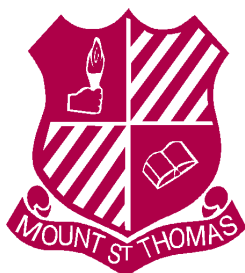# Mount St Thomas Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Mount St Thomas Public 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.

School contact details

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School background

School vision statement

At Mount St Thomas Public School, we are committed to building a collaborative school–wide culture that demonstrates educational aspiration and provides a quality education for all. Through personalised learning we will develop the individual talents, interests and abilities of our students in an engaging, positive, and respectful learning environment.

We are dedicated to providing opportunities that support the development of confident and creative individuals, active and informed citizens and lifelong learners. All students will learn through a high quality, equitable education experience focused on high expectations, continual improvement and individual student needs. Our school is committed to providing a safe, happy, caring and inclusive environment.

School context

Mount St Thomas Public School was established in 1952 and is situated in the tranquil, leafy suburb of Wollongong. At Mount St Thomas Public School, we have a collaborative school–wide culture that demonstrates educational aspiration where every student is empowered to reach their potential and become engaged learners and active global citizens.

Through personalised learning, we develop the individual talents, interests and abilities of our students in a positive and respectful learning environment. This is fostered within a dynamic culture of teaching and learning that sets high expectations for achievement and success.

Every student at Mount St Thomas Public School is known, valued and cared for. Through a range of quality initiatives, enrichment opportunities and specialist programs, we engage and promote students' cognitive, emotional, social and physical wellbeing, hand in hand with respectful and caring relationships between staff, students and parents.

We have established exceptional school–community partnerships and boast a highly committed and dedicated staff and community. A proud member of the Figtree Community of Schools, we share an authentic collaboration between schools, providing leadership, arts, sport and academic opportunities for students that extend beyond the school.

Our environmental education programs and highly valued community kitchen garden program, enhance student wellbeing and reinforce what is a diverse and dynamic learning community.

Mount St Thomas Public School works together to strive towards our school motto – "Facing the Future Together".

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Literacy and Numeracy

Purpose

The learning of every student is at the core of what we do, and is key to the development of individual potential, creating increasingly self–motivated learners, confident and creative individuals and productive global citizens.

Our purpose is:

To provide a school culture strongly focused on learning with a school–wide, integrated approach to: quality learning, quality teaching, evidence–based curriculum planning and delivery, assessment and reporting practices, and extra–curricular learning opportunities, to support the diverse learning needs of all students and promote learning excellence.

To provide a quality learning environment that promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner (ESES), and promotes students' cognitive, emotional, social, physical and spiritual wellbeing, hand in hand with positive, respectful and caring relationships

Improvement Measures

We will have met or exceeded state targets for achievement in the proficiency band for literacy, as demonstrated by NAPLAN and school–based assessment measures.

We will have met or exceeded state targets for achievement in the proficiency band for numeracy, as demonstrated by NAPLAN and school–based assessment measures.

Students tracked to map growth using PLAN, Beststart and NAPLAN. Students will achieve their year appropriate expected NAPLAN growth in literacy and numeracy.

All staff utilising focused assessment strategies as evidenced in class programs. Refined assessment strategies reflected by a consistent culture of concise and clear expectations.

Progress towards achieving improvement measures

Process 1:   Curriculum and Learning

Implement whole school scope and sequences with integrated units of work based on the NSW syllabuses. Collegial and shared programs and teaching and learning activities, team teaching, mentoring and modelling in the classroom.

All students; including gifted students, Aboriginal students, EAL/D students and students with a disability receive targeted support through proactive differentiated instruction and personalised learning practices.

Evaluation	Funds Expended (Resources)
Feedback from staff, student and parent surveys on curriculum and program implementation.	$2500 (PL Curriculum implementation)
	$15245 (LaST funding)
Monitor and review syllabus implementation and scope & sequence documents – stage/staff discussion/survey.	
Reading level, TEN, progressions data collection and analysis week 10 each term.	
Semester 2 Report Grade analysis.	
Monitor and analysis of feedback from staff re: Science and Technology Syllabus implementation K–6.	
Extra–curricular – data survey and collection of events by class list.	

Process 2:   **Assessment and Reporting**

Teachers clearly understand, develop and apply a full range of assessment strategies– assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring student progress and achievement, and reflecting on teaching effectiveness.

Student learning goals are informed by analysis of internal and external student progress and achievement data. Progress towards goals and reporting on school performance is monitored through collection and analysis of quality, valid and reliable data. Students have opportunities to give and gain feedback and reflect on assessment and reporting processes to plan their current and future learning.

