Mount Annan Public School
Annual School Report 2014
Principal’s message

This Annual School Report is a summary of many of the school’s achievements throughout 2014 and provides information relating to our priorities and commitment to continual improvement at Mount Annan Public School.

When I think of words to describe 2014 I think of exciting, challenging, enthusiastic, partnership, commitment, community, success, teamwork. 2014 has been a very successful year at Mount Annan Public School and this can be attributed to the professional, hardworking staff; a very supportive parent community; and wonderful students. Mount Annan Public School continued to uphold its vision of a school offering quality teaching and learning programs in an environment which is caring and inclusive of the whole school community. Our commitment to build upon the foundations laid down in the early years, ensuring that the children entrusted to us are kept at the centre of all we do at Mount Annan Public School remains firm.

Throughout 2014 a wide range of opportunities continued to be offered for the students to challenge themselves in striving for excellence and achieve their personal best in all areas.

We have seen continued growth in academic achievement with some excellent results in external competitions, NAPLAN assessments, Best Start progress, Science Fairs, public speaking and debating competitions. We have seen continued success in the sporting field for some of our teams and individual students at district, regional, state and national levels. Participation in gala days, carnivals and knockout competitions continues to grow. We have also seen outstanding participation in the cultural activities with our dance groups, choir, band, stage performances as well as art competitions.

The MAPS School Plan 2015-17 for improvement is in the final stages of development and as a school we are committed to providing quality teaching and learning in a safe, caring and supportive environment that promotes excellence and life-long learning. The partnership between school and home is vital in ensuring our students remain the focus of all that we do at Mount Annan Public School and are provided with the very best opportunities to learn and grow and achieve success, not just for now but for their future years.

2014 was another year which saw the whole school community working together. The parents and community support continues to be of the highest level, a partnership that is invaluable and appreciated by all. The P&C members and the many parents, grandparents and friends who work tirelessly behind the scenes to benefit all the students are outstanding.

I firmly believe that a school is not about the buildings, the resources or the fantastic grounds that we do have, but rather the people within, everybody working together. As a result of this partnership we are able to continue to provide every one of our students wonderful opportunities to learn, enjoy and achieve success.

I certify that the information in this report is the result of a rigorous self-evaluation process and is a balance and genuine account of the school’s achievements and areas for development.

Mrs Su Newbery - Principal

P and C message

The 2014 P&C committee had an extremely eventful and successful year. Throughout the year the P&C continued to build a strong relationship with the whole school community, working closely together with the school in its endeavours. The P&C’s commitment to support the school community with financial donations made possible by various fundraising activities throughout the year as well as the operation of the school’s Uniform Shop, continued with great success.

The P&C maintained its ongoing financial commitments to the school this year: funding the costs of Mathletics Membership for each student; providing funds for two PSSA Gala Day teachers; buses for the Principal’s excursion in Term 4; and catering for the Gold Morning Teas, Stage 1 Performance Night, Parliament Induction and Kindergarten Orientation. Funds were also donated to the school to complete the concrete area outside the Administration Block, New air-conditioners in the hall and iPads for use in classrooms K-6.

In 2014 the Uniform shop once again operated very successfully. With the continued support of a few very dedicated parents, we were able to open three days each week, with an additional day prior to the first day of school and representation at the Kinder 2015 Orientation
Days. P&C also made financial donations to students who represented the school at SSW Region and NSW State levels in a number of sports, including Athletics and Softball. We also held very successful Mothers’ and Fathers’ Day Stalls, a Trivia Night, a Legend’s Shopping Trip and hosted a Biggest Morning Tea. We look forward to the MAPS Christmas Carols evening in December. The P&C will continue to commit to these events in 2015, greatly appreciating the school community’s support.

A highlight of 2014 was the P&C embarking on its biggest event to date by holding a Spring Fair on Saturday 25th October. After months and months of hard work and planning by the P&C, staff, students and parents, the Spring Fair was an absolutely fantastic day where we raised over $10,000. The event was full of everything you could hope for: great weather; fantastic rides; food; stalls; performances and it had a wonderful sense of community spirit. Everyone who was involved in the lead-up and on the day is to be congratulated and sincerely thanked.

