in the installing of Interactive Whiteboards in all classrooms, raising in excess of \$30,000 to upgrade the Special Education Playground, assisted in the change of school uniform and school colours, and promotion of a "Men at

School" concept – encouraging fathers to become more involved in their children's education. We are a proactive group of volunteers who enjoy seeing our school and students succeed in their endeavors. We are very appreciative of the support we receive from the staff, parents and wider school community, for without such support, our achievements would not have been possible.

**Adam Sutherland**

## School context

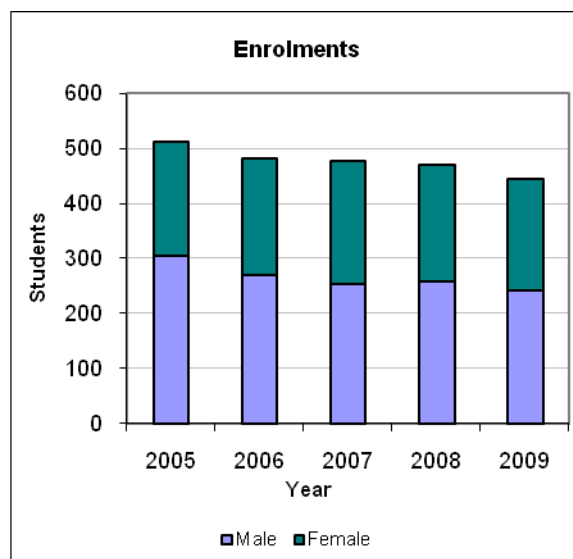
### Student information

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

### Student enrolment profile

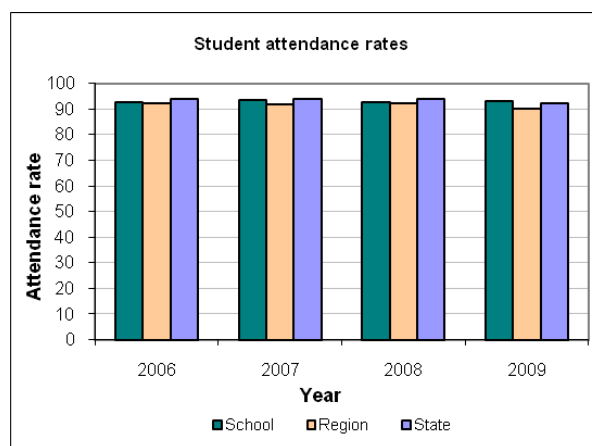
During 2009 our enrolment numbers showed a decline from 2008. There does seem to be a significant link between the changing town demographics and our falling enrolment numbers.

	2005	2006	2007	2008	2009
<b>Male</b>	304	270	254	258	241
<b>Female</b>	207	212	222	212	203



### Student attendance profile

The attendance rate of students at Mudgee Public School for 2009 was above that of the Western Region average and slightly above that of the state. The lowest rate of absenteeism was for students in Kindergarten and the highest rate was for students in Year 6.



### Management of non-attendance

Regular and consistent school attendance is essential to student achievement and social development.

Class rolls are legal documents and are monitored daily by class teachers and recorded on the school's OASIS system. All absences require an explanation by the parent/carer in written form upon return to school. Where a pattern of non-attendance is identified, the teacher will contact the parent/carer to discuss concerns. If non-attendance issues continue, the class teacher will notify their team leader who will approve the issue of a letter which may be followed up with an interview. If attendance issues continue, the Home-School Liaison Officer (HSLO) is contacted to intervene. This will require an interview to outline legal responsibilities and possible solutions to problems. An individual attendance program would then be developed in consultation with parent and HSLO to support regular attendance. This program and every stage before this is monitored through a weekly OASIS report to an Executive.

### 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.

Roll Class	Year	Total per Year	Total in Class
1L	1	22	22
1W	1	22	22
2N	2	22	22
2S	2	19	19
3A	3	33	33
3R	3	33	33

4/5C	4	18	31
4/5C	5	13	31
4B	4	28	28
4D	4	31	31
5/6OH	5	16	32
5/6OH	6	16	32
5/6R	5	8	26
5/6R	6	18	26
5Y	5	30	30
6E	6	31	31
K/1S	1	10	22
K/1S	K	12	22
KM	K	21	21
KW	K	21	21

### Structure of classes

During 2009 the classes at Mudgee Public School were structured in such a way as to maximise student learning and ensure each student was able to reach their full potential.

Most of the classes at Mudgee Public School are of mixed ability with the exception of a streamed class and a boys' class - both in Stage 3. The streamed class was a composite class of students from years 5 and 6 and was formed to cater for those students who display exceptional academic ability in Literacy and Numeracy. Over the years this class has developed in to an outstanding example of a well organised and effective Gifted and Talented Program. The boys' class was set up to focus the curriculum and class activities more specifically to cater for the needs of boys in years 5 and 6.

The school also has a Special Education Unit comprising of four classes catering for students with varying disabilities, and a Multi-Categorical Teacher.