Evaluation	Funds Expended (Resources)
There is a whole school systematic and consistent approach to collect, analyse, interpret, track, evaluate and report on school–based and external data on student learning in place. Students regularly use Literacy and Numeracy progressions indicators, school–based data(pre/post) and feedback to reflect on their learning goals and plan current & future learning.	$11000 (QTSS staff data analysis days)

Process 3:   **Wellbeing**

A whole school integrated approach to promote positive behaviour for learning (PBL) for students with clearly defined behavioural expectations to enhance their wellbeing, to build healthy minds, bodies and relationships and to enable them to problem solve conflict alongside the Rock and Water program.

Establishment of the Mountso Growers program, engaging identified students in 'hands on' environmental education and sustainability experiences in the Community Kitchen Garden.

Evaluation	Funds Expended (Resources)
Results analysed by Rock and Water Coach. Future directions of program determined based on survey feedback. All staff trained K–6 in implementation of the program. Mountso Growers focus group feedback recorded and analysed. Success achieved in the Rise and Shine Environmental Awards.	$15000 (Rock & Water program implementation K–6) $20000 (Wellbeing funding – Mountso Growers)

Strategic Direction 2

Quality, Innovative and Reflective Pedagogy

Purpose

Teacher quality and instructional expertise are key to the building of educational aspiration through teaching excellence that inspires learning.

Our purpose is:

To ensure our teachers demonstrate deep pedagogical and curriculum knowledge, understand and implement effective explicit teaching methods and innovation in a shared and systematic approach across the school , through targeted professional learning, evidence–based teaching strategies, dialogue, feedback, action research, collaborative planning and systematic exchange of expertise, resources, programs and ideas.

To ensure our teachers have the capacity and opportunity to make informed decisions based on the analysis of collected qualitative and quantitative evidence about student achievement and their own teaching practices and to identify, understand, design and implement the most effective evidence–based, differentiated instructional strategies and practices.

Improvement Measures

Increase of student achievement in literacy and numeracy tasks as informed by whole–school internal and external data, and Pre and Post Assessment data from Action Research Projects as a result of effective classroom practices.

100% teachers use evidence, research and professional tools such as; Australian Professional Standards for Teachers, NSW Quality Teaching Model and the Classroom Practice Continuum to reflect and report on the achievement of their own learning and leadership PDP goals.

Progress towards achieving improvement measures

Process 1:   Effective Classroom Practice

Teachers develop a deeper pedagogical knowledge of differentiated instruction and personalised learning through research of current thinking and practices.

Reflective teaching culture is strengthened by using collaborative Action Research, Quality Teaching Rounds and Lesson Study as processes for teachers to reflect on, gain feedback on and evaluate the effectiveness of their instructional teaching practices.

Evaluation	Funds Expended (Resources)
Professional learning needs of teachers are assessed using the AITSL Self–Assessment Tool and Classroom practice Continuum and are supporting the attainment and maintenance of higher level certification. Professional Learning Survey to summarise the impact of PL opportunities in 2019. Review of QTSS practices and established measures of impact.	$35000 (QTSS mentoring, modelling and structured staff support)

Process 2:   Data Skills and Use

Teachers develop a deep knowledge of how to use and apply all forms of student, teacher and school generated data. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
School–wide data assessed against EAFS structures – checked against LST profiles. All students tracked on PLAN2 in Literacy and Numeracy.	$15000 (PLAN2 data days)

Process 3: **Teacher Learning and Development**

Build capacity of our teaching team, as measured against the Australian Professional Standards, through targeted professional learning identified that develops deep pedagogical and syllabus knowledge, and knowledge of contemporary research to ensure every student experiences high quality teaching.

Supervisors/mentors assist new and beginning teachers by providing an induction and support structures to build their capacity to demonstrate quality teaching practices across all KLAs; through lesson observations, assistance with assessment and reporting and guidance towards effective classroom practice and management.

Supervisors/mentors build the capacity of staff to engage in targeted programs to access all levels of accreditation and promotion.

Evaluation	**Funds Expended (Resources)**
Professional learning needs of teachers are assessed using the AITSL Self–Assessment Tool and Classroom practice Continuum and are supporting the attainment and maintenance of higher level certification. Professional Learning Survey to summarise the impact of PL opportunities in 2019.	$20000 (Professional Learning)

Strategic Direction 3

Creating a Dynamic Leadership Culture

Purpose

School leaders are key to leading school excellence.