I would like to take this opportunity to thank the P&C Executive, Mount Annan Public School staff, students and school community for their continued support of the P&C throughout 2014. It has been a very busy, productive and exciting year with new challenges taken on and supported by the whole school community. On Thursday 16th October, the P&C’s Annual General Meeting was held and the 2015 Executive Committee is now in place. We look forward to the year ahead and what 2015 holds for us all.

Mrs Janelle Camilleri - P&C President

Student Leaders’ message

2014 has been a very successful year at Mount Annan Public School. We have accomplished a variety of wonderful things during the school year.

We, the school leaders, had a fantastic opportunity to have a behind the scenes tour of NSW State Parliament House, with our local member for Camden, Mr Chris Patterson MP. We also attended a group leadership day called GRIP. This year saw our school parliament introduce portfolio groups, as well as continuing with formal parliament settings. Some of the great initiatives our portfolio groups have started are, classroom recycling, borrowing of sport equipment, a Sport-a-thon day and Bags of Fun.

The students have thrived academically this past year. The Blue and Red debating teams were successful in debating against other schools in our area. Our two Tournament of Minds teams also competed at the University of Western Sydney and we held our annual Oracy Competition, displaying excellent public speaking skills across all stages. Stage 2 and 3 students were given the opportunity to submit a science project for the Mount Annan Science Fair. Students were successful in progressing to the Illawarra Coal Science Fair at the University of Wollongong.

Students at Mount Annan Public School have been given many opportunities to participate in sporting events throughout the year. Our annual swimming, cross country and athletics carnivals were held with outstanding results. Other programs have included gala days, knockout competitions and the on-going Fundamental Movement Skills program.

The Environment Club has also been very busy during 2014, working hard to improve and maintain the gardens around the school. 6 students attended the Macarthur Sustainable Schools Expo and as a school we participated in Planet Ark’s National Plant a Tree Day.

The Spring Fair was a big success and we raised well needed money for our school. Thank you to our amazing P&C, teachers and families that helped makes this an excellent community event.

We were very proud and honoured to be the school leaders of Mount Annan Public School for 2014.

Piper Sutton, Caitlin O’Flynn, Noah Smith, Alyssa Short – Student Leaders

School context statement

Opened in 1993, Mount Annan Public School is located in the expanding residential suburb of Mount Annan which is situated between the suburbs of Camden and Campbelltown. Our school has a friendly, welcoming environment, landscaped gardens and air-conditioned buildings. We strive to provide quality teaching and learning programs, inclusive of students’ background and cultural heritage, tailored to meet the needs of all students.

The development of the whole child is supported by promoting their intellectual, social, physical and moral development to help them become
lifelong learners and responsible citizens. The well-being of our students is supported by strong student welfare programs.

We are committed to providing comprehensive, balanced and stimulating learning environments and programs that enable each student to achieve their potential in a safe and caring place of learning. In addition to highly successful literacy and numeracy programs, the school is highly regarded in the areas of creative and performing arts, information technology and sport.

The whole school community works in partnership and regards the school as a happy, productive and industrious educational environment that values the contributions of parents. High expectations of student achievement, behaviour, community participation and leadership through the School Parliament, instil the core values and principles that promote lifelong learning and the motivation to achieve their potential, enabling Mount Annan’s students to become the Key to the Future.

Student information

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

Student enrolment profile

Student enrolment figures for 2014 were 627 of which 52.8% were boys compared with 47.2% girls.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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<tbody>
<tr>
<td>K</td>
<td>18</td>
<td>18</td>
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<td>KD</td>
<td>19</td>
<td>19</td>
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<tr>
<td>KR</td>
<td>18</td>
<td>18</td>
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<tr>
<td>KW</td>
<td>19</td>
<td>19</td>
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<tr>
<td>1A</td>
<td>21</td>
<td>21</td>
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<td>1J</td>
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<td>1S</td>
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<td>30</td>
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<tr>
<td>3P</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>34H</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance impacts significantly on achievement of student learning outcomes. Rolls are completed manually by class teachers and parents are contacted after an absence of two consecutive days without explanation. Letters are sent home to parents for absences without an explanation after a seven day period. Ongoing concerns are monitored and referred to the Home School Liaison Officer (HSLO).