### Staff information

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

The staff at Mudgee Public School are caring towards the students and are committed to the values of Public Education. Many of the staff have taken on extra activities to ensure our students have access to the best possible education.

### Staff establishment

Position	Number
Principal	1.0
Primary Teaching Assistant Principals	4.0
Primary Teachers	12.0
Primary Part-Time Teacher	0.7

Primary Teacher RFF	0.714
Primary Teacher Librarian	0.8
Primary Priority School Funding	0.6
Primary Home School Liaison Officer	1.0
Itinerant Teacher of Behaviour	2.0
Itinerant Teacher Learning Assistance	1.0
Teacher Moderate Intellectual Disab	2.0
Teacher Severe Intellectual Disab	1.0
Primary Teacher Autism Outreach	1.0
Primary District School Counsellor	1.0
Primary Teacher Learning Assistance	1.2
Teacher of Reading Recovery	0.5
Primary AP Mild Intellectual Disab	1.0
Primary Student Support	0.336
Total	31.85

On the basis of the information available Mudgee Public School does not have any Indigenous staff at this point in time.

### Teacher qualifications

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

Above and beyond their initial teacher training all of the staff at Mudgee Public School complete a Professional Learning Plan which details participation in various professional courses attended throughout the year.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	25

### 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:	30/11/2009
<b>Income</b>	<b>\$</b>
Balance brought forward	200 151.22
Global funds	262 295.42
Tied funds	602 514.53
School & community sources	108 531.72
Interest	13 564.92
Trust receipts	12 484.31
Canteen	0.00
<i>Total income</i>	<u>1 199 542.12</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	32 469.42
Excursions	49 367.40
Extracurricular dissections	38 243.11
Library	2 948.45
Training & development	6 110.41
Tied funds	372 088.06
Casual relief teachers	85 853.95
Administration & office	66 060.65
School-operated canteen	0.00
Utilities	56 830.86
Maintenance	16 010.26
Trust accounts	9 646.62
Capital programs	41 222.92
<i>Total expenditure</i>	<u>776 852.11</u>
<b>Balance carried forward</b>	<b><u>422 690.01</u></b>

- a well developed band program including a Beginners' Band and Concert Band. Students are invited to participate in instrument tests to guide parents in choosing an appropriate instrument for their children. Once students have begun private tuition they are invited to join our Beginners' Band. As students skills improve they are able to graduate and move to the Concert Band
- a choir program encompassing an Infants, Junior and Senior Choir, in addition to these choirs students were also given the opportunity to sing in our Harmony Choir. Our Junior and Senior choir combined this year due to in-school organisation.

Some Arts activities which were held throughout 2009 include:

- the production of a CD by the Band and Harmony Choir. This was the second CD which has been recorded by our students. We were supported by our local Returned Services Club through use of their venue during our recording session.
- the senior band and harmony choir spent a day working with John Morrison and Jackie Cooper to increase their skills in these areas and put together 3 combined concert pieces which were performed at a fundraising concert at the Soldier's Club.
- selected students had their artwork displayed at the CLC Art Show.
- numerous students and classes produced artwork which was entered into our local show.

A full copy of the school's 2009 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 2009

2009 saw students from Mudgee Public School continue a high standard of achievement and success. The teachers supported and involved students in many school-based and community based activities. These activities included music, sport, science and technology, drama, public speaking and debating.

### Achievements

#### Arts

Throughout 2009 the Arts continued to be a strong focus at Mudgee Public School. The students have had many opportunities to become involved in various quality activities being run by highly motivated and skilled teachers. Programs being offered at Mudgee Public School include:

#### Sport

2009 has seen the students at Mudgee Public School excel in the area of sport. Our students are keen to participate in sport as well as associated training activities before and after school as well as during lunchtimes. We have some very dedicated staff and community members who ensure our students have skills to be competitive in all of the competitions they enter.

Our school this year was awarded "The Most Successful Sporting School in 2009" by the Mudgee Sports Council.

Significant achievements on the sporting field include:

- Regional Athletics Champion School - fifth year in a row, with 22 students from our school representing the Cudgegong Zone.
- 3 of our relay teams won their Regional Final. The Junior Boys Relay team was

awarded "The Champion Junior Team" by the Mudgee Sports Council, following their 7<sup>th</sup> placing in the State Final.

- Students who represented the Western Region in Athletics were: Oliver Johns, Tom Burke, Harry Parsons, Ryan O'Connor, Macy Morley, Ebony Hudson, Breanna Taylor Lucas, Jade Cooksley, Chelsea Baillieu, Shae Ramien, Verity Morley, Mimi Tym, Joel Bodiam, Edward Baillieu, Oliver Johns, Austin Sanders, and Ethan Butler.

