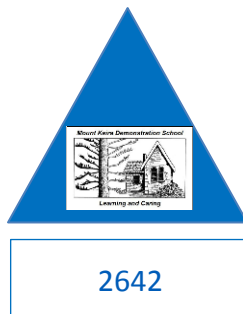NSW GOVERNMENT | Education

Mount Keira Public School
Annual Report

2015

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Introduction

The Annual Report for 2015 is provided to the community of Mount Keira Demonstration School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Michelle Barnes

Principal

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Message from the Principal

It is with great pride that I present the 2015 Annual School Report for Mount Keira Demonstration School.

Our school has achieved many critical milestones in our pursuit of excellence in education over the past year. Progress made by our school in providing the highest quality education for the children of Mount Keira is outlined in this report.

I sincerely thank our passionate and committed staff, supportive and hard-working parent body and our engaged and dedicated students who work together each day to make Mount Keira Demonstration School the warm, welcoming and high-performing learning environment that we are.

I am very much looking forward to an inspiring, rewarding and successful 2016.

Michelle Barnes
Principal

School background

School vision statement

Mount Keira Demonstration School will be a centre of excellence in education.

Our children will be knowledgeable, active, inquiring learners who will grow and develop into open-minded, principled and balanced global citizens. They will be collaborative and reflective in their approach to their learning.
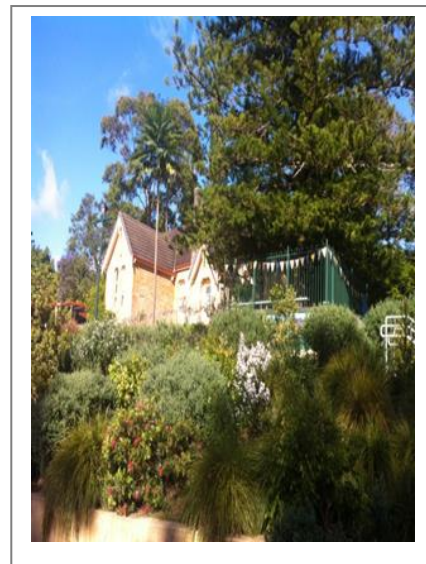
Our teachers will foster a learning environment that promotes self-belief, individuality, creativity, leadership and academic excellence. Our staff will employ outstanding teaching practices founded in solid and current pedagogy, engage in ongoing, relevant professional learning and promote high expectations which will ensure that the intellectual, social, physical and emotional needs of all students are being met.

Our school will continue to foster a warm and welcoming culture, achieved through children, teachers, parents and the wider school community working harmoniously and collaboratively to ensure that every child meets his/her potential.

School context

Mount Keira Demonstration School is a small and established primary school that has proudly served the Mount Keira community for 154 years. The school prides itself on providing a welcoming, nurturing and supportive environment for all of our children and families. Our school motto is "Learning and Caring".

Standing proudly at the base of Mount Keira, nestled by rainforest and overlooking the ocean, our school is surrounded by natural beauty. Our sandstone school building, original bell, history room and magnificent pine tree symbolise the heritage that is so highly valued by our school community. Our beautiful gardens and spacious outdoor learning areas, combined with our warm and inviting classrooms ensure a quality and stimulating learning environment.

The elements of quality teaching and inquiry-based learning principles are embedded in teaching and learning practices. Student learning is showcased each term through the completion of Rich Tasks.

Our school treasures our passionate and supportive wider community – encompassing our P & C, broad parent body and local community members, including Aboriginal Elders. Our parent body is highly engaged in and supportive of their child's education.

Mount Keira Demonstration School is deeply committed to the mentoring and development of pre-service teachers through our strong links with the University of Wollongong. The school is proud of the Demonstration Program that is co-ordinated annually through our school.

It is our engaged and motivated learners, committed and compassionate staff and supportive and active wider community that ensures Mount Keira Demonstration School delivers high quality teaching and learning programs in a warm and supportive learning environment.

Our original school bell that is still in use today.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of **Learning**, our efforts have primarily focused on the attainment of student learning outcomes across all areas of the curriculum with a focus on literacy, numeracy and school wellbeing.

This year, evidence-based decision-making was used to provide an informed allocation of student support and the implementation of targeted learning programs in literacy and numeracy. An Assessment and Reporting Schedule was devised to ensure consistent guidelines for assessment and reporting procedures throughout the school.

The implementation of NSW syllabus documents for the Australian curriculum was a focus for 2015, with the school now fully implementing the English, Mathematics, History and Science syllabus documents. A school-based scope and sequence was designed to ensure outcome and content coverage that also incorporated the Lines of Inquiry, central to Concept-based Learning.

School wellbeing for all stakeholders in our school community was an integral component of our work in 2015. Kidsmatter was launched at our school this year, with the focus for 2015 being to foster an inclusive community. This was achieved through community events, whole-school Rich Tasks and new and improved digital communication channels.

In the domain of **Teaching**, our efforts have focused largely on the development and maintenance of a high-calibre professional learning culture.

This has seen the design and articulation of a targeted Professional Learning Schedule each term. The schedule outlines professional learning opportunities including professional readings, lesson observations, teacher-to-teacher feedback, collaborative planning practices and reflective practices.

All teaching staff have designed a personal Performance and Development Plan, aligned with school and DoE priorities. The provision for self-evaluation and review was embedded into our Professional Learning Schedule to enable goals to be achieved and to ensure the document remains relevant, meaningful and current.

Internal professional learning has focused primarily on quality literacy practice in the early years, implementation of new and incoming syllabus documents and Concept-based Learning principles. External professional learning has included leadership development and technology for learning, including Googleapps, robotics, coding and i-pad use.

In the domain of **Leading**, our school is deeply committed to developing the leadership skills of students, teachers and parents.

Leadership skills of staff were developed, with teachers encouraged to lead programs in their specific areas of expertise, lead professional learning and participate in training to develop their leadership capabilities and capacities. Professional Learning in the area of leadership have included Covey's 7 Habits of Highly Effective People and GROWTH Coaching. Rigorous school planning and the regular monitoring of the achievement of milestones, ensured the school remained focused on its vision and priorities. Other focus areas in the area of leading have seen the development of improved communication strategies between all members of the school community and the development of procedures for more effective resource management.

