

Mount Ousley Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Mount Ousley 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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Message from the principal

What I really value here at Mount Ousley Public School, is that not only do we celebrate academic excellence and sporting success, but also creativity, critical thinking, collaboration and perseverance. A culture of trust, empathy, and inclusivity permeates all that happens here.

I am proud of the learning and achievements we have enjoyed in 2019, and of the commitment we make to our students every day... a commitment shared by our professional and dedicated teaching, administrative and support staff, and our wonderful parents and community. This is truly a culture of shared vision, mutual respect and partnership.

It is a privilege to be of service to this amazing school community.

Tiffany Sinton

Relieving Principal

School background

School vision statement

Mount Ousley Public School is a small school where big things happen. Our motto is "Ever Higher", reflecting a desire to always do better. The school constantly strives to enhance learning and teaching in authentic, relevant and innovative ways. The school culture is built upon meaningful and respectful staff, student and community relationships that are underpinned by a shared sense of trust.

School context

Mount Ousley Public School is a school focused on students. Students love coming to school and are eager to use learning spaces to engage in projects that they are passionate about. Passion is discussed, valued and promoted. Students each use their own Apple device to collaborate, create and publish. They share, they reflect, they connect. Our teachers all value student choice in learning; there are no upper limits to what our students can and do achieve. Ours is a school where trust is freely given, where failure is seen as a necessary stepping stone to success and where innovation thrives. It is a school made up of caring, respectful relationships that make learning great.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
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	Sustaining and Growing

Strategic Direction 1

Enhancing Learning

Purpose

Every student in our care is actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens. Equity, excellence and student wellbeing are at the core of all aspects of learning.

Improvement Measures

Increased opportunities for students to reflect and respond to feedback.

Students demonstrate a high level of content creation and communication skills that reflect higher-order models of learning.

Improved levels of student wellbeing and engagement.

Overall summary of progress

We continued to prepare our students for the digital world we live in, with a sustained focus on digital technologies, contemporary and innovative learning practices and environments, and the development of adaptive skills and strategies.

A number of wellbeing initiatives were engaged in at Mount Ousley Public School in 2019 – some refined from previous years and some newly implemented. These included:– a priority on every staff member being trained in trauma-informed practice through the Berry Street Education Model; the introduction of therapy bunnies; refinement of our Restore Project; continuation of The Empathy Project; and additional SLSO hours to cater specifically for student wellbeing and trauma-background students.

Progress towards achieving improvement measures

Process 1: Build student capacity to reflect on learning and be responsive to feedback.

Evaluation	Funds Expended (Resources)
Reflection has been built into our classroom learning experiences, with students reflecting independently and giving each other peer feedback on their learning. Reflection has also become a key component of our discipline and wellbeing policies, with students reflecting on their behaviour.	Time spent in team meetings and collaboration. P coached whole team. APs coached the members of their teams.

Process 2: Ensure learning is differentiated, student-centred and inquiry-based.

Evaluation	Funds Expended (Resources)
As a result of the availability of listed resources and consistent reflection, all students are completing Genius Time projects and Learning Goals that show an increased depth of quality and depth of knowledge and inquiry. Learning artefacts are more focused on quality and creativity in presentation. Teachers are incorporating more inquiry-based tasks into their lessons. Students are developing an inquiry mindset.	Online and print resources Variety of content creation apps on student devices

Process 3: Ensure a culture of wellbeing is present throughout the school.

Evaluation	Funds Expended (Resources)
Every teaching and support staff member has participated in PL in the Berry Street Education Model – 4 teachers first-hand, then shared through engaging PL facilitated by those teachers to the rest of the staff including SLSOs. Students have shown greater engagement in learning and school,	Specific Berry Street resources for staff included in a Shared Google Drive

Progress towards achieving improvement measures

and have reported more positive classroom culture due to strategies implemented from the Berry Street training.	
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Next Steps

In 2020, the school intends to maintain its focus on reflection. Teachers will be intentional in their learning design to create low-floor / high ceiling tasks. The Innovation Project will continue K–6 with a focus on further honing the skills needed to become an innovator or inventor. Through this project, students will develop future-ready skills and strategies, computational thinking and design thinking skills. The level of wellbeing and engagement throughout the school will continue to be of paramount importance.

Strategic Direction 2

Teachers Leading Learning

Purpose

Teachers lead learning through evidence-informed, reflective, innovative, and future-focused practices. Teachers have high expectations of themselves and their students, and they are committed to high levels of achievement in literacy and numeracy.

Improvement Measures

Increased evidence of innovative and contemporary curriculum and pedagogy.

An increased percentage of students will achieve at proficient levels in literacy and numeracy.

Increased use of a range of indoor and outdoor learning spaces.

Overall summary of progress

We continued to prepare our teachers for the digital world we live in, with a sustained focus on using digital technologies, contemporary and innovative pedagogies, and the development of adaptive skills and strategies.

A number of literacy and numeracy initiatives were engaged in at Mount Ousley Public School in 2019 – some refined from previous years and some newly implemented. These included:– a priority on strengthening teacher capacity to use the progressions and track student data on a K–6 data wall; undertaking PL in spelling expanded to all K–6 teachers; undertaking Mathsburst spatial reasoning initiative Y4–Y6; and continuing commitment to L3 training and implementation for all K–2 teachers and classes.

Progress towards achieving improvement measures

Process 1: Strengthen reflective and responsive capacity to deliver innovative and contemporary curriculum and pedagogy.