## National Competitions

Each year the students of Mudgee Public School are given the opportunity to participate in the Educational Assessment Australia examinations, which are run by the University of NSW. Our results were as follows:

- in English our students were awarded:
  - 1 distinction,
  - 5 credits, and
  - 22 participation certificates.
- in Mathematics our students were awarded:
  - 4 distinctions,
  - 9 credits, and
  - 29 participation certificates.
- in Science our students were awarded:
  - 2 distinction,
  - 5 credits, and
  - 14 participation certificates.
- In Writing our students were awarded:
  - 2 distinctions and
  - 12 participation certificates.
- in Spelling our students were awarded:
  - 2 distinction,
  - 4 credits, and
  - 23 participation certificates.
- in Computers our students were awarded:
  - 1 distinction,
  - 6 credits, and
  - 19 participation certificates.

## Debating and Public Speaking

Debating: Mudgee Public School continues to produce highly talented and successful debaters.

During 2009. Our school were the Zone Winners of the Premier's Debating Challenge and were the Runners Up in the Western Area Finals. Ben Reinhard was chosen as a member of the Western Region Debating Team. A team of debater from year 5 won the Western Region Challenge debating competition.

Public Speaking: Rebecca Rae won her section in the Zone Multicultural Public Speaking Competition.

Tournament of The Mind: 2009 saw two teams being entered in the Tournament of the Mind Competition. The teams were entered into the Language/Literature and Social Science sections of the competition.

## Community Involvement

Mudgee Public School prides itself on the depth of community involvement in our school. One program which should be made particular mention of is out '*Mudgee Mates*'. Mudgee Mates are volunteers from the community who work with some of our students on a one on one basis. Mudgee Mates assist students to work through an individualised program in Literacy, which may include reading, writing and spelling. The work the children do with the Mudgee Mates increases their confidence as well as their skills.

## Academic

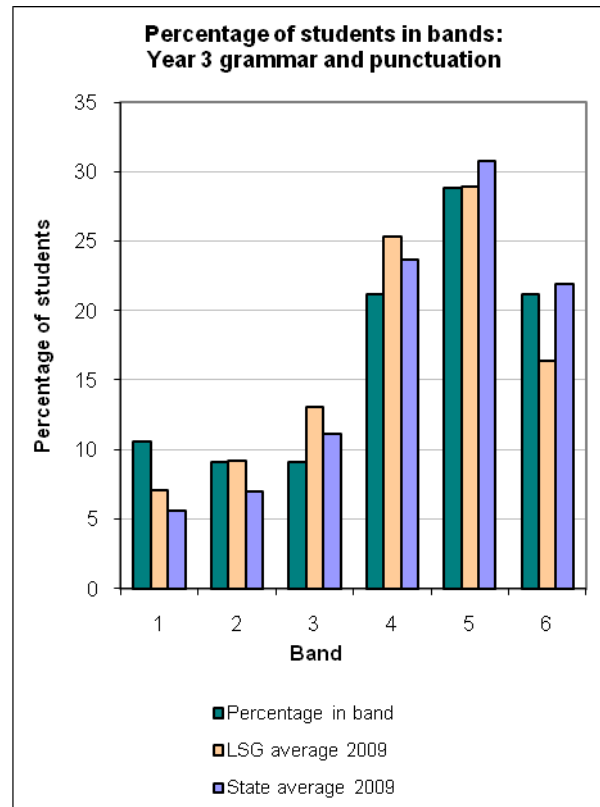
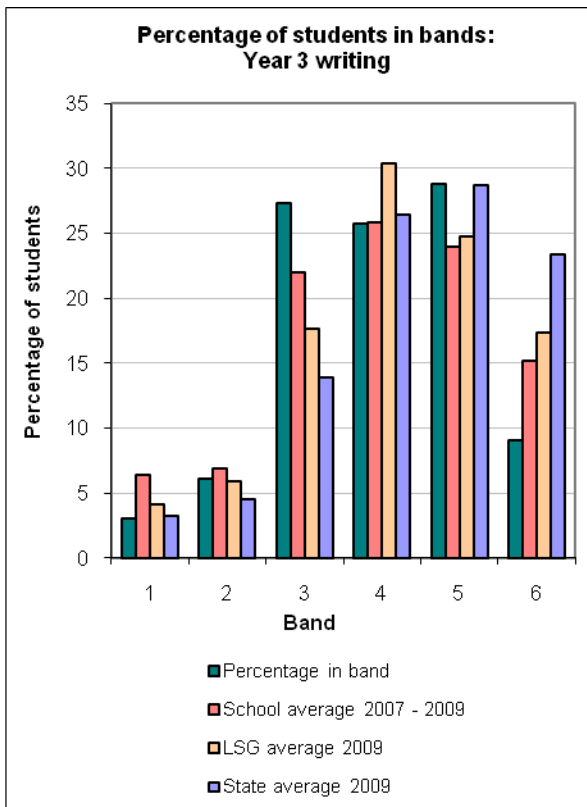
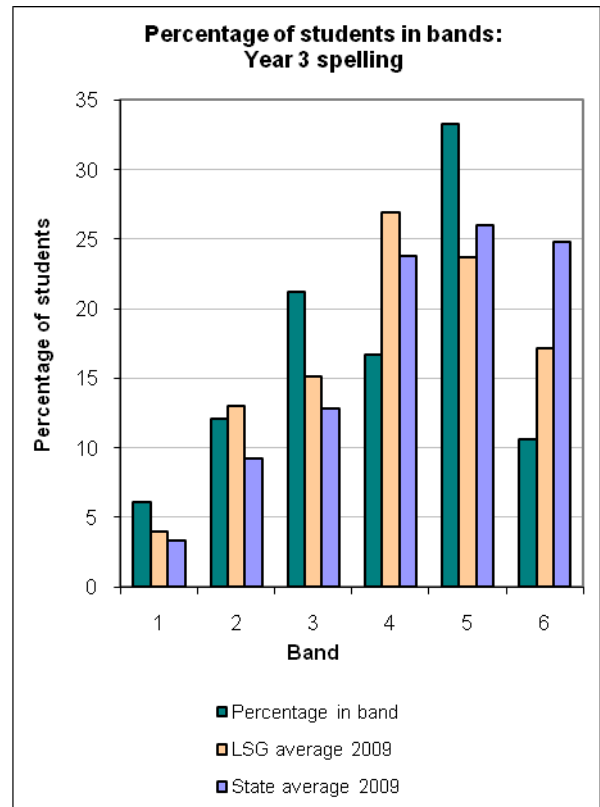
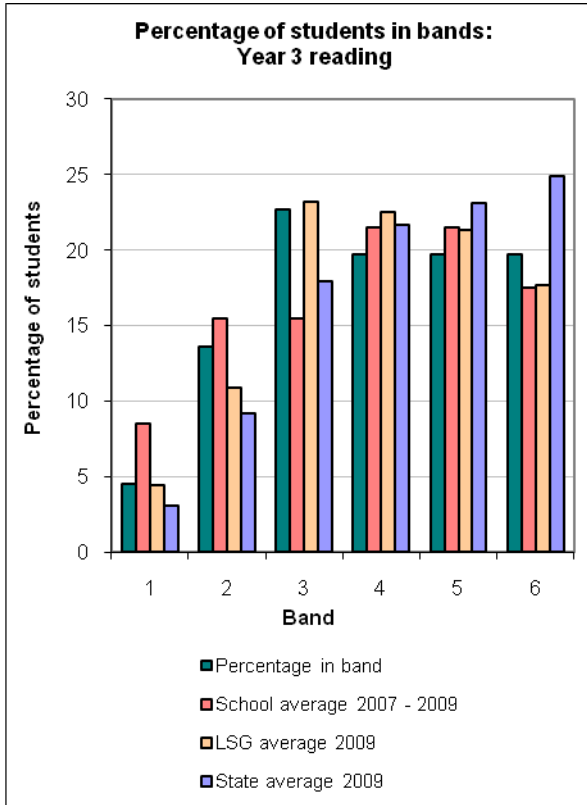
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