Our purpose is:

To build a collective and collaborative approach to whole school planning for the achievement of excellence in learning, teaching and leading; at all levels, where planning and evaluative thinking processes are accountable, evidence–based, reflective, transparent and innovative, and reflect our school vision and strategic priorities. To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation & sustain excellence in instructional and organisational practices across the school.

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership. Our school leaders are committed to achieving educational and organisational excellence to improve outcomes for our students.

Improvement Measures

Teachers use research and the Australian Professional Standards for Teachers and Principals', the Leadership Framework & School Excellence Framework to design, reflect & report on the achievement & impact of their PDP goals.

Increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.

Progress towards achieving improvement measures

Process 1: Educational Leadership

Build the leadership capability of students.

Distributed instructional leadership with collegial learning in collaborative teams, utilising expertise. Through the QTSS initiative, providing purposeful and personalised professional learning to build teacher and leader capacity.

Aspirational leadership evidenced through capacity to lead curriculum innovation and sustain excellence in instructional expertise and succession planning opportunities.

Collaborative, evidence driven school planning, evaluation and reporting process for systematic collection, analysis and interpretation of internal and external data, school finances, school progress to inform current and future directions.

Evaluation	Funds Expended (Resources)
Evaluation & feedback against milestones and whole school educational and organisational practices have been assessed by staff and leaders against SEFv2 judgements to further inform School Plan and milestones for 2020.	$3500 (Executive Planning)

Process 2: Building Communities of Practice

Build on collaborative partnerships with Figtree COS, Professional Learning and Aspiring Leaders Networks, businesses and University partnerships that promote the ongoing growth and achievement of our school and students, with alignment to our school plan and vision.

Develop programs to enhance parent and caregiver satisfaction and engagement in class, school and community activities.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Aspiring leaders have participated in and lead a range of meetings, PL or workshops within and beyond the school. PDP Plans are successfully meeting the PL needs of teachers and aspiring leaders. Data collected on the number of students who have participated in leadership opportunities throughout 2019.	$2500 (Executive PL)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$8345	Reporting and feedback against milestones by LAST to whole school and community. Review PLP with students in readiness for 2020 planning.
English language proficiency	$7250	Review impact of support on student learning. Reporting and feedback against milestones by LAST.
Low level adjustment for disability	$107330 (0.7 FTE Last)	Learning and Support team reviews support needs across K–6, allocations and dispersal of resources.
Quality Teaching, Successful Students (QTSS)	$61148	Student achievement in Literacy and Numeracy improvement growth data. Feedback and reflections on their learning goals and assessments to plan current & future learning.
Socio–economic background	$17307	Review impact of support on student learning. Reporting and feedback against milestones by LAST.
Support for beginning teachers	$0	No beginning teachers in 2019.
Targeted student support for refugees and new arrivals	$21401	Review impact of support on student learning. Reporting and feedback against milestones by LAST.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	160	174	174	172
Girls	165	161	175	172

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.6	95.7	95.4	94.5
1	94.3	94.7	95.3	95
2	94.5	94.6	94.5	94.7
3	94.6	95.6	93.7	94.2
4	95.8	96	94.2	93.2
5	94	95.3	94.3	93.3
6	94.3	94	94.2	94.2
All Years	94.8	95.1	94.5	94.2
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.76
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	256,551
Revenue	3,032,395
Appropriation	2,937,718
Sale of Goods and Services	121
Grants and contributions	92,924
Investment income	1,631
Expenses	-3,072,126
Employee related	-2,768,931
Operating expenses	-303,195
Surplus / deficit for the year	-39,731

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	52,761
Equity Total	140,233
Equity - Aboriginal	8,345
Equity - Socio-economic	17,307
Equity - Language	7,250
Equity - Disability	107,330
Base Total	2,451,467
Base - Per Capita	81,889
Base - Location	0
Base - Other	2,369,578
Other Total	199,779
Grand Total	2,844,240

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

* 95% of parents agree that they receive adequate notice of school events;

* 97% of parents are pleased their child/ren attend Mount St Thomas PS;

* 87% of parents agree that the school has high expectations of its students;

* 93% of parents agree that the school provides helpful information about their child's progress;

* 89% of parents agree that teachers provide a stimulating and challenging environment for their child/ren;

* 97% of parents agree that the school has a safe and secure environment;

* 95% of parents agree that the school regularly praises and rewards students when successful; and

* 95% of parents agree that the school values their support and that they can talk to their child's teacher.

In addition, quantitative and qualitative data was collected during our school evaluation of merit and discipline procedures; through a number of community consultation surveys and after school events.

Mount St Thomas Public School 3881 (2019)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Mount St Thomas Public School 3881 (2019)