Structure of classes

Mainstream classes were organised in 2014 into 24 classes and one K-6 class for students with a moderate intellectual ability.

The following table shows class sizes as reported in the class size audit conducted in March 2014.
Workforce information

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

In 2014, the school’s total staff entitlement is outlined below:

<table>
<thead>
<tr>
<th>Workforce composition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
</tr>
<tr>
<td>Part time teacher</td>
</tr>
<tr>
<td>Teacher RFF</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
</tr>
<tr>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Teacher of ESL</td>
</tr>
<tr>
<td>Teacher of Mod Intellectual Ability</td>
</tr>
<tr>
<td>Student Support RFF</td>
</tr>
<tr>
<td>School Counsellor</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Mount Annan Public School has one staff member of indigenous heritage.

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>
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</tbody>
</table>

Professional learning and teacher accreditation

This year saw a significant amount of professional learning to prepare and assist in the implementation of the National Curriculum for Mathematics in 2015. All staff were involved in this professional learning and other significant areas of need for our school. Professional learning in 2014 included:

- Compliance Training for CPR, Asthma, Anaphylaxis and Emergency Care.
- Participation in stage planning days each term to provide teachers opportunities to collaboratively develop term overviews as well as strategies and assessment tasks to improve student learning outcomes and consistency of teacher judgement in all KLAS.
- Best Start (PLAN) professional learning for K-6 staff with a specific focus on using continuum for effective planning and assessment in Literacy and Numeracy.
- Professional learning in TEN a Mathematics program that focuses on developing early arithmetical strategies for students K-2.
- Professional learning in TOWN a Mathematics program that focuses on developing understanding of place value for students 3-6.
- Professional learning on the effective implementation of iPads as an integrated teaching/learning resource, maintenance of iPads and updating of apps.
- Professional learning and capacity building to assist in the effective implementation of the NSW Mathematics and Science Syllabus for the Australian Curriculum for 2015.

Teacher accreditation in NSW supports quality teaching, recognises the invaluable role teachers play in the community, helps train and develop teachers and improves student learning outcomes.

Currently teachers who have worked in a NSW school since before 1 October 2004, and have not had a break from teaching of more than 5 years, do not currently need to be accredited. However, accreditation will be mandatory for all NSW school and early childhood teachers in the near future.
MAPS staff who are not currently required to be accredited with the NSW Teachers Institute have begun investigating the requirements to achieve accreditation prior to it becoming mandatory.

There are currently 6 accredited teachers at MAPS (Proficient Teacher level) with several other new scheme teachers working towards their accreditation by the end of 2015.

MAPS staff who are not currently required to be accredited with the NSW Teachers Institute have begun investigating the requirements to achieve accreditation prior to it becoming mandatory.

**Beginning Teachers**

In 2014 funding was supplied by the Department of Education and Communities to support early career teachers within the first two years of permanent appointment.

This funding was used to provide additional release from face to face teaching time to focus on targeted areas including:

- Increased leadership skills in Quality Teaching and learning
- Extended knowledge and understanding of effective behaviour management strategies
- Enhanced knowledge and skills to effectively cater for gifted and talented students within classroom and extracurricular activities
- Working collaboratively with other teachers to develop and implement quality, needs based teaching and learning programs.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>257443.33</td>
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<tr>
<td>Global funds</td>
<td>329042.94</td>
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<tr>
<td>Tied funds</td>
<td>217050.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>204650.98</td>
</tr>
<tr>
<td>Interest</td>
<td>8735.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25565.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1042488.64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

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

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

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

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The NAPLAN Numeracy assessments were conducted in May with 93 students completing the assessments.

• In 2014, the school’s Literacy results in Year 3 were above the state average in all areas.
• In 2014, the school performed better in Reading, Spelling and Writing than in Punctuation and Grammar.

NAPLAN Year 3 - Numeracy

The NAPLAN Numeracy assessments were conducted in May with 92 students completing the assessments.

• In 2014, the school’s overall Numeracy results were slightly below the state average.
• In 2014, the school performed better in Data, Measurement, and Space and Geometry than in Number, Patterns and Algebra.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The NAPLAN Literacy assessments were conducted in May with 83 students completing the assessments.