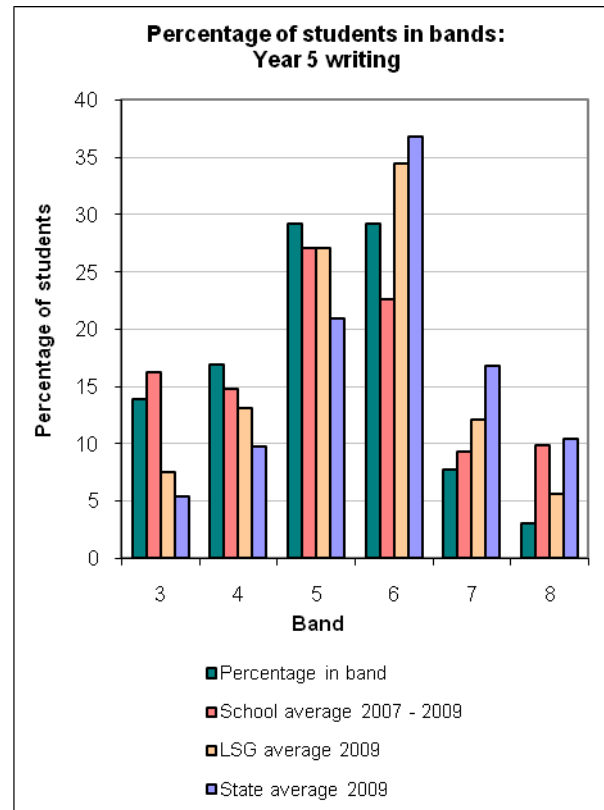
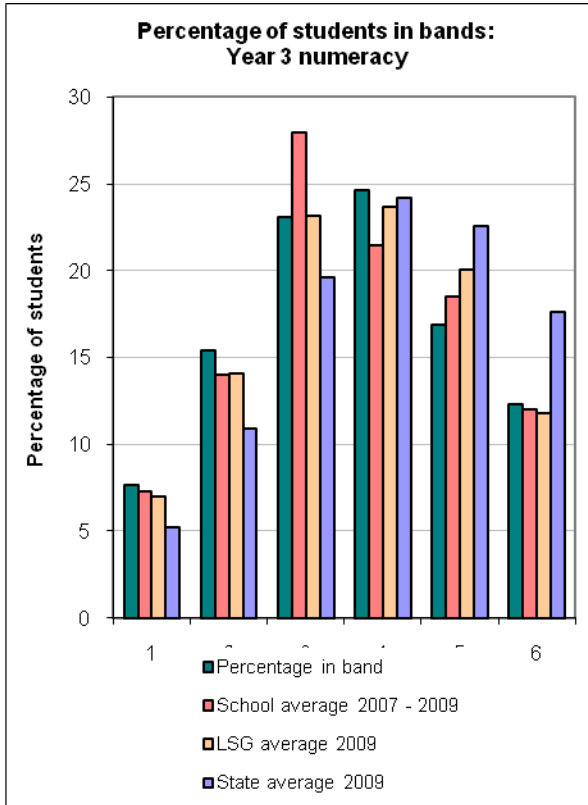
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