Our students were provided with many leadership opportunities. Our Student Leadership Policy was revised, which now clearly defines the roles and responsibilities of our student leaders. Our Student Representative Council devised a Constitution in 2015 that enabled them to lead with purpose and vision, and to design and enact an Action Plan to achieve their goals. Our SRC was an avenue for children to voice their feedback on and to inform future school decision-making.

Our parent body has had many opportunities to be leaders within the community through P & C involvement, supporting school initiatives and participation in community events. Avenues are provided for the wider school community to engage with the school, provide feedback to the school and to inform future practices of the school

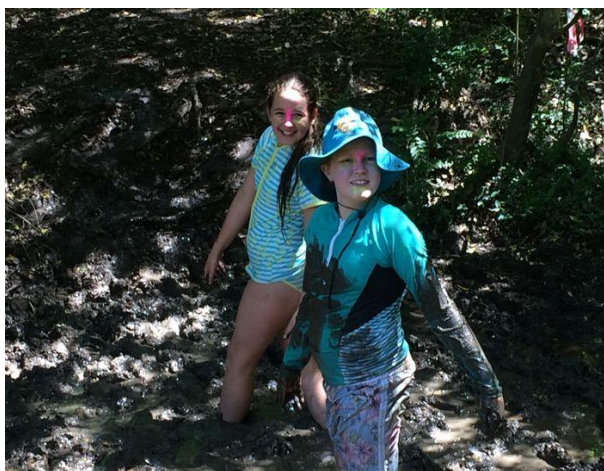through our annual review process, P & C meetings, Parent Cafes and informal communication throughout the school year.

Our annual Christmas Concert

Our Stage 1 students attending an excursion at Taronga Zoo.

Our Stage 3 students attending our Sport and Recreational Camp.

Our whole-School Athletics Carnival

Parent volunteers teaching our Stage 1 students about "People Who Help Us".

Strategic Direction 1

Differentiated and Personalised Learning

Purpose

To recognise that the Mount Keira community, encompassing children, carers, teachers and pre-service teachers, are unique and individual learners and that learning journeys are to be personalised, differentiated and reflective of this. Learners are to be supported by educators who are engaged in relevant, innovative and evidence-based learning and practice. This will achieve maximum attainment of outcomes for all learners within our school community.

Overall summary of progress

Our whole-school focus on implementing quality learning programs saw the school achieve average student growth in NAPLAN data that exceeded the average growth of students in NSW. This was achieved through the development of a school-based Assessment Schedule, targeted professional learning on best practice in literacy and the design and implementation of evidence-informed literacy and numeracy teaching and learning programs.

The Performance and Development Framework instigated an overhaul of the professional learning culture of the school. Meaningful individual Professional Learning Plans were devised, linked to the School Plan and DoE initiatives, and provision was made for peer observations alongside opportunities for meaningful feedback. Collaborative and reflective practices as well as the reading and discussion of professional articles were also introduced into the school Professional Learning Schedule.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	<$>
To achieve growth comparable with the state, from Years 3-5 and Years 5-7 in NAPLAN in literacy and numeracy through the implementation of targeted, differentiated and evidenced-based learning programs and quality assessment practices.	Growth above or equal to the state in 2015 Years 3-5 NAPLAN for literacy and numeracy:	$0

Aspect	State Growth	School Growth
Reading	78%	88%
Writing	61%	85%
Spelling	84%	91%
Grammar and Punctuation	71%	72%
Data, Measurement, Space and Geometry	72%	72%
Number, Patterns and Algebra	No data available in 2015	

	All students in Years 3 and 5 and past students in Year 7 achieved at least proficient level in all aspects of literacy and numeracy.	
	A whole-school Assessment and Reporting Schedule developed for literacy and numeracy and a digital means of storing data developed.	
	Extensive professional learning in best practice in literacy in the early years.	
	Evidence-informed literacy and numeracy programs designed and implemented. PLAN data, SMART data and in-school assessment data informed practice.	
	Evidence-informed decision making by the Learning Support Team. Our Learning and Support Teacher and School Learning and Support Officer allocation was strategically targeted to enhance school learning programs.	
	Process developed to link home-guided reading programs.	
A high-calibre professional learning schedule, reflective of system, school and individual priorities incorporating collaborative and reflective practices, including the provision of coaching.	The development of a targeted and strategic school Professional Learning Schedule that is communicated annually and termly to all staff to ensure teachers are aware of and committed to individual and school professional learning.	$ 1800 Covey TPL $1800 GROWTH Coaching TPL $1350 Peer Observations (QTSS Funding)
	Performance and Development Plans developed for all teaching staff, with the review process being a component of the school Professional Learning Schedule.	
	GROWTH Coaching Professional Learning provided for two staff members.	
	Covey Professional Learning provided for two staff members.	
	Professional readings incorporated into Professional Learning Schedules.	
	Three whole-school Planning Days incorporated into the school Professional Learning Schedule to enable collaborative planning for new units of work for new and incoming syllabus documents.	
	Termly reflective sessions introduced as a component of the school Professional Learning Schedule.	
	Peer observations introduced for all teachers followed by the provision for meaningful feedback. A consistent proforma was designed and used to enable feedback to be given and collegial discussion to occur in a targeted, strategic and planned manner. All teachers participated in two observation sessions as the teacher and two observation sessions as the observer.	