• In 2014, the school’s Literacy results in Year 5 were above state average in most areas.
• In 2014, the school significantly performed better in Spelling, Grammar and Punctuation and Writing than Reading.

NAPLAN Year 5 – Numeracy

The NAPLAN Numeracy assessments were conducted in May with 83 students completing the assessments.

• In 2014, the school’s overall Numeracy results were below the state average.
• In 2014, the school performed slightly better in Data, Measurement, and Space and Geometry than in Number, Patterns and Algebra.

Progress in Literacy and Numeracy

The following charts indicate the level of progress for students who completed the assessments in both Year 3 and Year 5 compared with the DEC average from 2008 – 2014.
Minimum Standard

The Commonwealth Government sets minimum standards for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for Years 3,5,7,9.

Percentage of Year 3 students at Mount Annan Public School achieving at or above minimum standards in 2014.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>96.8</td>
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<tr>
<td>96.8</td>
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<tr>
<td>98.9</td>
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<td>98.9</td>
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Percentage of Year 5 students at Mount Annan Public School achieving at or above minimum standards in 2014.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>92.9</td>
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<tr>
<td>92.9</td>
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<tr>
<td>96.5</td>
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<td>95.3</td>
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<td>94.1</td>
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External Competitions

In 2014, Mount Annan students entered a number of external competitions and received outstanding results. Students entered the International Competitions and Assessments in Schools conducted by the University of New South Wales in six different categories.

Achievements in each category include:

- Mathematics: 3 Distinctions, 9 Credits, 4 Merits
- English: 1 High Distinction, 6 Credits, 7 Merits
- Writing: 2 Distinctions, 2 Credits, 1 Merit
- Spelling: 2 Distinctions, 8 Credits, 3 Merits
- Science: 1 Distinction, 3 Credits, 1 Merit
- Computer Skills: 3 Distinctions, 7 Credits, 1 Merit

Students represented Mount Annan Public School at the Community of School’s Science Fair at Mount Annan High School and 16 students went on to represent the school in the Illawarra Coal Science Fair held at the University of Wollongong. Four students were awarded Highly Commended in the Stage 2 category of the competition.

Fourteen students participated in the Tournament of Minds competition at the University of Western Sydney.

Three students competed in the Macarthur Oracy Competition with one student awarded first place in the Stage One category and students in both the Stage 2 and Stage 3 categories awarded Highly Commended.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

In 2014 Personalised Learning Plans (PLPs) were written, implemented and maintained by current classroom teachers. They were used to improve identified learning outcomes for all Aboriginal students. These plans also provide an important opportunity to continue links between home and school.

During Terms 1 and 2, Stage One students and family members met weekly. This was an initiative to promote local Aboriginal community links and was supported by the Regional Aboriginal Education team. All students were able to learn more information about their Aboriginality and as a group acknowledge their Aboriginal heritage. It allowed students and their families the opportunity to research and share their cultural stories. This is an ongoing commitment to further develop a solid link between local Aboriginal community members and Mount Annan Public School.

All students participated in class Wandarrah Week activities to promote and support Aboriginal Education. During Wandarrah Week Stage 3 students made Aboriginal Respect wristbands which were purchased throughout the school.
In Term 4, students participated in an Aboriginal Cultural Art day. They were shown traditional art painting techniques and we able to produce their own piece of artwork. Once the artwork was completed they showcased this artwork to their own class. This allowed students to proudly share their own story through chosen images, colours and symbols.

**Multicultural education and anti-racism**

In 2014 students with a Language Background Other Than English totalled (LBOTE) 28.1% representing a number of 175 students of the total school enrolment. Of these, a significant number of students have required English as an Additional Language or Dialect (EAL/D) support from the EAL/D and LaST teachers.

The support team led innovative programs to address the learning needs of EAL/D students across English and Mathematics sub-strands. These programs supported students K-6.

To enable support for all students the support team combined resources, utilising the teaching staff and the SLSO staff to cater for student needs. This approach was taken as it became evident that a growing number of EAL/D background students were being referred to the LST team for learning difficulties and in class support.

The model of delivery was to lead support and learning in each student’s class. Collaborated and integrated within the learning programs of each class for each student. The improved acquisition and sustainability of student’s knowledge and skills became evident after one term. Phase 1, Phase 2 and Phase 3 students received support over a 5-day period even though the EAL/D allocation was 3 days per week.