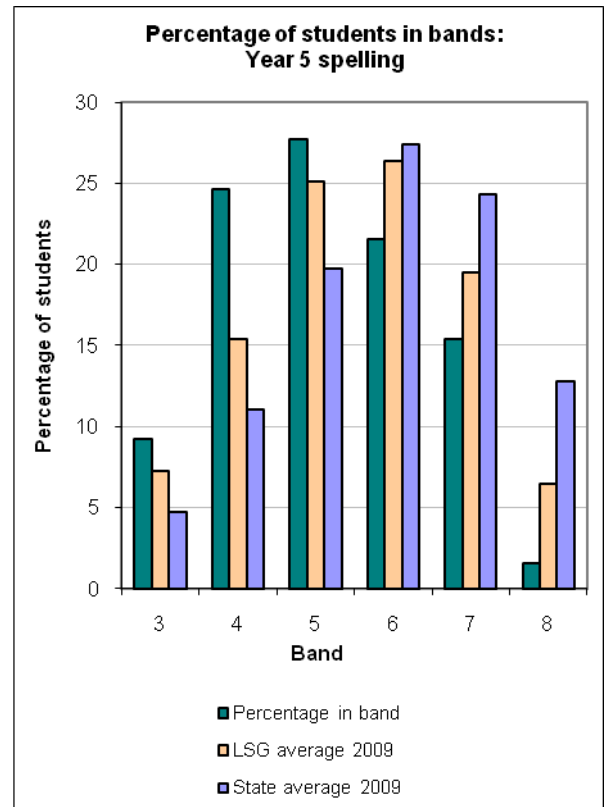
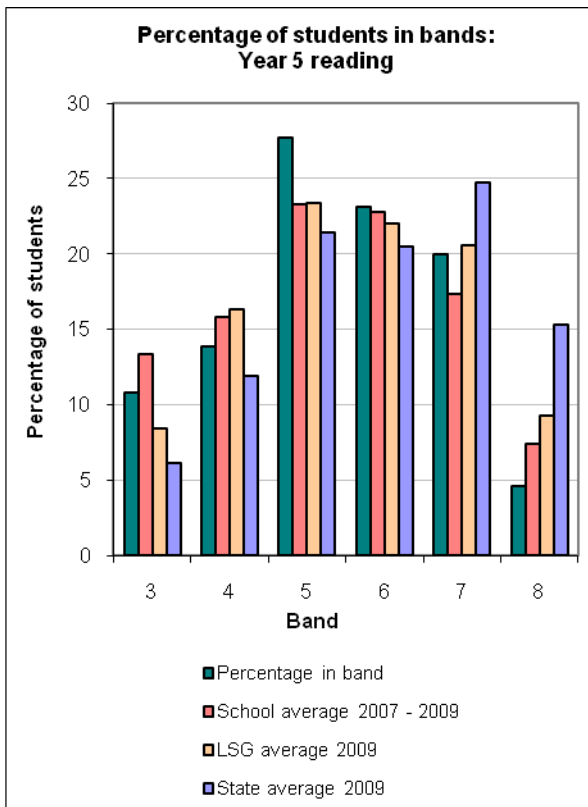
## Literacy – NAPLAN Year 3