Evaluation	Funds Expended (Resources)
Teachers have demonstrated enhanced capacity to use contemporary and innovative pedagogies and digital technologies, such as Clips App, Augmented Reality, Apple Classroom, All teachers have achieved Apple Teacher status. Two teachers have achieved Apple Distinguished Educator status. Two teachers have published multitouch books on iTunes. Teachers have engaged in reflective dialogue throughout the year, and have achieved goals they have set collaboratively with mentor and or peers.	Clips App downloaded on all school and home iPads. Apple Classroom App downloaded onto teacher devices. Augmented Reality Apps downloaded on bank of iPads and Apple Pencils purchased. Teachers released to engage in mentoring with AP and collaborative planning days.

Process 2: Strengthen teacher capacity to improve literacy and numeracy outcomes for each student.

Evaluation	Funds Expended (Resources)
Staff were involved in multiple collaborative sessions in order to analyse the progress of students in both Quantifying Numbers and Phonological Awareness. As their understanding of these strands of the Progressions increased, they were able to fine tune the gathering of student data to ensure its accuracy and to then make focused and informed choices when designing learning activities for the students in their class.	Visible Data Wall Updated student data Literacy and Numeracy Progressions

Process 3: Strengthen teacher capacity to utilise a range of flexible learning spaces.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Teachers continued to fine tune the design and organisation of their class space. The need for additional flexible spaces was identified by the staff, resulting in a redesign of 2 rooms. These became a chill out zone for students requiring a quiet area to reset their emotions, and an innovation zone for use in technology specific activities. Teachers collaborated on all spaces, ensuring equity in design and choice of items. They reported an increased usage of both areas.

Allocated budget from within school funds

Accessing print and online catalogues for appropriate items

Next Steps

Further investigation of the Learning Progressions will take place, with the tracking of data on a whole school data wall. The school will continue to evaluate and reflect on our new spelling practices. Reading will continue to be a focus with L3 (K–2) and Focus on Reading (3–6). There will be a school focus improving teachers' capabilities in writing, and also improving the practice of teaching writing. The school will invest in PL for every teacher. Numeracy will continue to be a focus including Number Sense targeted support, Mathsburst, inquiry–based Maths as well as explicit teaching. Teachers continue to innovate, adapt and problem–solve creatively in order to find, develop and deliver a world class, contemporary education.

Strategic Direction 3

School Culture

Purpose

Our success as a school and community is underpinned by an ethos of trust and collaboration. Our school is a place where a creative and innovative organisational culture exists. Our community diversity is valued, and meaningful relationships are nurtured in order to enhance learning outcomes.

Improvement Measures

Observational evidence of meaningful relationships within the school community. Increased levels of school engagement in creative and innovative practices. Increased levels of parent engagement.

Progress towards achieving improvement measures

Process 1: Strengthen a culture of trust and shared responsibility.

Evaluation	Funds Expended (Resources)
Throughout the year, staff were trusted to share and collaborate on a variety of events. Staff were encouraged to take ownership of particular programs and provided with organisational support to complete them. Regular collaborative sessions were organised within school teams, with opportunities provided for sharing important details to the wider staff. A portion of every meeting was allocated to welfare and mindfulness, allowing for the development of a strong team culture, grounded in respect.	Allocation of time within every meeting for staff welfare and mindfulness activities.

Process 2: Seek to actively pursue creative and innovative organisational practices.

Evaluation	Funds Expended (Resources)
Connections with external providers were successfully utilised and resulted in positive, creatively organised school programs. In addition to our external "Music with Mark" program, The Fathering Project (led by some of the fathers in our school community) allowed students to focus on "design and make" challenges while also fostering important relationships. The Obstacool experience focused on fitness and team building strategies, which then had an impact on our internally organised Soccer World Cup. This program was completed over multiple lunchtimes and focused on sportsmanship and teamwork, rather than point scoring. All of these creative programs further enhanced the school wide Growth Mindset culture. Positive feedback was received from staff, students and the wider school community.	<ul style="list-style-type: none">* Fathering Project* School funds will be used to supplement some externally provided activities

Process 3: Enhance a sense of community and continue to build relationships.

Evaluation	Funds Expended (Resources)
By increasing our communication platforms to include translator services, we were able to communicate with a wider range of non English speaking families, leading to greater engagement. Using a variety of communication methods (social media, phone apps, Seesaw, Google Classroom, newsletters and telephone contact) has resulted in the numbers of attendees at school events, Harmony Circles and Student Led Conferences increasing from previous years.	<ul style="list-style-type: none">* Use of translator services to allow connections with non-English speaking parents and families.* Use of a variety of communication platforms to ensure all events are adequately publicised.

Next Steps

The school will update and refine communication methods in order to engage community further and ensure a feeling of

connection and trust. The school website will be transferred and updated to SWS to allow for a consistent, unified message across public schools, a contemporary and fluid feel, and greater community connection and engagement with school activities. Staff, students and parents will continue to have a voice in the school's shared vision. The school will upgrade and beautify its buildings and playgrounds with external paint, a mural, gardens and seating structures so that it is a safe, healthy and welcoming place for all.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding \$4471.00 spent	Partnerships between Mount Ousley Public School, First Nations families, the local Northern Illawarra Aboriginal Education Consultative Group (NIAECG) and First Nations community organisations and contacts continued to be strengthened throughout 2019. Yarn meetings were conducted in our Yarn Circle garden with First Nations families. Continued feedback was sought on what we can do as a school to enhance and support educational opportunities for our First Nations students. A Combined COS Yarn Meeting was well attended by students, teachers and families within our community of schools, including our Director, Educational Leadership. The school was represented at local AECG meetings by multiple staff members. First Nations students and others participated in Reconciliation activities, NAIDOC Week activities, and were supported by visits from a local elder with a focus on sharing stories and culture, and a Bush Tucker garden expert in preparation for designing and building our own in the school. Every student had a PLP that was collaborated on and reflected on by parent/carers, teachers and student. Dedicated learning support was provided for First Nations students to meet specific learning needs and have a voice in their learning and personalised projects.
English language proficiency	Funding \$38,174.00 spent	Educational support structures for EAL/D students were implemented through the employment of an additional part-time teacher. Weekly sessions focusing on language and literacy development were provided to these students. Increased levels of confidence, speaking and reading skills, and engagement in classroom activities were evident. Student participation and confidence in classroom activities developed, and their growth was evidenced by the willingness and pride they showed when sharing opinions, presentations and work samples, including running their own Student-led Conferences for their parents.
Low level adjustment for disability	FTE Funding \$53,358 spent + Flexible funding \$10,672 (Learning Support Teacher) Flexible funding \$7492 (extra SLSO hours)	A small number of students with disability received individual funding for classroom aides to support their classroom learning and playground integration. Review meetings were conducted with the families of these students to monitor the success of the learning interventions. Other students with disability were supported in class to ensure they could participate fully in learning activities by having an SLSO to clarify instructions and support learning. The school worked in consultation with families to provide social, emotional and academic support. Student participation and engagement in learning tasks was greatly enhanced through SLSO support. Practices were put in place to support students in achieving academic

Low level adjustment for disability	FTE Funding \$53,358 spent + Flexible funding \$10,672 (Learning Support Teacher) Flexible funding \$7492 (extra SLSO hours)	success, developing social skills and self-regulating behaviour. Additional funding was invested into professional learning for all staff members in trauma-informed practice making a huge impact on our trauma-background students and their self-regulation, behaviour and engagement in
Quality Teaching, Successful Students (QTSS)	Funding \$38,311 spent	The school received funding to provide teacher relief to enable school initiatives to be adequately supported. The funding was utilised through a growth coaching initiative, personalised professional learning and mentoring of beginning teachers. It was also utilised by teachers to plan and implement a wide range of whole school professional learning, and allow new school projects related to our strategic directions to be properly considered and implemented.
Socio-economic background	Funding \$16,643 spent	Educational support structures and processes were implemented to improve teaching and support targeted students, particularly those from a disadvantaged socio economic background. Mentoring provided teachers with support around adapting classroom practices to cater for different student needs and around curriculum differentiation. The school also employed an additional part-time teacher to work with small groups of students with identified areas of need in literacy and numeracy. The teacher worked closely with classroom teachers to develop learning programs and communicate progress.
Support for beginning teachers	Funding \$14,130	Quality and evidence-based structures and processes were implemented in order to support our beginning teachers. Beginning teachers engaged in collaborative planning, collaborative teaching, coaching and mentoring cycles, instructional rounds within the school, lesson observations and reflection discussions and journals. Funding gave us the opportunity to provide cover for any involved teachers' classes whilst they were engaging in their personal and professional development.
Targeted student support for refugees and new arrivals	Funding \$4,515	Educational support structures for refugee and newly arrived students were implemented through the employment of an additional part-time teacher. Weekly sessions focusing on language and early literacy development were provided to these students. Increased levels of confidence, speaking and reading skills, and engagement in classroom activities were evident. Students became increasingly independent, utilising technology, classroom charts and environmental print to scaffold their learning. A keen desire by students to learn and better understand curriculum concepts was clear. Student participation in classroom activities developed, with opinions and work samples willingly shared.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	116	113	111	127
Girls	97	104	108	109

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	93.8	94.5	94.1
1	94.2	92.6	91.7	94.7
2	94.1	94.1	94.1	91.4
3	91.6	94.3	93.9	91.2
4	91.5	92.6	94.7	88.6
5	93.2	91.6	93.7	91.4
6	92.4	93.7	89.7	90.9
All Years	93	93.4	93.4	91.5
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)	2
Classroom Teacher(s)	9.18
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.37

*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	243,091
Revenue	2,494,670
Appropriation	2,407,030
Sale of Goods and Services	2,298
Grants and contributions	82,583
Investment income	2,059
Other revenue	700
Expenses	-2,454,373
Employee related	-2,167,437
Operating expenses	-286,936
Surplus / deficit for the year	40,296

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	95,903
Equity Total	130,810
Equity - Aboriginal	4,471
Equity - Socio-economic	16,643
Equity - Language	38,174
Equity - Disability	71,522
Base Total	1,815,788
Base - Per Capita	51,386
Base - Location	0
Base - Other	1,764,402
Other Total	132,335
Grand Total	2,174,836

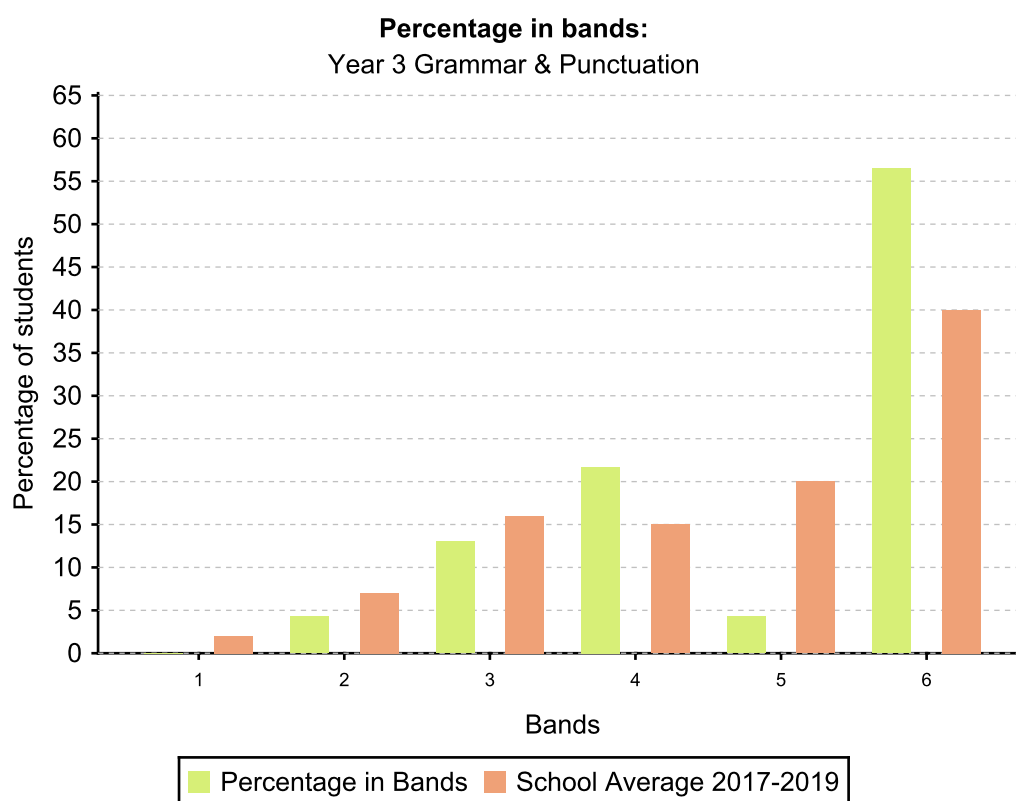
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

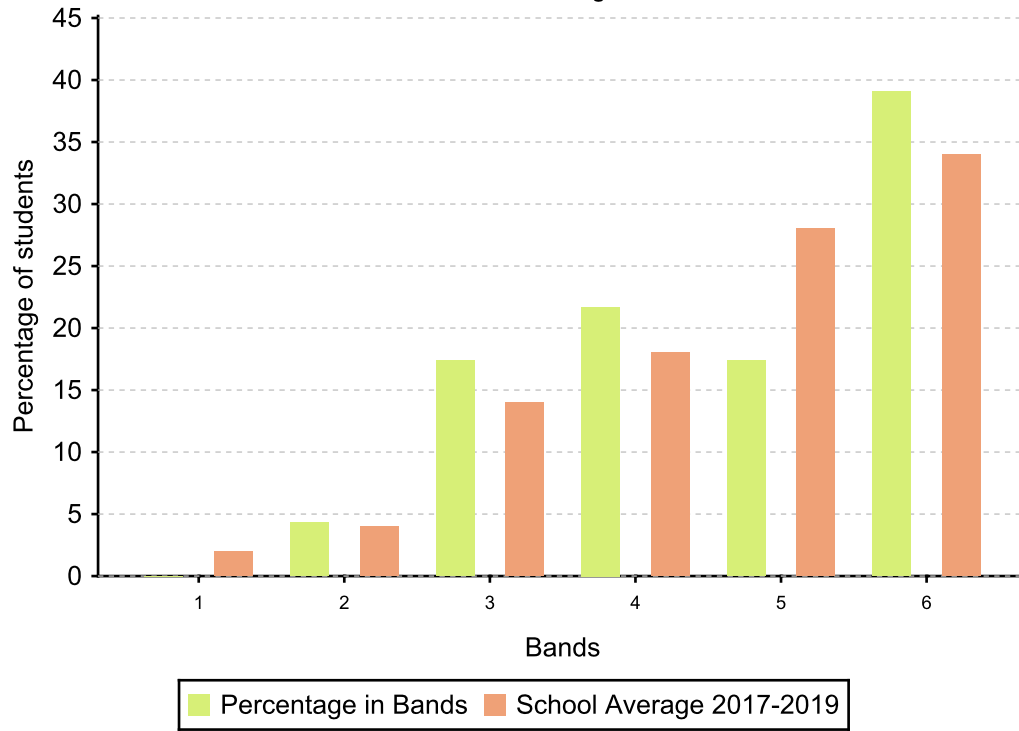
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	13.0	21.7	4.3	56.5
School avg 2017-2019	2	7	16	15	20	40

Percentage in bands:

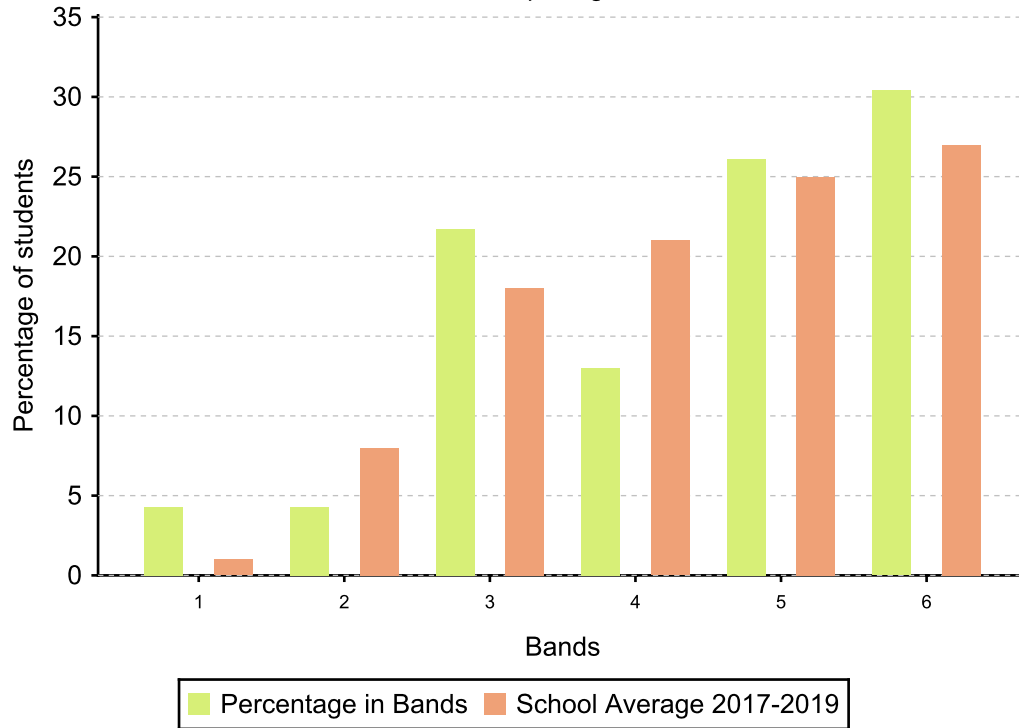
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	17.4	21.7	17.4	39.1
School avg 2017-2019	2	4	14	18	28	34

Percentage in bands:

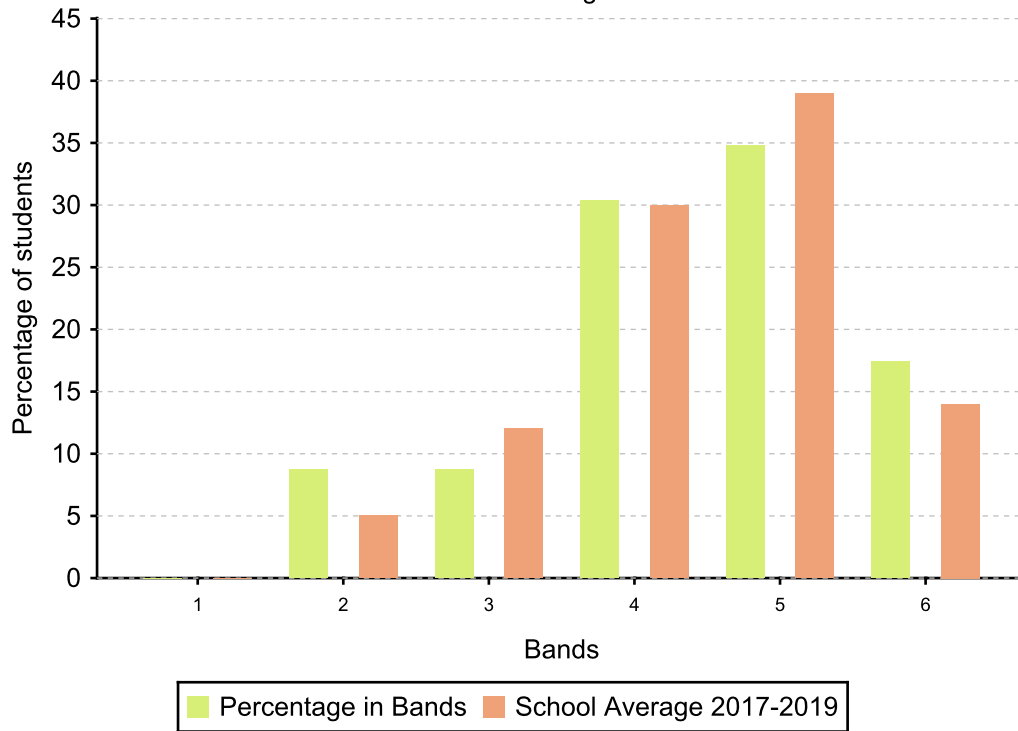
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	4.3	4.3	21.7	13.0	26.1	30.4
School avg 2017-2019	1	8	18	21	25	27

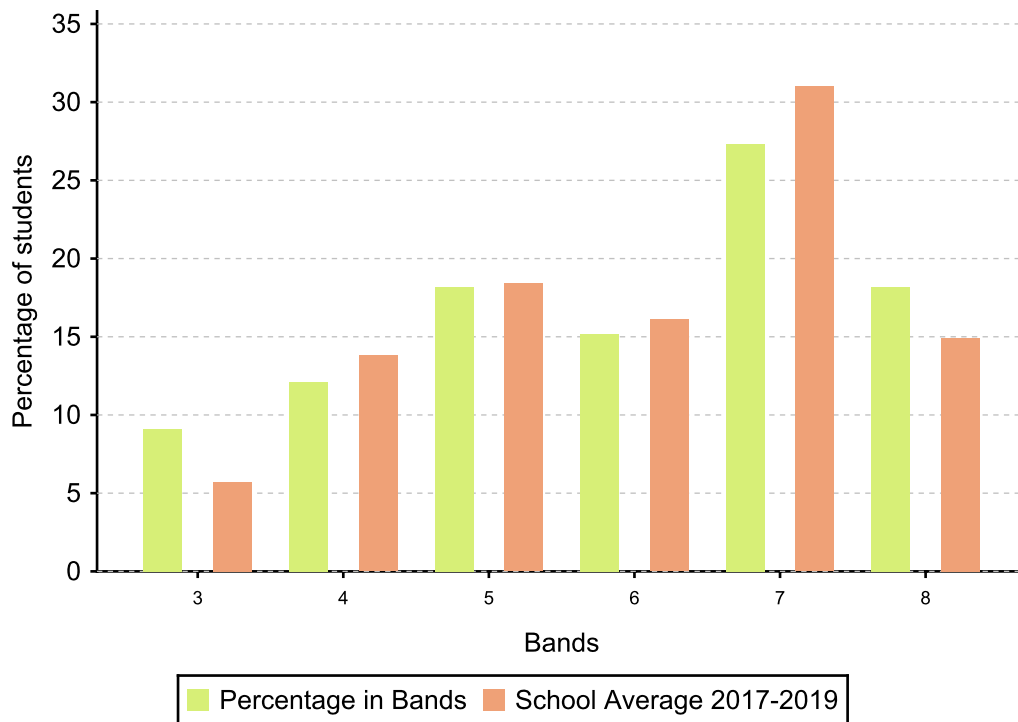
Percentage in bands:

Year 3 Writing



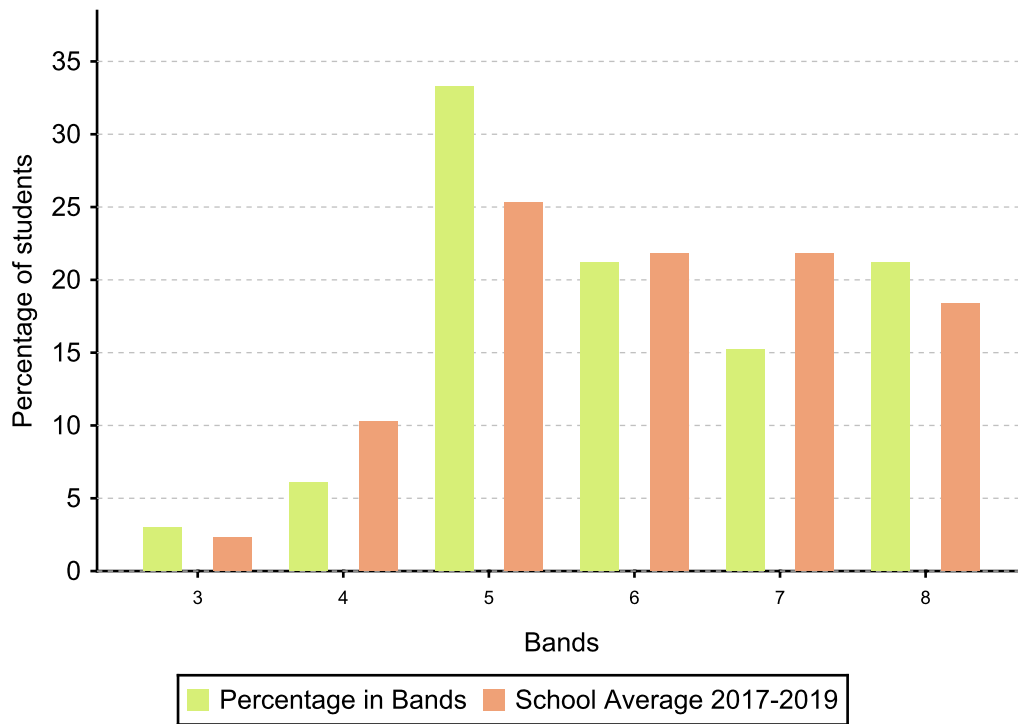
Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	8.7	30.4	34.8	17.4
School avg 2017-2019	0	5	12	30	39	14

Percentage in bands: Year 5 Grammar & Punctuation



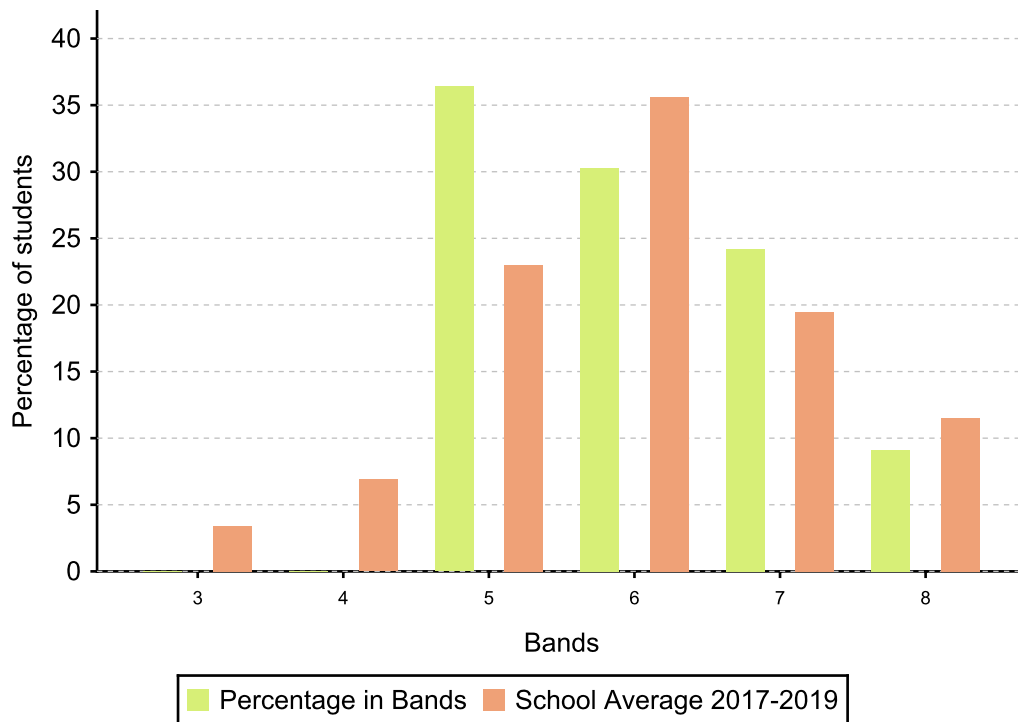
Band	3	4	5	6	7	8
Percentage of students	9.1	12.1	18.2	15.2	27.3	18.2
School avg 2017-2019	5.7	13.8	18.4	16.1	31	14.9

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	3.0	6.1	33.3	21.2	15.2	21.2
School avg 2017-2019	2.3	10.3	25.3	21.8	21.8	18.4

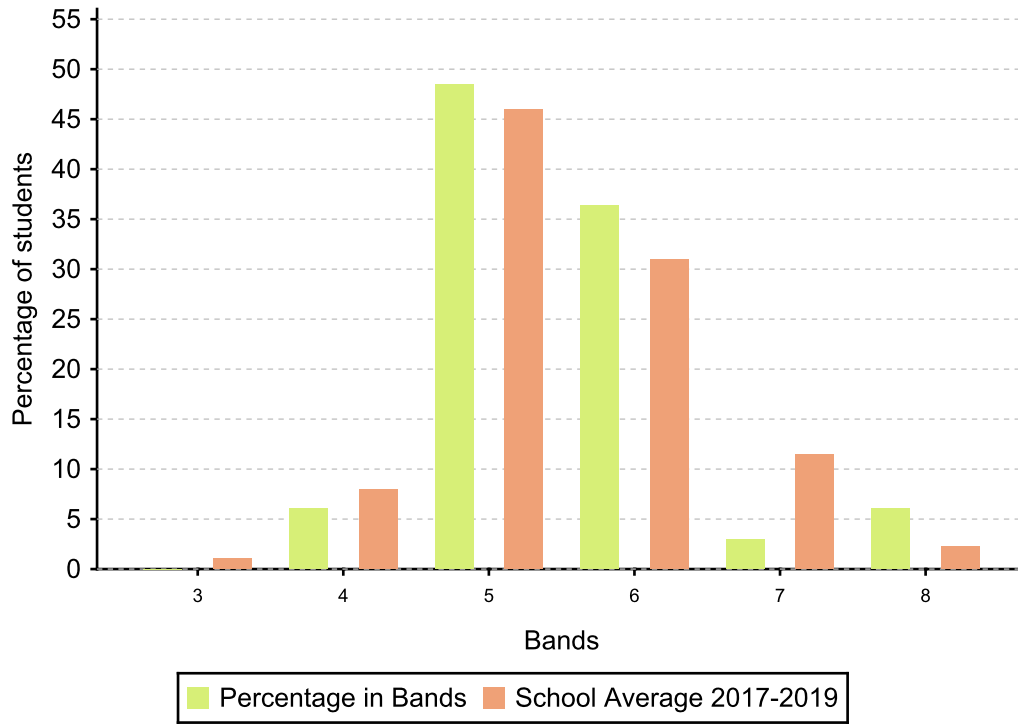
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	36.4	30.3	24.2	9.1
School avg 2017-2019	3.4	6.9	23	35.6	19.5	11.5

Percentage in bands:

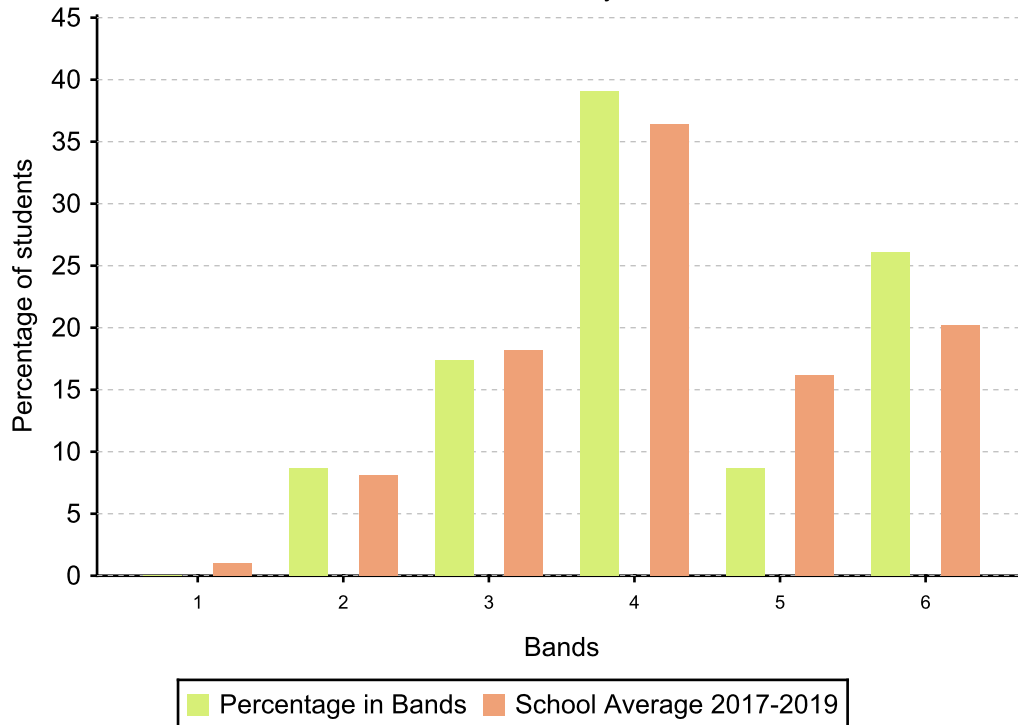
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	6.1	48.5	36.4	3.0	6.1
School avg 2017-2019	1.1	8	46	31	11.5	2.3

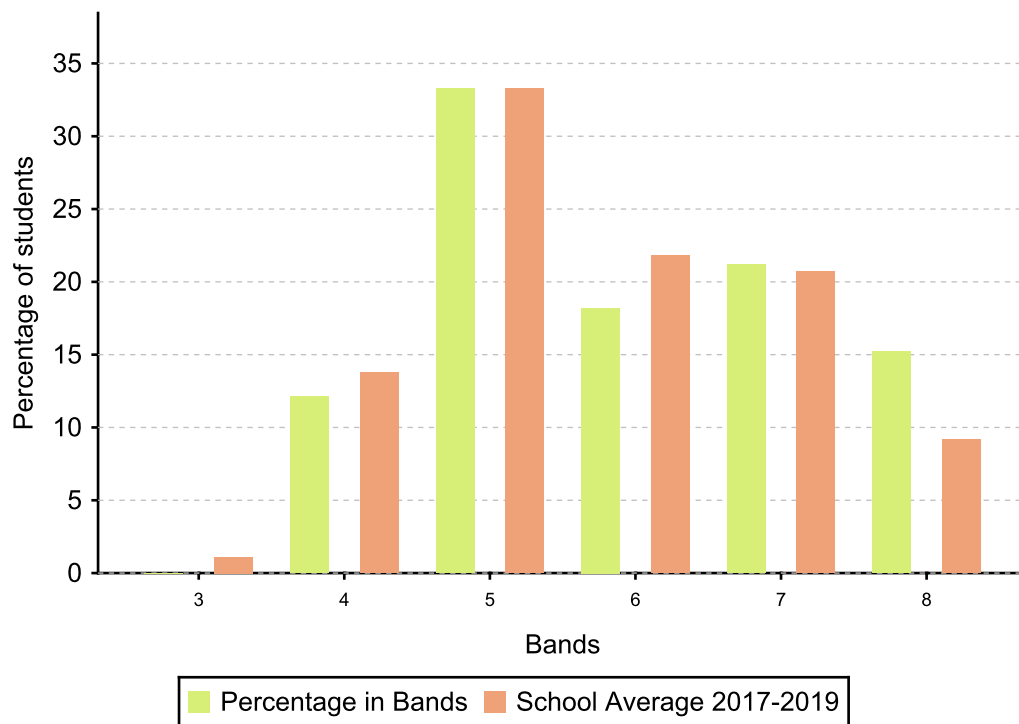
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	17.4	39.1	8.7	26.1
School avg 2017-2019	1	8.1	18.2	36.4	16.2	20.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	12.1	33.3	18.2	21.2	15.2
School avg 2017-2019	1.1	13.8	33.3	21.8	20.7	9.2

Parent/caregiver, student, teacher satisfaction

At Mount Ousley, our school community is consulted and included in the shaping of our school vision. Students and parents have a voice, just as our teachers and leaders do. One of the ways parent and community support is shown through 100% family attendance at our Student-led conferences, and the reflection feedback we gather at those conferences is overwhelmingly positive. We regularly receive unprompted feedback in the form of emails, cards and conversations, which we believe represent authentic feelings about our school. Here are just a few of the comments we received in 2019:–

- *"Thanks for another year of supporting and encouraging creative learners." – mother of Year 2 student 2019*
- *"I just wanted to express a heartfelt thank you to you and staff at Mt Ousley. It is often said that value and appreciation raise us up. That being valued allows us to feel safe to do and be the best we can be. This saying runs true for the children and culture of Mt Ousley Public School." – Year 6 parent 2019*
- *"The culture of this school is just phenomenal, and I love all the activities the kids get to do, such as Empathy Project, Mindfulness, etc." – staff member 2019*
- *"Thank you for being such an amazing principal focused on a deep understanding of each student's talents and interests and always looking to direct and extend their learning with exciting opportunities. We deeply appreciate your interest and your thoughtfulness in guiding us." – Year 4 parent 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.