Multicultural Perspectives were included in class teaching units of work in English, HSIE and CAPA. English and integrated texts selected for study highlighted different cultures and global cultural issues such as immigration, refugees and asylum seekers. Historical Perspectives were included in HSIE units of work relating to the settlement and building of Australia as a nation and Australia’s position in the Asia-Pacific region.

In March students, teachers, parents and community members celebrated Harmony Day and the cultural diversity of the community. The programs incorporated a range of activities including visits from refugees who came to Australia and stories and fables retold to students by parents in their first language.

**Learning and Support**

The Learning and Support Team at Mount Annan Public School meet on a weekly basis to discuss appropriate support for students who are referred to us. Teachers were invited to attend meetings and provide further input and/or clarification when students in their classes were to be discussed. Support was allocated based on the specific needs of students, either individually or in groups. In 2014, all students referred to the team were able to access support from teachers, the school counsellor or trained parent helpers. Feedback sheets were provided to teachers advising of the outcome of discussions. Records were kept of all students referred, with the intention of providing feedback to classroom teachers for 2015.

**Reading Recovery**

The Reading Recovery Program has successfully been implemented for 20 years at Mount Annan Public School. In 2014 two teachers have shared the role of the Reading Recovery teacher. Reading Recovery is an intense Reading program aimed at accelerating a student’s ability to read and write. Each student enrolled in the program received half hour of tuition daily with the Reading Recovery teacher. Each student was able to be involved in the Reading Recovery Program for a maximum of 20 weeks or less.

Seven students were enrolled in the program at any given time.

20 Year 1 students were admitted onto the program in 2014.

One student transferred to another school where they continued the program.

17 students successfully completed the program. These students will receive ongoing support within the classroom and close monitoring over the next two years.

47 students in Years 2 and 3, who have previously completed the program, were monitored in June and November, with 100% of students demonstrating an improvement in their reading and writing skills.

**Information Communication Technology**

2014 has been a transitional year for ICT. The DEC’s eT4L system operates well and provides a
safe, secure log on for all students and staff regardless of which computer they are using. The school has purchased more iPads taking this fleet of devices up to 40. These are shared among the different stages. In addition to the iPads the school purchased 10 Lenovo tablets which are fully functioning computers with keyboards and tablet functionality. After trialing these devices we have ordered 16 more tablets using our DEC computer roll-out entitlement. They will be used by Stage 3 classes which will allow more iPads to be available for the younger students.

This year we have had to replace some of the projectors which have run out of warranty. This will be an on-going process in the next few years as more of these devices become non-operational. The technology committee is looking at cost effective solutions to allow interactive whiteboards to continue to be used in all classrooms.

Student Representation in Science

In 2014 students participated in a number of Science Fairs. Firstly at the school level, there were 93 projects submitted to the School Science Fair from Stages 2 and 3. The CoS Science Fair held at Mount Annan High School saw a high representation of Mount Annan students, with a Stage 2 project winning one of the major prizes.

In November, 19 students with 10 projects entered into the Illawarra Coal Science Fair and two Stage 2 projects won Highly Commended awards.

Other significant initiatives

Creative Arts

Creative Arts (CAPA) continued to be an integral part of Mount Annan Public School in 2014. Many programs continued and developed from previous years, providing students with many opportunities to develop their talents in this area.

The school band continued with 23 members at the start of 2014. Student rehearsed weekly and performed at Stage assemblies and Carols. Students perform a range of concert band arrangements.

A new program, Dance Fever, began in Term 4, which was available to all students. Student learnt dance and gymnastics skills throughout the 10-week program. Students also participated in a nation-wide music initiative ‘Count us In’.

Drama Club ran for a consecutive year for Stage 1 students. Students participated in a variety of activities to develop their skills in improvisation and other drama techniques.

Our MAPS dance group auditioned for School Spectacular and participated in the NSW Dance Festival at Homebush. They also performed their dance to ‘Happy’ at the School Spring Fair and MAPS Carols. The Stage 1 Dance Group will be performing at the School Spring Fair, MAPS Carols and Light Up Camden. They performed a jazz routine to ‘On Top of the World’ and a hip-hop dance to ‘MmmBop’. A boys dance group began this year. 25 students from Stage 2 and 3 learnt two dances, which they performed at Stage assemblies and MAPS Carols.