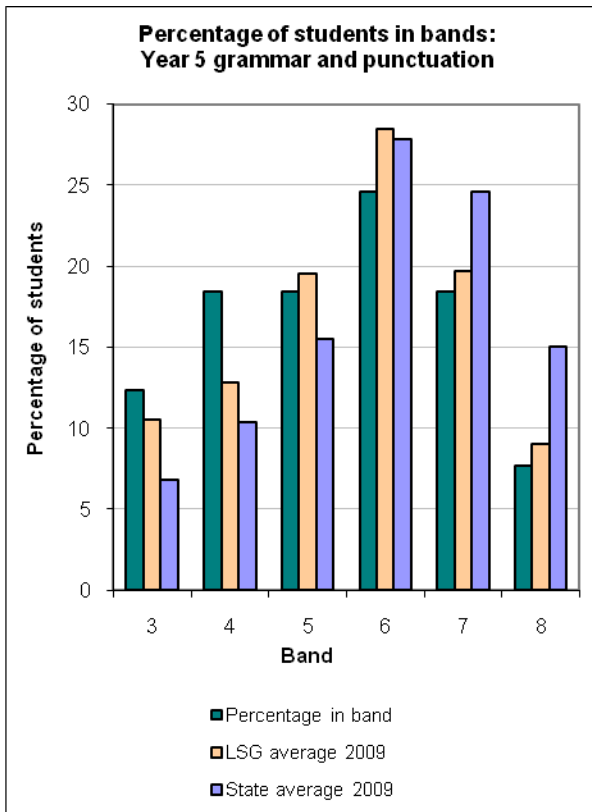


### Numeracy – NAPLAN Year 3

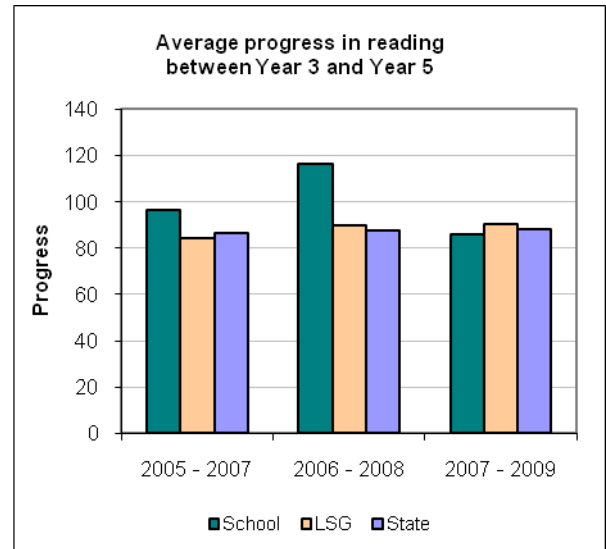


### Literacy – NAPLAN Year 5

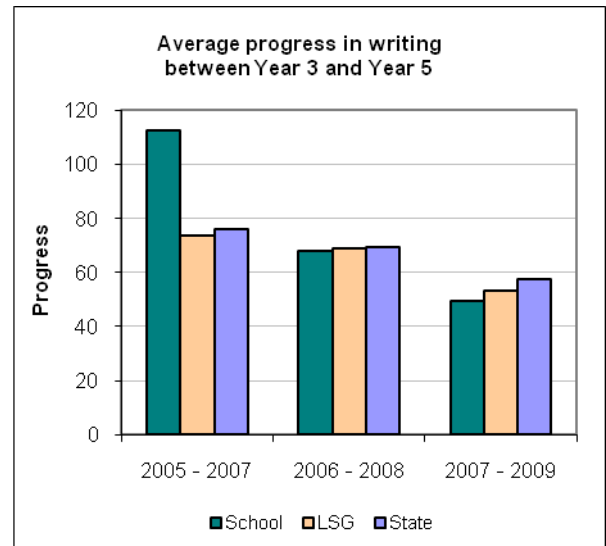
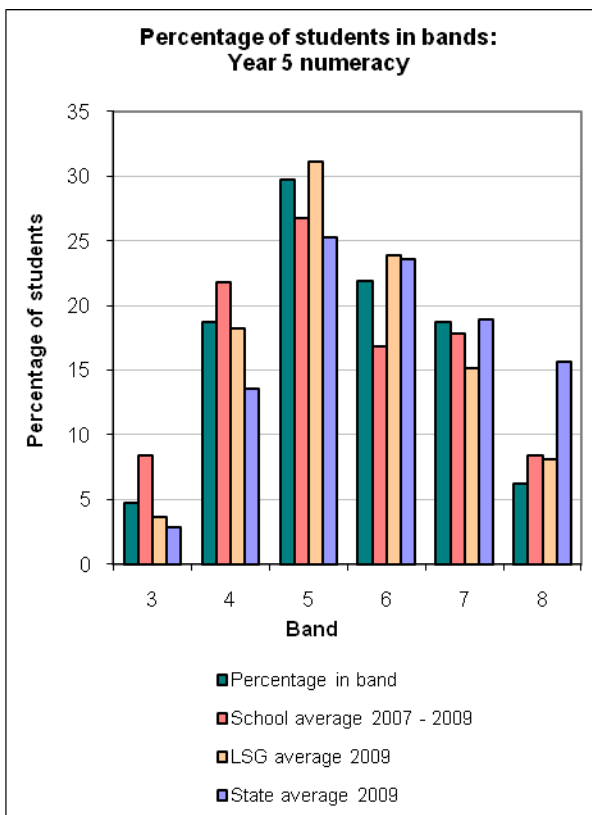