Next steps

- Full implementation of the school-based Assessment and Reporting Schedule, including revised procedures for the assessment and reporting of Key Learning Areas outside of English and Mathematics. The Learning and Support Team will assume responsibility for monitoring all school-based assessment data and developing data-informed action plans to be communicated each term at a staff meeting.
- Formative assessment practices to guide school and classroom learning programs.
- Peer and self-assessment practices to be incorporated into classroom practice.
- GROWTH Coaching Leadership PL to be provided for one executive staff member and GROWTH Coaching for classroom teachers to be provided for two teaching staff members. The GROWTH coaching model to be implemented across the school, to guide the implementation of lesson observations and feedback. This process will be embedded in the school Professional Learning Schedule.
- Full implementation of the Professional Development Framework over a one year period.
- Development and implementation of a revised Demonstration Program in partnership with the University of Wollongong and all teaching staff to participate in Professional Learning to build capacity in mentoring pre-service teachers.
- To achieve student growth from Years 3-5, that surpasses the average state growth using SMART data, in the area of numeracy using targeted and strategic teaching and learning programs.

A Stage 3 student attending the Sydney Writing Festival.

Stage 1 students enjoying the facilities at the Early Discovery Centre.

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Strategic Direction 2

A Rich, Relevant and Future-focused Curriculum

Purpose

To develop knowledgeable, inquiring and active learners who will grow into open-minded, principled and productive global citizens. This learning is to occur through students being actively engaged in a rich, integrated and challenging curriculum, based upon high expectations and strong pedagogy that focus on the development of the whole child to maximise growth.

Overall summary of progress

2015 saw Mount Keira implementing the NSW syllabus document for the Australian curriculum in English, Mathematics, Science and History. A school-based Scope and Sequence was devised that incorporates the new syllabus documents as well as the Lines of Inquiry embedded in Concept-based Learning principles. Whole school and class Rich Tasks were showcased to the wider community each term.

The continuing focus of utilising future-focused technologies in the classroom saw the introduction of Bring-Your-Own Device and Googleapps into classrooms. Digital student portfolios were also introduced into Stage 2 and 3 classrooms, to reflect the changing face of learning in the classrooms.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	**<$>**
Visible Learning principles, including the communication of learning intentions, establishment of success criteria and the provision of meaningful feedback, embedded in classroom practice.	Progress towards achieving this improvement measure will commence in 2016.	$0
Classroom programs, reflective of the Australian curriculum, concept-based learning principles and future focused technologies, to include an open-ended response to a quality learning experience (Rich Task) which showcases deep learning at different levels produced by every student each term.	Implementation of Primary Connections to support the NSW Science Syllabus for the Australian curriculum. A Staff Development Day was devoted to professional learning on exploration of the Science syllabus and the implementation of Primary Connections.

Whole school scope and sequence developed for History, Science and the Creative Arts, incorporating syllabus outcomes and content as well as Lines of Inquiry embedded in Concept-based Learning principles.

Participation in termly Community of School sharing afternoons to support the implementation of new and incoming syllabus documents.

Whole school scope and sequence for fundamental movement skills developed. | $1800 whole–school planning day for the development of a Scope and Sequence.

$2250 Planning Day

$380 BYOD Policy design |

Rich Tasks incorporated into class or whole school units of work and showcased each term to the school community.

Bring Your Own Device Program implemented in Stage 2 and 3 classrooms.

Coding programming, using SCRATCH, implemented across Stage 2.

GoogleApps used as a vehicle for learning in Stage 1, 2 and 3 classrooms.

Digital portfolios of student work samples introduced into Stage 2 and 3 classrooms.

Next steps

- Implementation of a unit of work that addresses the outcomes and content of the incoming Geography syllabus. Modification to the school-based Scope and Sequence to incorporate the Geography syllabus and concepts embedded in Concept-based Learning.
- Professional Learning that addresses John Hattie's research into Visible Learning. All classrooms to utilise learning intentions, success criteria, peer and self-evaluation and also formative assessment practices as part of everyday classroom practice. This will involve collaboration with local primary schools undertaking Visible Learning practices.
- E-readers to be trialled for home-guided reading program.
- Coding and robotics program to be extended into the Stage 3 learning program.

Our termly Showcase of our learning to our parent body

Strategic Direction 3

An Inclusive and Connected School Community

Purpose

To encourage, promote and sustain a positive, collaborative and inclusive school environment where the three-way partnership between child, carer and teacher is paramount. At the school's core, will be a strong sense of pride and identity, where continual school improvement is achieved through collaboration, accountability and transparency that reflect local and systematic priorities. Our school motto of "Learning and Caring" will be central to all we do.

Overall summary of progress

Our focus on whole-school wellbeing saw the launch of Kidsmatter in 2015. The introduction of whole-school Rich Tasks, Parent Cafes, Peer Mediation and the completion of our outdoor refurbishment saw our wider school community engaged and active in school-life. A focus on student leadership saw the development of role statements and action plans for our leaders.

2015 brought the introduction of digital communications between the school and parent body through the introduction of a Skoolbag app, Class Dojo app, Digital Student Portfolios and Easy School Reporting reporting.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	**Progress achieved this year**	**<$>**
An engaged, empowered and inclusive whole-school community through the implementation of school wellbeing initiatives.	Implementation of Kidsmatter Module 1– A Positive School Community, through Whole-school Rich Tasks being introduced and the establishment of Parent Cafes. Projects included the creation of the "Every Face has a Place" mural, the production of a short film "Count on Me" and the performance of our annual Christmas Concert._ Our Outdoor Refurbishment Project was completed which saw the painting of two murals, garden beds raised and planted out, outdoor furniture purchased, outdoor stage built, steps placed in our amphitheatre and a general garden clean-up. Community-rich days were included in the school calendar to promote whole-school wellbeing – Welcome BBQ, Grandparents' Day, Showcase Assemblies, Working Bees, Easter Celebrations, Christmas Concert, Mount Keira Challenge, Talent Quest and Sporting Carnivals. Student wellbeing programs were implemented, including Ed-You-Topia, Cybersafety, Learn to Lead, Child Protection, Sporting and Recreational Camp and Bicycle Safety. Termly Parent Cafes were held as an informal means of communicating about topical events and learning	$760 Kidsmatter PL $380 SRC Constitution and Action Plan

	initiatives between the parent body and the school. Topics of the Parent Café in 2016 were the role of our school counsellor, cybersfatey, technology use at school and assessment and reporting procedures. A revamp of student leadership practices saw the SRC devising a Constitution, an Action Plan and the Student Leadership Policy being revised. Leadership training for all senior students was provided through participation in two leadership conferences. Peer mediation practices were introduced to resolve minor playground incidents. Ties were strengthened between our Community of Schools through collaborative planning and reflective sessions. Our Lunch Clubs were extended to include a Gardening Club, Chess Club, Outdoor Games Club, Technology Club, Art and Craft Club and Disco Dancing Club.	
More efficient and effective school-wide systems are in place for conducting business.	Digital communication was introduced between the school and home for all school correspondence, including the introduction of the Skoolbag app. All families are now utilising digital communication. The Class Dojo App was trialled for communication between the classroom teacher and parents in two classes. Easy School Reporting utilised for the reporting of student achievement and digital portfolios utilised to showcase student work samples to parents. Our school website was updated weekly with newsletters, photos and announcements. School policies were written and updated to clarify school practices and procedures – Care and Supervision Policy, Anti-bullying Plan, Sun-safety Policy, Assessment and Reporting Policy, Asthma Policy, Enrolment Policy, Bushfire Management Plan, Emergency Management Plan, SRC Constitution, Student Leadership Policy and BYOD Policy. A Process was established for the regular review of the School Plan and Milestones and School Budget.	$1200 ESR purchase

Next steps

- The development of a school-based Student Wellbeing Framework, reflective of the DoE Framework, which includes school values.
- The implementation of Kidsmatter – Module 2: Social and Emotional Learning and Development, through the establishment of Better Buddies, implementation of Bounce Back – a program to build resilience and the extension of whole-school Rich Tasks, to be termly, focused on our school values.
- Lunch clubs to be extended to include an Eco Club and Coding/Robotics Club.
- Digital communication to be streamlined between the school and parent body through the use of

Skoolbag, Class Dojo, emails and website.
- Parent – teacher interviews to be remodelled to be three-way interviews, where the student is an active participant in the interview.
- The launch of LMBR.
- Regular communication to our wider community of the achievement of milestones as outlined in the School Plan through our weekly newsletters.
- Links created with local pre-schools to support transition to school.

Our Gardening Club working hard in the school grounds.

Showcase Assembly in our Early Stage 1 / Stage 1 classroom

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	*Strategic Directions 1, 2 and 3* All Aboriginal students are working towards their learning goals as outlined in their Personalised Learning Plans (PLPs) that were reviewed and modified each semester. Aboriginal perspectives were incorporated into all Concept-based Learning Units of Work. A whole-school excursion was undertaken to Killalea State Park to learn more about Aboriginal culture. A local Aboriginal Elder liaised with the school and Aboriginal families to write a personalised and meaningful Acknowledgement of and Welcome to Country.	$469 – to provide classroom release for classroom teachers to write, review and modify PLPs, assess individual students and update PLAN data and other assessment records.
English language proficiency funding	*Strategic Direction 1* Classroom teachers and support teachers collaboratively planned learning sequences, assessed students and reviewed programs to support all students.	$2917 – Teacher release for collaborative planning and reflection sessions.
Socio-economic funding	*Strategic Direction 3* An SLSO was employed to support students in the classroom. This provided for individual and small group support for the achievement of individual learning goals. An SLSO was employed to facilitate the establishment and maintenance of Lunch Clubs to support students' social and behavioural needs in the playground. Teachers attended Professional Learning to implement Kidsmatter Module 1 – A Connected Community. The program's aim is to ensure that school is an inclusive learning environment for all children and their families.	$8732 – employment of an SLSO $760 – Teacher relief for Kidsmatter Professional Learning
Low level adjustment for disability funding	*Strategic Direction 1* An SLSO was employed to support students in the classroom and playground. This provided for individual and small group support for the achievement of individual learning goals.	$3458 – employment of an SLSO
Support for beginning teachers	*Strategic Direction 1* Our beginning teacher was released for two hours each week and his mentor for one hour each week to collaborative plan, reflect	$13127 – Course costs and release time for the Beginning Teacher

	and team-teach. The beginning teacher was also provided with Professional Learning opportunities in the areas of technology use in the classroom, Robotics and Coding and Concept-based Learning.	and Mentor.

Our senior students working with a librarian from Wollongong City Library to design a library of the future for the Illawarra.

Celebrating Education Week with a memorable Grandparents' Day.

Our Stage 2 and 3 students attending an excursion to the Maritime Museum.

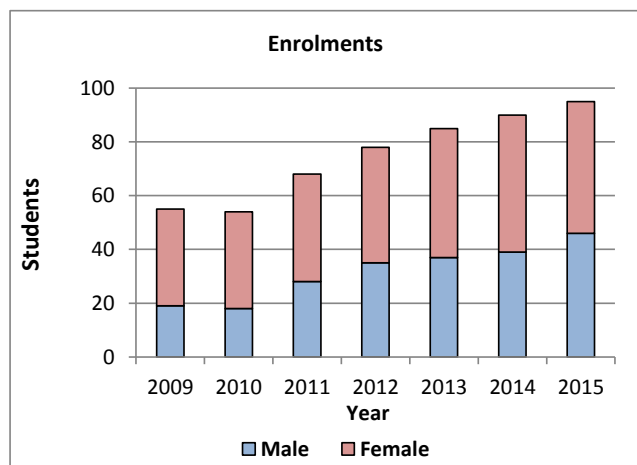# Mandatory and optional reporting requirements

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

Gender	2009	2010	2011	2012	2013	2014	2015
Male	19	18	28	35	37	39	46
Female	36	36	40	43	48	51	49

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.5	97.5	96.7	96.8	97.8	95.1
	1	97.0	98.1	97.1	96.0	96.9	95.2
	2	94.2	94.8	94.6	96.3	96.6	95.1
	3	97.6	94.7	96.0	93.3	96.6	97.5
	4	96.4	98.6	95.2	96.6	95.9	95.3
	5	97.5	94.4	97.7	94.7	95.7	94.0
	6	na	93.3	97.0	97.4	95.0	94.9
	Total	**96.4**	**96.2**	**96.1**	**95.7**	**96.3**	**95.1**
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	**94.4**	**94.3**	**94.2**	**94.7**	**94.8**	**94.0**

Class sizes

Roll class	Year	Total in class	Total per year
STAGE 1/ S	K	12	20
	1	8	20
STAGE 1	1	6	21
	2	15	21
STAGE 2/3	3	7	26
	4	11	26
	5	8	26
STAGE 3	5	7	28
	6	21	28

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Classroom Teacher(s)	3
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	2
Other positions	1
Total	10

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

In 2015, no staff members employed at Mount Keira Demonstration School identified as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	**100%**
Postgraduate degree	**40%**

Professional learning and teacher accreditation

Our school has a strong commitment to, and high priority placed upon professional learning. Professional learning funds are allocated to strategic priorities in the School Plan and are typically used to pay for course fees, resources and casual salaries to replace staff attending courses.

Professional learning attended during 2015 included:

Leadership
- 7 Habits of Highly Effective People – Principal and one Teacher
- Leading for Purposeful Learning – Principal
- Performance and Development Framework – Principal and one teacher
- Business Intelligence – Principal
- Advancing the School Plan - Principal
- Principals as TAA - Principal
- Principal Network Meetings– Principal
- GROWTH coaching– Principal and one teacher
- CoS Principal Network meetings – Principal

Literacy
- CoS Sharing Session for the implementation of the English syllabus for the Australian Curriculum – five teachers

Numeracy
- Implementation of the Mathematics syllabus for the Australian Curriculum – Community of School)- five teachers

History
- Implementation of the History Syllabus for the Australian Curriculum – Community of Schools – five teachers

Science
- Planning for the implementation of the Science Syllabus for the Australian Curriculum – five teachers
- Implementation of the Science Syllabus for the Australian Curriculum – Community of Schools – five teachers
- Primary Connections Workshop– five teachers

Technology
- Network meetings (4 sessions) – one teacher
- Using i-pads in the Classroom (1 day) – one teacher
- Lego Robotics Workshop – one teacher
- GoogleApps in the Classroom – one teacher

Library
- Network Meetings – two days – Teacher Librarian

Student Welfare
- National Collection of Consistent Data (one day) – one teacher
- Kids Matter Modules One and Two – three teachers

Workplace Health and Safety
- Cardio-Pulmonary Resuscitation (one sesion) – all staff
- WHS Update (two days) – Principal
- WHS Update (two sessions) – all staff
- Bushfire Update (one day) – Principal
- Bushfire Update (one session) – all staff

Mandatory Training
- Child Protection (one session) – all staff
- Code of Conduct (one session) – all staff

School Administration
- Network Meetings (two days) – School Administrative Manager
- Understanding RAM and Equity Loadings – Principal

Multicultural Education
- ARCO Training – one teacher

In 2015, no new scheme teachers were working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. Two new scheme teachers were maintaining accreditation at Proficient. No teachers were seeking or maintaining accreditation at Highly Accomplished or Lead.

Our senior students meeting a local author to celebrate Book Week.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	$
Balance brought forward	55575.00
Global funds	83335.23
Tied funds	61897.77
School & community sources	52911.83
Interest	1535.83
Trust receipts	2289.10
Canteen	0.00
Total income	257544.76
Expenditure	
Teaching & learning	
Key learning areas	10117.65
Excursions	17148.13
Extracurricular dissections	32462.98
Library	1916.60
Training & development	4479.95
Tied funds	55700.30
Casual relief teachers	19516.48
Administration & office	34053.28
School-operated canteen	0.00
Utilities	11416.40
Maintenance	12154.89
Trust accounts	2289.10
Capital programs	0.00
Total expenditure	201255.76
Balance carried forward	56289.00

School performance

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the *Find a school* and select *GO* to access the school data.

Year 3 NAPLAN Reading

	School	SSG	State DoE
Average score, 2015	502.0	471.1	422.4

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	0	0	0	1	1	5
Percentage in Bands	0.0	0.0	0.0	14.3	14.3	71.4
School Average 2011-2015	1.7	3.4	5.1	13.6	22.0	54.2
SSG % in Bands 2015	1.3	3.0	11.3	16.5	19.8	48.2
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

Year 3 NAPLAN Spelling

	School	SSG	State DoE
Average score, 2015	495.8	454.7	413.3

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	0	0	1	0	1	5
Percentage in Bands	0.0	0.0	14.3	0.0	14.3	71.4
School Average 2011-2015	1.7	0.0	8.5	11.9	25.4	52.5
SSG % in Bands 2015	0.8	5.1	13.0	17.9	21.4	41.9
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1

Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DoE
Average score, 2015	505.2	480.7	431.7

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	0	0	0	0	3	4
Percentage in Bands	0.0	0.0	0.0	0.0	42.9	57.1
School Average 2011-2015	0.0	1.7	5.1	6.8	25.4	61.0
SSG % in Bands 2015	1.6	3.8	6.5	18.8	21.7	47.6
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

Year 3 NAPLAN Writing

	School	SSG	State DoE
Average score, 2015	466.1	444.9	417.1

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	0	0	0	1	4	2
Percentage in Bands	0.0	0.0	0.0	14.3	57.1	28.6
School Average 2011-2015	0.0	1.7	5.1	18.6	40.7	33.9
SSG % in Bands 2015	0.7	1.6	10.6	18.4	43.9	24.9
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2

Year 3 NAPLAN Numeracy

	School	SSG	State DoE
Average score, 2015	452.3	434.7	395.9

Skill Band Distribution

Band	1	2	3	4	5	6
Number in Bands	0	0	0	3	1	3
Percentage in Bands	0.0	0.0	0.0	42.9	14.3	42.9
School Average 2011-2015	0.0	3.4	11.9	23.7	23.7	37.3
SSG % in Bands 2015	1.6	7.1	15.0	22.3	23.9	30.0
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

Year 5 NAPLAN Reading

	School	SSG	State DoE
Average score, 2015	570.8	535.2	494.3

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	0	0	1	2	5	6
Percentage in Bands	0.0	0.0	7.1	14.3	35.7	42.9
School Average 2011-2015	1.7	5.2	10.3	15.5	22.4	44.8
SSG % in Bands 2015	1.4	7.6	14.6	21.9	26.7	27.8
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9

Year 5 NAPLAN Spelling

	School	SSG	State DoE		
Average score, 2015	557.2	533.3	501.4		

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	0	1	0	1	8	4
Percentage in Bands	0.0	7.1	0.0	7.1	57.1	28.6
School Average 2011-2015	1.7	3.4	6.9	24.1	41.4	22.4
SSG % in Bands 2015	1.2	5.6	13.9	23.7	36.2	19.3
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4

Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DoE		
Average score, 2015	567.1	546.4	500.9		

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	0	0	0	3	7	4
Percentage in Bands	0.0	0.0	0.0	21.4	50.0	28.6
School Average 2011-2015	0.0	5.2	6.9	19.0	32.8	36.2
SSG % in Bands 2015	2.1	4.6	15.9	20.9	27.0	29.5
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5

Year 5 NAPLAN Writing

	School	SSG	State DoE		
Average score, 2015	541.8	505.0	476.9		

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	0	0	0	7	5	2
Percentage in Bands	0.0	0.0	0.0	50.0	35.7	14.3
School Average 2011-2015	1.7	0.0	12.1	50.0	22.4	13.8
SSG % in Bands 2015	1.4	5.0	26.0	37.2	21.3	9.0
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6

Year 5 NAPLAN Numeracy

	School	SSG	State DoE		
Average score, 2015	529.3	530.8	493.1		

Skill Band Distribution

Band	3	4	5	6	7	8
Number in Bands	0	0	3	5	4	3
Percentage in Bands	0.0	0.0	20.0	33.3	26.7	20.0
School Average 2011-2015	0.0	5.1	18.6	33.9	18.6	23.7
SSG % in Bands 2015	1.0	6.5	17.6	28.7	23.0	23.2
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6

Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school in the areas of communication and technology use.

The following findings regarding these aspects of the school were made:

Communication:

- 100% of parents were accessing school communications digitally, with an overwhelming majority accessing the Schoolbag App for whole-school communications.

- The majority of parents and teachers preferred the ClassDojo App and face-to-face contact as the main means of communication with classroom teachers.

- Students felt that they were excluded from parent-teacher interviews and would like to be an active participant in these.

In 2016, in response to these findings and in-line with school priorities, the school will continue to utilise digital means of communication. The Schoolbag App and school website will continue to be the main form of communication for whole-school communications. All classroom teachers will utilise the ClassDojo App for class and individual communication, whilst still prioritising the face-to-face contact so highly valued by both parents and staff. Students will be encouraged to be active participants in future parent-teacher interviews.

Technology

- 90% of parents are confident assisting their child with school-related technology use at home.

- 60% of parents were satisfied with the use of technology in the classroom, with 40% stating that they were indifferent.

- 100% of teachers were confident in using and teaching technology skills to support student learning.

- Students would like greater access to technology to support their learning.

- Senior students and teachers have both expressed a desire to explore coding and robotics.

In 2016, in response to these findings and in-line with school priorities, the school will continue to pursue the goal of 1:1 device use for all students through full implementation of the BYOD program in Stage 2 and 3 classrooms and to replace aging school devices using school and T4L funding. The school will also implement a coding and robotics program for our Stage 3 students.

Parent volunteers assisting with Monday Munchies.

Policy requirements

Aboriginal Education

At Mount Keira Demonstration School, Aboriginal education and heritage is valued and celebrated.

Aboriginal perspectives are embedded in all multi-disciplinary units of work.

The school celebrated NAIDOC day with a whole-school excursion to Killalea State Park to learn about Indigenous culture and the unique history of our local area.

This year, an Aboriginal Elder met with our Principal and Aboriginal families to design a personalised Welcome to Country that is reflective of the heritage of our Aboriginal family and also the history of Mount Keira. This meaningful Welcome to Country is a welcome addition to our formal assemblies.

To acknowledge Book Week this year, the school raised money to donate to the Indigenous Literacy Organisation to provide reading materials for children in remote communities.

A mural was painted by a local Aboriginal artist, Zachary Bennett-Brook, to acknowledge and celebrate our local Indigenous heritage.

Our new Indigenous mural

Multicultural Education and Anti-racism

At Mount Keira Demonstration School, multicultural education is valued and celebrated.

Multicultural perspectives are embedded in all multi-disciplinary units of work.

Harmony Day was celebrated at our school. Our school Student Representative Council led tabloid activities that celebrated and recognised diversity within our school and Australia. All students across the school participated in these activities.

This year, the cultural heritage of our families was celebrated by parents reading classic children's tales to our students in their native language. We also had parents share other aspects of their heritage through cooking lessons and discussion times.

All Stage 2 and 3 students participated in the Multi-cultural Public Speaking Competition with 4 students beings elected to represent our school in an inter-school competition.

All students across our school participated in Japanese cultural activities, co-ordinated by a parent, led by visiting professors and students from the Meio University in Japan.

Pre-service students from Hong Kong also visited our school, sharing with the students their culture, language and heritage.

One teaching staff member was also trained to perform the role of Anti-racism Contact Officer.

Japanese cooking class with a parent volunteer.

Other school programs

This year, Mount Keira students have continued to participate in a variety of sporting activities and programs. Whole school fitness and class sport were weekly activities which focussed on fundamental movement skills in accordance with the school's newly designed Fundamental Movement and Physical Education Scope and Sequence.

Recreational Sport was first introduced for the first time for Stage 2 and 3 students where students participated in sports such as trampolining, non-contact boxing, lacrosse, hockey, orienteering and tennis. Other specialised sporting programs offered to students across the school were an athletics skills program, soccer skills program, basketball clinics, gymnastics, dancing, touch football and netball.

School carnivals were well attended and included our Cross Country Carnival Thomas Dalton Park, Swimming Carnival at Unanderra Pool and Athletics Carnival at Wollongong West PS. Inter-school sporting opportunities were provided for students in soccer gala days, small schools Swimming Carnival, District Swimming Carnival, District Cross Country and District Athletics Carnival.

Our Stage 3 students attended a three-day Sporting and Recreational Camp where activities included hiking, canoeing, swinging and swimming.

Stage 3 Sporting and Recreational Camp

Achievements in Creative Arts

Music

All stages incorporate music activities into their Concept-based Learning units of work with singing, organising sound, playing and performing featuring across all stages.

Our vocal group, which now consists of children from K-6, has performed on occasions such as Showcase Assemblies and the Christmas Concert. Two of our students were chosen to perform in the ensemble at Southern Stars.

Our K-2 choir also performed three songs in order to celebrate the beginning of the Christmas season at a local shopping centre. They were also featured during our Christmas Concert leading the community in song.

This year, guitar lessons were introduced for interested students from Kindergarten to Year 6. These lessons proved to be extremely popular with a number of students from all stages participating. The students performed three songs at our Christmas Spectacular to much acclaim.

To celebrate the launch of our new wellbeing program, Kidsmatter, in Term 1 the whole school participated in a Rich task where they learnt the song "Count on me" with each group creating drama scenarios to portray the lyrics. This performance can be viewed on our school website.

Our Guitar Ensemble

Visual Arts

Our Visual Arts program has been devised to provide practical application and instruction in a wide range of art forms including painting, drawing, collage, printmaking and 3D compositions. Students also view the artworks of European and Australian artists to appreciate the ways in which these artists use colour, shape and texture.

Drama and Dance

All stages incorporate drama and music activities into their Concept-based Learning units of work taught each term.

Drama was incorporated into our school concert for the first time in many years, with our Stage 2 and 3 students performing a play.

A drama performance at our annual Christmas Concert

Our Dance program continued in Term 4 with the assistance of Dance 2B Fit providers. Dances learnt at the weekly classes were performed at our annual Christmas Concert.

Our Dance troupe, consisting of children from Stages 2 and 3, performed a beautiful item at the Christmas Concert, which was choreographed by our students.

A dance performance at our annual Christmas Concert

Our Christmas concert continues to be an opportunity for all of our children to perform. The concert reflects the belief that quality learning is integrated, connected, purposeful and inclusive of all children. This year our theme was based loosely on the theme "Searching For Neverland." Our guitar ensembles opened the proceedings with an introductory item of three Christmas songs. Our finale this year was choreographed by year 6 children.

This is also an opportunity for students to develop stage craft skills as they assist in the movement and design of sets and props. The concert reflects our ethos of community participation and involvement with costumes being supplied by a local dance school and past-students returning to choreograph and assist with costumes and the running of the concert on the night.

Glynis Lanyon – Creative Arts Coordinator

Achievements in Rich Tasks and Concept-based Learning

Each term, all classes throughout our school completed a Concept-based Learning unit of work that incorporates a Rich Task.

Concept-based Learning is a trans-disciplinary approach that begins with a central idea rather than a topic or theme, focuses on key concepts and encourages deep knowledge, understanding and connectedness. Our emphasis is on student led learning and our children are encouraged to present their learning in a variety of ways at the conclusion of the unit of work. A requirement of learning is that there is student action stemming from the learning which has taken place. Each unit begins with a central idea and then follows lines of inquiry.

This year, the school devised a Scope and Sequence for our Concept-based Learning units of work which reflect these principles as well as the outcomes and content from the NSW syllabus documents for the Australian curriculum.

In Rich Tasks, students are encouraged to display their learning throughout the task. It is not only about improving one's understanding, knowledge and skills - it is equally about how one displays their progress. The projects relate to real issues and help students develop useful skills. Our Rich Tasks encourage the children to develop their capacity to learn and play an active role in their own learning. Children are encouraged to be creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and are able to plan activities independently, collaborate, work in teams and communicate ideas. They are able to make sense of their world and think about how things have become the way they are. Rich tasks are the summation of a children's learning throughout the term with the emphasis on the acquisition of skills.

This year, each student completed a Rich Task in class each term. In addition to this, the school completed two whole-school Rich Tasks throughout 2015.

Glynis Lanyon – Rich Task and Concept-based Learning Coordinator

Showcasing our Rich Tasks to our wider community.

Achievements in Debating and Public Speaking

Debating and Public Speaking were once again popular with our students in 2015.

Two debating teams were entered into the Premier's Debating Challenge. Revolving teams involved 12 students who met regularly before school to practice formulating arguments and rebuttal.

All Stage 3 students also attended a debating workshop at the University of Wollongong.

Our Debating Team

All classes incorporated public speaking into classroom programs. Four students were selected to represent our school at the District Multicultural Public Speaking Competition.

Increased opportunities for public speaking were provided with the introduction of weekly school assemblies.

Angela Hay – Debating and Public Speaking Coordinator

Achievements in Library

2015 was an exciting year for the library.

Our ties with Wollongong City Library were greatly strengthened. Many of our students have now joined Wollongong City Library and are in the process of learning to borrow e-books on their own devices using the resources of our local public libary. We also introduced websites on the OPAC of our library system assisting students to prepare for the digital world.

Throughout 2015 students enjoyed numerous learning achievements within the library. These achievements included:

- The Premier's Reading Challenge was completed by 100% of students.
- Students in all stages worked on information literacy skills and proceeded to use this learning to learn cyber-safety skills.
- Six students enjoyed the Illawarra Children's Book Council literary lunch. These students enjoyed listening to eight authors and illustrators talking about their experiences.
- Four students attended the Sydney Writing Festival where they were inspired by Australian authors and illustrators.

Circulation reports for the library show:
- 438 resources were acquired for the library.
- 3774 resources were borrowed from the school library this year. 613 resources were borrowed for classrooms, and 3161 by students, meaning the average borrowing rate was 33 books / student for 2015.

The Children's Book Council of Australia Book Week theme "Books Light Up Our World" was celebrated in a number of ways including:

- A whole school excursion to Wollongong City Council Library, where students enjoyed exploring some of the shortlisted books.
- a whole-school Book Week Trivia Competition.

- A whole-school excursion to see a theatrical performance of the 26-Story Treehouse.

School staff have been involved in the assessment of the library program, Oliver, which is to be rolled-out across all schools in NSW. We have been a pilot school for this program since 2010.

Book Week in our Early Stage 1 and Stage 1 classroom.

Angela Hay - Librarian

Achievements in Student Leadership

2015 saw the writing of a revised Student Leadership Policy for our school. The amended policy saw the responsibilities, roles and number of student leaders clearly defined.

The Student Representative Council (SRC) continued to plan and implement a variety of activities for many worthy causes throughout 2015.

The year began with the SRC meeting to construct a constitution that outlined their values, purpose and conduct. This in-turn helped them to form an Action Plan for the year. The key areas the SRC wanted to improve for the school were:
- an improved basketball court area
- the purchase of soccer posts
- the promotion of happiness, resilience, school spirit and friendship

In Term 1 the SRC promoted the National Day of Action Against Bullying and Violence on Friday 20 March. The celebrations also acknowledged Harmony Day on 21 March. This was in line with our school priority of promoting positive, inclusive and respectful relationships. On the day everyone wore odd socks and/or orange-coloured clothing that symbolised inclusion and diversity in our school community. The SRC organised a whole-school game of Hide and Seek.

Harmony Day celebrations

During Term 3, the SRC were thrilled to raise $317.35 from a cake stall they co-ordinated and baked for during our Book Week celebrations. These funds were used to support the Aboriginal Children's Literacy Foundation which helps raise funds to buy books and literacy resources for Indigenous Australians living in remote and isolated regions.

Later in the year, the SRC organised a mufti day to raise money to purchase a larger set of portable soccer goals for our playground. On that day students brought to school a gold coin donation and wore their favourite sports team jersey or dressed in colours of their favourite sports team. They also organised a whole school soccer game and a cupcake stall. The great news was $418.85 was raised – more than was needed. The departing Year 6 Sport Captains were proud to leave a legacy for the Mount Keira students with new soccer goals and extra soccer balls.

Our SRC are very active and like to identify a need in the local or nearby community and support this annually. During Term 4, the SRC hosted their annual talent show called the "The MK Factor". This year's focus was to promote a food drive for "Need a Feed" – an organisation that supports local families in times of need in a variety of ways, from providing

food to personal care items and school supplies. The whole school community donated non-perishable food items to this very worthwhile cause.

Our senior students also participated in two leadership workshops – The Halogen Leader's Day and GRIP Leadership Conference to develop individual and team leadership capacities and capabilities.

Allira Robinson – Student Leadership Coordinator

Our 2015 Student Leaders representing our school at a local ANZAC commemorative service.

Achievements in Information Technology

Technology is embedded into all teaching and learning programs with four interactive whiteboards (IWBs), a Video Conferencing classroom, permanently networked laptops and desktop computers in every classroom.

This year saw the trial of Bring Your Own Device (BYOD) program for our students in Years 3-6. It was highly successful and full implementation of this program will occur in 2016.

A student participating in the BYOD program.

iPads are used in our classrooms for literacy and numeracy group activities. New apps are being added as needed for class use. Some apps currently being used are iMovie, Garageband, Popplet, ComicLife and iBooks. Each interactive classroom computer has also been installed with *AirServer*, a program that allows any Mac device i.e. iPad, to wirelessly beam its display to the class IWB or projector. This has given class teachers and students the freedom to support multiple simultaneous connections, so one or more students could mirror their iPads to share their ideas and their work with the rest of the class.

Our school highly values the use of ICT in our learning and its integration across all KLAs. Students are learning to access information from the Internet, particularly through the use of interactive learning websites and Web 2.0 tools. They use multi-media programs such as Photo Story 3, Movie Maker, Windows Live Movie Maker, iMovie Garageband and Windows Media Player. Students in Years 3-6 have also been introduced to the coding program, Scratch.

All students are encouraged to make use of the school's digital cameras and digital video cameras (flipcams) to enhance their learning tasks. These were used quite prominently this year across all classes who integrated book trailers or short documentaries as part of their Rich Tasks.

Students in Stage 2 and 3 utilised Googlesites to create individual websites to showcase work samples in the form of a digital portfolio each semester.

Primary students and staff are using collaborative online services such as Google Apps and Class Dojo.

Our school's website is part of the School Website Service (SWS). Our website is regularly updated to inform students and the school community through our weekly newsletter, photo albums and classroom web pages.

Mrs Allira Robinson and Bradley Hicks – Technology Coordinators
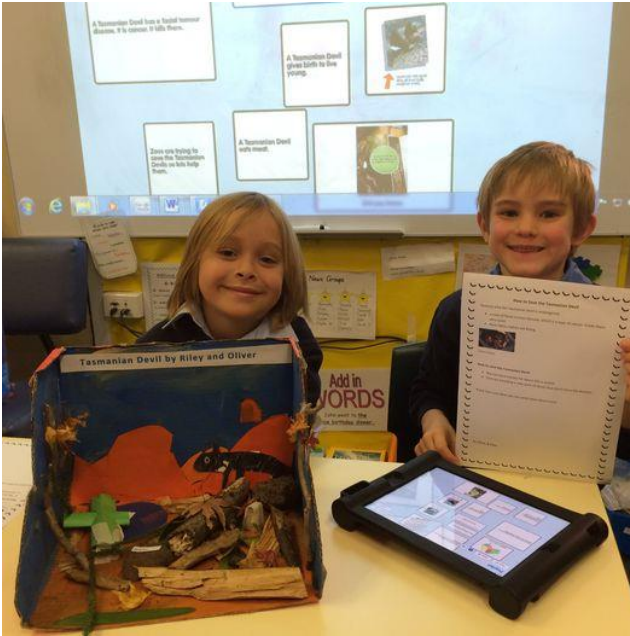
Thank you for sharing in and celebrating the many achievements of Mount Keira Demonstration School in 2015.

Michelle Barnes
Principal