Kindergarten’s performance was in Term 1 and the theme was ‘On Top of the World’. Classes prepared performances involving dancing and singing for the finale. All students thoroughly enjoyed the experience.

Stage 1s performance was in Term 2 and the theme was ‘Hall of Fame’. Classes prepared dances to a variety of songs for one night and matinee performance. Both shows were a great success.

Stage 2s performance was in Term 3 and the theme was ‘Technology Through Time’. Classes’ prepared drama and dance performances for their matinee and night shows. Students had the opportunity to also have a major acting part as lead characters, where they acted out a narration based on the advancement of technology.

Students participated in Tournament of Minds again this year. 14 students prepared and rehearsed in 2 teams to prepare their long-term challenges. Students attended the University of Western Sydney in October and presented their challenges to a panel of judges. Both teams were commended on their preparation and content.

The choir continued this year with Stage 2 students rehearsing regularly for performances at the Easter Hat Parade and MAPS Carols.

Interest groups began this year for students from years 1 – 6. Stage 1 ran their interests groups for students to develop skills in areas such as music, dance and visual arts. Stage 2 and 3 collaboratively ran their groups from Term 2 to 4. Students had the opportunity to participate in cooking, dance, choir, sewing, scrap booking, drama, environment and science activities.
The school's Jean McGurren Award was presented to Shahirah Zahabe Year 6 student at the end of the year in recognition of her achievement in Visual Arts. Mount Annan Public School students from K – 6 entered the Mayor of Camden Christmas card competition.

Public Speaking and Debating

Mount Annan Public School had two debating teams again this year. Students from years 5 and 6 participated in the Premier’s Debating Challenge. Each team competed in 3 debates. All students demonstrated developing debating skills and thoroughly enjoyed the experience.

Each stage held Public Speaking competitions during Term 3. A winner from Stage 1, 2 and 3 was selected and progressed through to the Macarthur Oracy Competition. We had out Stage 1 representative win her Zone competition and both the Stage 2 and Stage 3 representatives were awarded with a commendable effort at their zone finals. Winners from each stage received an award at their Stage presentation day.

Environment Education

The Environment Club has been very busy this year. We have built six new garden bed structures. These garden beds have been utilised to grow a variety of plants, including vegetables, fruits, sunflowers and pest control flowers. We have also included a scarecrow to protect our plants.

Mount Annan Public School participated in Planet Ark’s National Schools Plant a Tree Day and National Recycling week, focusing on waste reduction.

Students attended the Macarthur Sustainable Schools Expo. This provided students with the opportunity to see what other schools in the local area are doing for Environment Education and implement new ideas at our school.

The Environment Club has continued to maintain all existing gardens in the school.

Initiatives for 2014 included:

Composting - Every day two students collected fruit and vegetable scraps from classrooms. These scraps were placed in compost bins to make new soil to use on our gardens.

Paper recycling – weekly recycling which included older students walking to classes all around the school and collecting recycling boxes and emptying them into the Council bin.

Tyre gardens – old car tyres have been painted and re-used to create garden pots.

School planning and evaluation 2012—2014

School evaluation processes

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

- Learning
- Mathematics
- CAPA Programs

Evaluation : Learning

In 2014, Learning was identified as the aspect of Educational and Management Practice to be evaluated. The SchoolMap Best Practice – Learning survey was provided to parents who were encouraged to take the opportunity to express their opinion on the Learning at Mount Annan Public School. Students from Years 1-6 and all staff members were also invited to complete the survey.

A significant number of responses were received and responses overall were very positive. The findings of the survey have been analysed and recommendations have been determined to further enhance the Learning at Mount Annan Public School.

Findings and Conclusions

Analysis of the survey results indicates that parents, students and teachers were generally very positive about the Learning at Mount Annan Public School. Aspects of Learning that scored highly indicate that:

- Students learn in a safe, secure and stimulating learning environment.
- The school has high expectations of learning and encourage students to do their best.
- Staff continually engage in professional learning, dialogue and sharing of ideas.
• Parents are informed of student progress and see that their children learn in an interesting place, by skilled teachers.