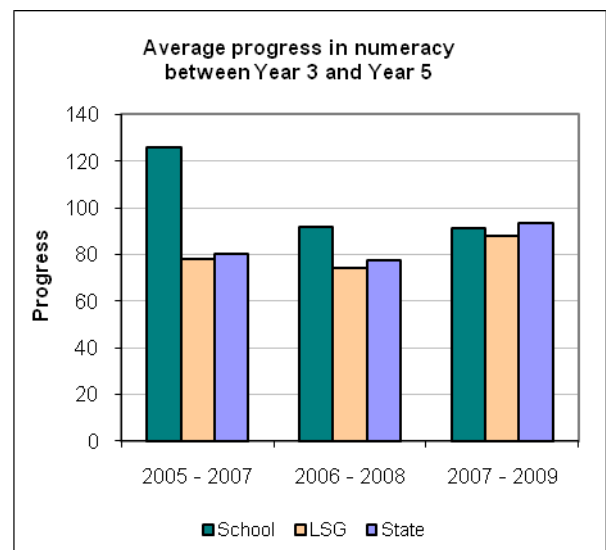
### Progress in literacy



### Numeracy – NAPLAN Year 5



### Progress in numeracy



## 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.

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

Percentage of Year 3 students achieving at and above minimum standard	
Reading	90
Writing	94
Spelling	91
Punctuation and grammar	87
Numeracy	87

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

Percentage of Year 5 students achieving at and above minimum standard	
Reading	85
Writing	82
Spelling	87
Punctuation and grammar	84
Numeracy	91

## Significant programs and initiatives

### Aboriginal education

During our NAIDOC week celebrations primary students were invited to write about "The Stolen Generation" and the impact it has had on our society. Infants students were asked to enter a colouring-in competition. Completed entries were displayed at our School Library and a representative judged them, the winners received a certificate of appreciation.

Through the school's Connected Outcomes Groups (COGs) units, students study various aspects of Aboriginal culture. Students participated in various activities throughout the year which included art, games and guest speakers.

## Multicultural education

Multicultural Education continues to be an important aspect of the curriculum at Mudgee Public School. Throughout their specific (COGs) units, students studied various aspects of a country and/or religion from around the world. In addition to this, students from Stages 2 and 3 participated in the Multicultural Public Speaking Competition.

## Respect and responsibility

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs and through the care, respect, dedication and behaviour of our staff.

Some of the features of these programs are:

- students raised funds for charity. Charities which benefitted from our fundraising efforts in 2009 were Victorian Bushfire Appeal, Jeans for Genes, Biggest Morning Tea and Stewart House.
- the SRC met regularly. These students represented their classmates and worked for the improvement of our school.
- all students vote for the school captains, vice captains and sports house captains through an open, honest and democratic process. Captains take leadership positions for the school body and run the SRC.
- students lead many school events such as our morning assemblies, weekly assemblies and special occasion assemblies and ceremonies such as our ANZAC Service, Induction Ceremony, Gold Award Assemblies and our end of year Presentation Assembly.

At the centre of our student welfare program is "Positive Behaviour for Learning" (PBL). Strategies which have been employed have resulted in the implementation of a whole school strategy to ensure positive behaviour is encouraged and rewarded throughout the school.

## Progress on 2009 targets

### Target 1

***To increase by 10% the number of matched students achieving minimum growth in Literacy in the 2009 NAPLAN***

Our achievements include:

- NAPLAN data was used to develop purposeful plans and programs. Targeted

professional learning in this area ensured a whole school approach.

- Explicit teaching of writing including text types, sentences, punctuation and spelling through the “Reading To Learn” scaffold.
- More teachers are using the Reading To Learn approach to teaching Literacy. 2 more staff received Reading to Learn training in 2009.

## **Target 2**

***To increase the number of Year 3 and Year 5 students in the top 3 bands across numeracy in the 2009 NAPLAN by 20%***

Our achievements include:

- Teachers developed a working knowledge of the Learning Framework In Numeracy continuum and purposefully planned teaching and learning activities to cater for students achieving at varying levels.
- NAPLAN data was used to inform and drive purposeful planning and programming.
- A program was implemented where students were able to work on targeted skills in smaller groups.

## **Target 3**

***To develop the capacity to expand the implementation of Positive Behaviour for Learning***

Our achievements include:

- PBL team meet regularly to discuss and plan future directions.
- PBL team communicate information to staff through regular staff meetings to ensure all staff are well informed and up-to-date with whole school strategies which will be put in place.
- Specific lessons are taught focussing on skills directly related to appropriate and expected behaviours within the classroom and on the playground.
- A positive reward system has been put in place to encourage students to behave correctly in the classroom and on the playground.

## **Target 4**

***To strengthen teacher capacity to improve student learning outcomes utilising the Quality Teaching Framework***

Our achievements include:

- A mentoring and induction program has been introduced.
- Staff were led through Professional Learning Activities based on the Quality Teaching Framework.
- Programs and assessments reflect the Quality Teaching Framework.
- An induction booklet has been produced for new staff members.
- Knowledge of the Quality Teaching Framework is reflected in teaching and learning activities.

## **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 “Learning” and “Writing”. The following results come from parent, teacher and student surveys.

### **Educational and management practice**

#### **Learning**

#### **Background**

Student learning is our top priority at Mudgee Public School and our management plan provides for the development of all six key learning areas. This year we have evaluated student learning.

#### **Findings and conclusions**

The responses to our surveys revealed that:

- the learning environment at Mudgee Public School is highly regarded. There is strong agreement that learning opportunities are provided in a secure environment, with the learning needs of students addressed through the use of a wide range of appropriate resources. Students believe in always trying to do their best;
- strong support is also evident regarding student learning processes. Students take pride in their learning, working both independently and with others. Most students are beginning to develop an awareness of the importance of self-assessment; and
- wide spread acceptance and understanding from the school community of the need for effective teaching practice and finding new ways to help students learn.

## **Future directions**

The significant outcome of this evaluation was the belief that learning at Mudgee Public School encourages students to achieve their best. It showed that families could be more effectively informed about when and why changes in teaching and learning procedures are made in the school and the role parents can play in supporting these changes.

## **Curriculum**

### **Writing**

#### **Background**

Writing is part of the English key learning area and was a focus area for teaching and learning in 2009. This led to our decision to evaluate writing for this annual report.

#### **Findings and conclusions**

From the teacher survey came the following:

- strong agreement as to the importance of teaching writing and an understanding of the purpose in writing;
- strong agreement that writing had improved over the year and that all text types were being included; and
- strong agreement that their teaching skills had improved as a result of professional training.

From the student survey came the following:

- across stages there was agreement that students knew about the different text types; and
- a small number of students indicated that they did not write at home.

From the parent survey came the following:

- strong agreement that writing was an important subject for their child;
- agreement that their child has developed new skills, improved spelling and handwriting over the year; and
- a small number of parents indicated that they did not receive enough information about their child's progress in writing.

#### **Future directions**

Ongoing training will be made available for staff in "Reading to Learn", a program which will be implemented throughout the school. Close assessment and tracking of student development will allow us to ensure our programs are effective and successful.

## **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.

From the parent survey came the following:

- 100% of parents agreed that Mudgee Public School was a good place for their children to learn. 98% of these parents strongly agreed with this statement;
- strong agreement that students enjoyed coming to school and that students were the school's main concern;
- parents indicated agreement as to the school having good teachers who were approachable; and
- parents agreed that student behaviour, academic standards and educational programs are a high priority at the school.

From the student survey came the following:

- 98% of students agreed that Mudgee Public School is a good school and that they like their school;
- 80% believe that the school rules are fair, that teachers care for students and that they have learnt a lot this year.
- Most students believe that they are following our 'bee' rules and understand what is expected of them.

From the teacher survey came the following:

- strong agreement that students are the school's main concern;
- the school is well resourced, friendly, tolerant and has effective welfare programs; and
- strong agreement that they are well supported and enjoyed teaching at Mudgee Public School.

## **Professional learning**

In 2009 Mudgee Public School staff received Professional Learning targeted around Interactive Whiteboards, Reading To Learn and Mathematics. This commitment used the majority of our funding as identified in our School Management Plan.

Beginning teachers and new scheme teachers were identified and were involved in an induction process which saw them receive professional development both on and off site.

Mudgee Public School continued the process known as Positive Behaviour Learning (PBL). This involved several staff receiving training to implement PBL processes within the school.

Professional learning for 2010 will be focused once again on PBL, Mathematics and Reading To Learn.

## School development 2009 – 2011

### Targets for 2010

#### Target 1

To increase the effective use of Reading to Learn strategies from K-6.

Strategies to achieve this target include:

- two Stage 2 teachers & 1 Sp Ed teacher to commence training in 2010.
- Teachers already trained in Reading to Learn will have access to a support network.
- ongoing professional learning for staff in Reading 2 Learn strategies using both MPS and DET staff.

Our success will be measured by:

- additional teachers being trained.
- Reading to Learn strategies being used in all classrooms from K-6.

#### Target 2

Increase the number of Year 3 students in bands 4, 5 and 6 in reading in the 2010 NAPLAN by 10% (to 66%).

Strategies to achieve this target include:

- Explicit teaching strategies developed and implemented in classrooms.
- Reading to Learn strategies implemented.
- Staff to analyse NAPLAN data to inform programs developed.

Our success will be measured by:

- Increased performance of Year Three students in the 2010 NAPLAN Literacy test.
- Reading to Learn strategies being used in all classrooms from K-6.
- Update of appropriate literacy resources for Year 3.

#### Target 3

Increase innovative technology usage by staff/students.

Strategies to achieve this target include:

- Continued staff training in interactive lesson ideas .
- Staff sharing and team teaching sessions in classrooms and staff meetings.

Our success will be measured by:

- Sharing meetings at stage level are in place and being implemented each fortnight.
- Teachers trained in continually increasing and expanding the use of technology in the classroom.
- Interactive whiteboards being used effectively in every classroom.

### 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.

Mark Young	Principal
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### School contact information

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

<http://www.schools.nsw.edu.au/asr>