**Future Directions**
The survey also identified some areas for ongoing development, including:

• continuing to collaborate with staff, students and parents to ensure the ongoing review and development of educational practice and improved student learning outcomes.
• continuing to motivate students with new and improved initiatives and regular reviews of current programs.

**School planning 2012-2014:**

**School priority 1 - Literacy**

**Outcomes from 2012–2014**

Increase levels of Literacy achievement for every student consistent with National, state and region directions.

**Evidence of achievement of outcomes in 2014:**

• More than 96% of Year 3 students achieved at or above National minimum standards in Reading and Writing while 98.9% students achieved this level in Spelling, Grammar and Punctuation.
• More than 92% of Year 5 students achieved at or above the National minimum standard in Reading and Writing while over 95% of students achieved this level in Spelling, Grammar and Punctuation.
• The NSW Syllabus for the Australian Curriculum – English and the MAPS English Support Document have been consistently implemented throughout the school.
• Additional resources were purchased for use in all classrooms K-6.

**Strategies to achieve these outcomes in 2015**

• Continued consistent implementation of English syllabus and MAPS Support documents by all teachers K-6.
• Further consolidation and professional learning to enhance current practises in quality teaching and assessing; differentiation of curriculum; and effective implementation if ICT into teaching and learning programs.
• Strategic purchasing of resources to further support teaching learning programs.

**School priority 2 - Numeracy**

**Outcomes from 2012–2014**

Increased levels of Numeracy achievement for every students consistent with national, state and region directions.

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

• Almost 99% of Year 3 students achieved at or above the National minimum standard in Numeracy.
• More than 94% of Year 5 students achieved at or above the National minimum standard in Numeracy.
• Extensive professional learning for all teachers in the implementation of the Numeracy Continuum and the NSW Syllabus for the Australian Curriculum – Mathematics.
• All teachers participating in extensive professional learning to consistently and effectively implement either the Taking Off With Numeracy Years 3-6 (TOWN) or Targeted Early Numeracy Years K-2 (TEN) program within their classroom.

**Strategies to achieve these outcomes in 2015:**

• Continued consistent implementation of Mathematics syllabus and Numeracy Continuum by all teachers K-6.
• Continued consistent implementation of the TEN and TOWN programs with additional professional learning to teachers as appropriate.
• Strategic purchasing of additional resources to further enhance teaching and learning programs K-6.
• Continuation of the Mathletics program for all students K-6.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and staff members about the school.

Their responses are presented below.
• Parents and students overwhelmingly reported that the staff are approachable, displayed a caring attitude and are very dedicated to their profession.

• The staff also reported that they enjoyed working at Mount Annan Public School with such supportive, dedicated colleagues who worked cohesively together to provide quality teaching and learning programs throughout the school.

• Parents and staff overwhelmingly appreciated the sense of community at Mount Annan Public School where parents, staff and the wider community worked together to provide the best opportunities for all students.

• The school learning environment is highly regarded by staff, parents and students with wide open spaces, a broad range of resources, including technology, that cater to a variety of learning styles and abilities.

• The wide range of learning experiences and extra-curricula activities offered to students is highly valued by the whole school community.

• The school provides a safe and caring learning environment in which achievements are recognised and positive behaviours are encouraged.

• The areas for improvement included upgrading the toilets and future enhancing communication between home and school regarding student progress and teaching/learning programs.

Future Directions
2015-2017 School Plan

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

The Mount Annan Public School 2015-17 School Plan is currently being finalised. The three strategic directions for improvement that will be the priority for the school are:

Strategic Direction 1:
Quality Teaching and Learning.
Provide a consistent, high standard of education throughout the whole school community.

Strategic Direction 2:
Connected Learning.
Connecting learning for all within a diverse and engaging learning environment.

Strategic Direction 3:
Global Citizens.
The school community are productive, responsible and accountable citizens who experience success as learners and leaders.

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.

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Mrs Renee Tasich Teacher
Mrs Rachael Rideout Teacher
Mrs Rachelle Thompson Teacher
Mrs Jane Walgers Teacher
Mrs Joanne Wilson Relieving SAM
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Mrs Cara Davidson Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: