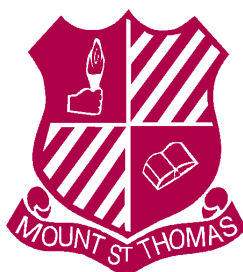


2021 Annual Report

Mount St Thomas Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

At Mount St Thomas Public School, we aim to develop the individual talents, interests and abilities of our students in an inclusive and respectful learning environment. Through high quality personalised learning, we believe that every student should continue to reach or exceed learning milestones on their journey to improvement. Our vision is to empower students to be confident and creative individuals, active and informed citizens and lifelong learners.

School context

Mount St Thomas Public School is situated in the tranquil, leafy suburb of Wollongong with a student enrolment of 324. The school culture is inclusive, connected and collaborative with students, staff, parents and the community working together to achieve individual potential and school-wide excellence.

Every student at Mount St Thomas Public School is known, valued and cared for. Authentic and informed personalised learning is embedded and fostered in a dynamic, collaborative teaching community, where student data and improvement consistently informs the teaching and learning cycle. Together, teachers as learners and students as learners all strive to reach and exceed high expectations for achievement and success.

Our highly committed and dedicated staff and community provide a range of quality initiatives, enrichment opportunities and specialist programs, focused on students' cognitive, emotional, social and physical wellbeing. 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 situational analysis has led to the identification of priority areas and focussed initiatives across three strategic directions:- Student Growth and attainment, High expectations and differentiation, and Reflective pedagogy and professional collaboration.

Strategic Direction 1:- Student Growth and attainment

Analysis conducted against student outcomes and system-negotiated target areas identified a further 8% improvement needed in Reading and Numeracy. Future work includes ensuring teaching and learning programs are dynamic, showing evidence of revisions based on feedback, consistent and reliable student assessment and continuous tracking of student progress and achievement. Consistent implementation of research based practices and effective pedagogy in Reading and Numeracy will continue, with regular progress monitoring and measurement of impact. Narrowing the focus, identifying explicit areas for improvement and targeted teaching, will be utilised and measured by all teachers.

Strategic Direction 2:- High expectations and differentiation

When analysis was conducted against student outcome measures it was evident that the number of students achieving in the top two bands, expected growth in both reading and numeracy and value-add would be areas for explicit focus in the new school plan. Targeted professional learning will assist teachers to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students will access tools and strategies to support individual learning milestones, to articulate their learning and to understand what they need to learn next to enable continuous improvement. As a result of these practices, all teaching and learning programs will show evidence of adjustments addressing individual student needs with progress monitoring ensuring all adjustments lead to improved learning. Processes implemented by teachers will involve students and parents in planning to support learning, and share expected outcomes.

Strategic Direction 3:- Reflective pedagogy and professional collaboration

Future work in Strategic Direction 3 will focus on improved pedagogy in literacy and numeracy, and more effective professional collaboration. Teachers' Professional Development Plans will be supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school and/or inter-school relationships will provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as executive teachers or those accredited at Highly Accomplished or Lead. Teaching staff will have opportunities to demonstrate and share their expertise within their school and with other schools. Through strategic and authentic professional learning, all teachers will develop expert contemporary content knowledge and deploy effective teaching strategies. The school will continue to implement innovative practices and have processes in place to evaluate, refine and scale success.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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 | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| 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: Student growth and attainment

Purpose

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality teaching in literacy and numeracy
- Highly effective teaching practices

Resources allocated to this strategic direction

English language proficiency: \$14,124.20
Low level adjustment for disability: \$114,542.25
Socio-economic background: \$18,027.74
Refugee Student Support: \$1,526.10
Literacy and numeracy intervention: \$16,029.00
Aboriginal background: \$10,763.82
QTSS release: \$38,906.00
Literacy and numeracy: \$18,022.63

Summary of progress

In Strategic Direction 1, we Identified and implemented evidence-based practices to improve effective teaching pedagogy in literacy and numeracy. This incorporated explicit and systematic instruction in the skills, knowledge and understandings required for students to be literate and numerate.

This was achieved through the development of a consistent school understanding of reading and numeracy development using syllabus outcomes, the National Literacy and Numeracy Learning Progression indicators, evidence-based instruction and regular, monitored assessment of progress in reading and numeracy.

The impact of this work saw improved teacher self-efficacy to identify, develop and embed school-wide evidence-informed teaching practices in reading and numeracy. Regular assessment and tracking of student progress led to explicit and systematic instruction individualised at the point of need. For students, the impact was evidenced by improved achievement and growth in NAPLAN, Check-In, PAT and school-based assessment measures, exceeding our annual targets in both reading and numeracy.

In 2022, as an Accelerator Adopter school, we will continue to build skills and understanding of reading and numeracy development using the existing K-10 syllabus and the new K-2 syllabus. Additionally, teachers will continue to utilise evidence-based practices, access a range of assessment strategies and tools and monitor student progress using the National Literacy and Numeracy Progressions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| 2.5% uplift in the percentage of students achieving in the top two bands in NAPLAN reading. 3% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy. | Reading In 2021 56.99% of students achieved Top 2 bands (or equivalent) in NAPLAN reading overall. These results show an uplift of 13.69% from 2019 results. Numeracy In 2021 46.07% of students achieved Top 2 bands (or equivalent) in |

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|---|--|
| <p>2.5% uplift in the percentage of students achieving in the top two bands in NAPLAN reading.</p> <p>3% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy.</p> | <p>NAPLAN numeracy overall. These results show an uplift of 13.77% from 2019 results.</p> |
| <p>1.5% uplift in the percentage of students achieving expected growth in NAPLAN reading.</p> <p>2% uplift in the percentage of students achieving expected growth in NAPLAN numeracy.</p> | <p>Reading</p> <p>In 2021, 81.3% of students achieved at or above expected growth in NAPLAN reading demonstrating a 25.95% uplift.</p> <p>Numeracy</p> <p>In 2021, 72.3% of students achieved at or above expected growth in NAPLAN numeracy demonstrating a 12.78% uplift.</p> |
| <p>SEF Elements Learning: Student Performance Measures is self-assessed at Sustaining and Growing, with value add trending towards Sustaining and Growing or higher in K-3, 3-5 and 5-7</p> <p>SEF Elements Teaching: Effective Classroom Practice is self-assessed at Sustaining and Growing</p> | <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in Student Performance Measures, with value add trending towards Excelling in 3-5 and 5-7.</p> <p>Data was not available for value add K-3 in 2021.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in Effective Classroom Practice.</p> |
| <p>70% of Kindergarten to Year 6 students achieving their individual learning goals in reading and numeracy based on stage outcomes and the literacy and numeracy progressions</p> | <p>88.4% of students have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions.</p> <p>Review of student progress against the learning progressions indicates 94.7% of students have achieved or exceeded learning goals.</p> |

Strategic Direction 2: High expectations and differentiation

Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will further develop and refine evidence informed teaching practices that are differentiated and responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised learning through effective classroom practice and feedback
- Data driven practices
- Attendance Monitoring

Resources allocated to this strategic direction

QTSS release: \$22,424.00

Literacy and numeracy intervention: \$6,395.00

Summary of progress

In Strategic Direction 2, we Identified and implemented collaborative practices to routinely analyse data, ensuring future planning specifically addressed target areas of learning, leading to explicit planning, differentiation and targeted feedback for all students. In addition, staff led school-wide initiatives for wellbeing following learning disruption and mental health complexities associated with Covid-19.

This was achieved through the development and implementation of a range of stage-based data practices supported by staff professional learning in data analysis, understanding and action.

The impact of this work saw improved teacher self-efficacy to collect, collate, analyse and monitor student progress. Regular monitoring led to weekly collaborative discussions around developing explicit teaching programs, identifying student goals, providing quality student feedback and devising future assessment. For students, the impact was evidenced by improved achievement and growth in NAPLAN, Check-In, PAT and school-based assessment measures., exceeding our annual targets in both reading and numeracy.

In 2022, on the basis of our strong student results in literacy and numeracy, teachers and additional staff at Mount St Thomas Public School will continue to engage in routine, data-centred, collaborative practices to inform explicit and responsive teaching and learning programs, ensuring students continue to receive quality instruction at the point of need.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| 4% uplift in the percentage of students attending school 90% of the time or more in semester one. | The number of students attending greater than 90% of the time or more has decreased by 1.54%. |
| School systems and processes developed and implemented (including... support teachers to establish collaborative practices to analyse data to inform future planning at a stage level as an ongoing and essential practice) | School systems and processes are currently in place to facilitate continued growth and development for staff in analysing student data and formulating future action. |
| SEF Elements Learning: Student Performance Measures is self-assessed at Sustaining and Growing, | Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in Student Performance Measures, with value add trending towards Excelling in 3-5 |

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| <p>with value add trending towards Sustaining and Growing or higher in K-3, 3-5 and 5-7. Curriculum is self-assessed at Sustaining and Growing with some themes of Excelling evident. Assessment is self-assessed at Excelling</p> <p>SEF Elements Teaching: Effective Classroom Practice and Data Skills and Use are self-assessed at Sustaining and Growing</p> | <p>and 5-7. Data was not available for value add K-3 in 2021.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in Curriculum.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in Effective Classroom Practice and Data Skills and Use.</p> |
| <p>An uplift in Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) to be above system identified baseline</p> | <p>Tell Them From Me data indicates 89.28% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p> |

Strategic Direction 3: Reflective pedagogy and professional collaboration

Purpose

To build a collective and collaborative approach to the achievement of excellence in learning, teaching and leading; where planning and evaluative thinking processes are accountable, evidence-based and reflective.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building teacher self-efficacy
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$20,472.00

Summary of progress

In Strategic Direction 3, we continued to build a collective and collaborative approach to the achievement of excellence in learning, teaching and leading; where planning and evaluative thinking processes were accountable, evidence-based and reflective.

This was achieved through the development and implementation of school-wide processes for ongoing collaborative reflection and action at a whole-school, stage and classroom level.

The impact of this work saw improved partnerships in learning between staff, students and parents, based on timely and authentic data discussions and observations, explicit teaching programs and shared reflective practices K-6. In the Learning Domain in the element of Learning Culture, the school self-assessment was increased to and validated at Excelling by the External Validation panel to reflect this work.

In 2022, we will continue to build a collaborative learning community, where reflection, research and evidence-based practices inform future teaching directions and continue to improve teaching effectiveness.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| SEF Elements Teaching: Effective Classroom Practice is self-assessed at Sustaining and Growing and Learning and Development is self-assessed at Excelling SEF Elements Leading: Educational Leadership is self-assessed at Sustaining and Growing | Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in Effective Classroom Practice. Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in Learning and Development. Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in Educational Leadership. |
| All teachers collaboratively engage in educational research to address deficits in student learning as evidenced by data | Teachers continue to engage in Educational Research as determined by data sets and analysis. |
| All teachers maintain proficiency against the Australian Professional Standards for Teachers by engaging in quality professional learning aligned to school and individual goals evidenced | All teaching staff have maintained proficiency against the Australian Professional Standards for Teachers, have completed mandatory training and continue to engage in the Performance Development Framework. |

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| <p>in the Performance Development Framework</p> | |
| <p>All teachers participate in coaching/mentoring as part of QTSS, and engage in professional collaboration to reflect on teaching practices as a stage team</p> | <p>All teachers participated in coaching/mentoring as part of QTSS, and engaged in professional collaboration to reflect on teaching practices in stage teams. Additionally, teaching staff participated in rigorous Quality Teaching Rounds with the University of New England as part of a research study measuring the impact of quality teaching on student results.</p> |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Refugee Student Support</p> <p>\$1,526.10</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • professional development of staff to support student learning • strengthening orientation and transition programs for identified students <p>The allocation of this funding has resulted in: All eligible students receiving appropriate transition support with positive and open partnerships established between school and home. Students receiving additional support demonstrating continued progress towards individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of Refugee Student Support funding will be adjusted throughout the year in response to student progress and reviews to ensure funding is used to specifically address each student's changing support needs.</p> |
| <p>Integration funding support</p> <p>\$166,915.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Mount St Thomas Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Strengthened communication and improved learning partnerships with parents/carers. Continued monitoring of student learning needs and progress ensuring eligible students receive responsive personalised learning and support within their classrooms. All eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's changing support needs.</p> |
| <p>Socio-economic background</p> <p>\$18,027.74</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount St Thomas Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

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| <p>Socio-economic background</p> <p>\$18,027.74</p> | <p>including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Learning and Support program/s implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Targeted support to ensure access to quality literacy and numeracy instruction and resources for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued review of student needs to ensure early intervention for all students to maximise learning opportunities and improvement in literacy and numeracy.</p> |
| <p>English language proficiency</p> <p>\$14,124.20</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount St Thomas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: All eligible students accessing quality EAL/D support in whole class differentiated instruction and specialist withdrawal intervention. Regular data collection and monitoring of student progress in literacy and numeracy informs personalised learning programs and the establishment of responsive learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing support for students in beginning and emerging phases through highly differentiated programs within classrooms and through withdrawal group sessions.</p> |
| <p>Low level adjustment for disability</p> <p>\$114,542.25</p> | <p>Low level adjustment for disability equity loading provides support for students at Mount St Thomas Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers |

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| <p>Low level adjustment for disability</p> <p>\$114,542.25</p> | <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The LaST and SLSO's were able to provide differentiated support to targeted students through intervention programs and in-class support. Consultation time given for LaST, School Counsellor, Assistant Principal Learning and Support, classroom teacher and parents/carers to develop specific and personalised learning and support plans and monitor their effectiveness on student outcomes. Regular reviews and data analysis led to revisions and adjustments to learning goals as required. Classroom teachers, students and parents/carers feel supported in quality literacy and numeracy program development and implementation. Quality programs and differentiation benefits all students K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: Better access to and use of external expertise for professional learning in order to build staff capacity in understanding student needs and identifying appropriate adjustments. Improved teacher pedagogy and practice in implementation of adjustments and monitoring their effectiveness. Improved resourcing with increased access to newer technology and digital learning tools to supplement literacy and numeracy programs.</p> |
| <p>Professional learning</p> <p>\$20,472.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mount St Thomas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building teacher self-efficacy • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching in critical thinking, collaboration, communication and creativity • engaging a specialist teacher to unpack evidence-based approaches to trauma-informed practice • Additional teacher time to collectively and collaboratively develop quality teaching programs K-6 <p>The allocation of this funding has resulted in: All staff engaging in quality professional learning in 4Cs transformative learning pedagogy and embedding strategies into teaching and learning programs. All students K-6 engaging with the disposition wheel and able to identify their learning strengths are areas for development. Increased opportunities for student collaboration and critical thinking in the classroom. Eight staff fully-trained in Berry Street trauma-informed practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued commitment to facilitate staff professional learning, responsive to personalised goals, as well as whole school learning and development aligned to strategic directions.</p> |
| <p>Literacy and numeracy</p> <p>\$18,022.63</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount St Thomas Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy • Highly effective teaching practices |

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| <p>Literacy and numeracy</p> <p>\$18,022.63</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: All teachers K-2 trained in Synthetic Phonics. Additional staff time to collaboratively redevelop synthetic phonics based spelling program based on research. Release for QTSS mentorship in effective pedagogy in literacy sessions and implementation of the 'sentence a day' program K-2. Purchase and use of a range of decodable readers and quality literature, as well as Reading Eggs online K-2 for access to readers during remote learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teacher professional learning in the new K-2 Curriculum as an Accelerator Adopter School in 2022, where reflection, data and review, will inform development of quality units of work in literacy and numeracy.</p> |
| <p>QTSS release</p> <p>\$61,330.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount St Thomas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy • Personalised learning through effective classroom practice and feedback • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • additional staffing to implement peer mentoring processes <p>The allocation of this funding has resulted in: Ongoing explicit modelling, teaching and mentoring by the stage APs, demonstrating a range of teaching strategies, modelling quality literacy pedagogy and leading formative assessment collection in reading and comprehension.. In addition to in-class mentoring and support, teachers have engaged in collaborative discussion and stage-based assessment and data analysis in teams focused on reading and comprehension. Results in 2021 NAPLAN Reading show a 13.69% uplift of students achieving in the top two bands.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued intensive work around improving teacher practice and pedagogy in literacy in 2022 with further modelling, mentoring and guided support. Classroom programs are responsive to student data and current learning needs of students and provide opportunities for students at all levels to achieve their maximum potential.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$22,424.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mount St Thomas Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy • Personalised learning through effective classroom practice and feedback |

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|--|--|
| <p>Literacy and numeracy intervention</p> <p>\$22,424.00</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Newly established systems for student assessment and tracking K-6, regularly analysed to inform personalised teaching and learning in literacy and numeracy, including ALaN, PLAN2 and school-based assessments database. Data informed teaching programs addressing areas of need for all students K-6. LaST intervention and guided support for teachers to establish and use effective teaching strategies and to support whole class learning as well as a team-teaching approach and small group withdrawal. Student growth in Reading in 2021 evidences a 25.95% uplift and 12.78% in numeracy, demonstrating the impact of intensive data-driven teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued use of this model, with additional staffing expertise to supplement the classroom teacher program for identified students at their point of need.</p> |
| <p>COVID ILSP</p> <p>\$67,850.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • employing staff to provide online tuition to student groups in literacy • employing staff to provide online tuition to student groups in numeracy • providing targeted, explicit instruction for student groups in numeracy <p>The allocation of this funding has resulted in:</p> <p>Teachers trained to utilise department assessment resources effectively to inform their practice in Numeracy and Literacy. Classroom practices have changed and Phonological Awareness and Phonics pedagogies are now being integrated into classroom practice.</p> <p>An overall significant improvement in student data relating to student reading fluency and phonics acquisition.</p> <ul style="list-style-type: none"> - All students who received Year 1-2 literacy intervention had improvement in fluency assessments in Term 4 with average improvement of 26 words per minute. - Students who received Year 3-4 literacy intervention improved an average of 23 words per minute on the Term 4 WARP assessment. - All students who received intensive numeracy support showed growth from pre and post on school-based numeracy assessments. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>ongoing intensive literacy and numeracy support in small groups, explicit instruction and push in support. The model of Year 1-2 literacy support to be refined in light of the new syllabus. Students at point of transition between stages to be supported with hand-over of data and successful teaching</p> |

| | |
|---|--|
| <p>COVID ILSP</p> <p>\$67,850.00</p> | <p>strategies for incorporation in the next stage's support processes as appropriate. Ongoing cohort-wide assessment processes to continue to ensure appropriate students targeted for literacy and numeracy support from the Learning and Support team.</p> |
| <p>Aboriginal background</p> <p>\$10,763.82</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount St Thomas Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>Improved learning and support partnerships with Aboriginal students and families throughout the Personalised Learning Pathways process. Shared understanding and awareness of specific learning goals from school to home, with supports and strategies implemented in consultation and clearly communicated. Regular and responsive monitoring of student progress towards personalised learning goals, with all Aboriginal students making continued progress in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued strengthening of learning partnerships with Aboriginal students and families.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 174 | 172 | 160 | 161 |
| Girls | 175 | 172 | 161 | 158 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 95.4 | 94.5 | 96.2 | 94 |
| 1 | 95.3 | 95 | 96 | 95 |
| 2 | 94.5 | 94.7 | 94.5 | 93.6 |
| 3 | 93.7 | 94.2 | 95.8 | 92.8 |
| 4 | 94.2 | 93.2 | 93.9 | 92.3 |
| 5 | 94.3 | 93.3 | 95 | 91 |
| 6 | 94.2 | 94.2 | 94.1 | 91.1 |
| All Years | 94.5 | 94.2 | 95 | 92.7 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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) | 11.59 |
| Literacy and Numeracy Intervention | 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 271,432 |
| Revenue | 3,136,916 |
| Appropriation | 3,080,181 |
| Sale of Goods and Services | 844 |
| Grants and contributions | 55,723 |
| Investment income | 168 |
| Expenses | -3,297,907 |
| Employee related | -3,001,883 |
| Operating expenses | -296,024 |
| Surplus / deficit for the year | -160,991 |
| Closing Balance | 110,441 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 143,099 |
| Equity Total | 157,458 |
| Equity - Aboriginal | 10,764 |
| Equity - Socio-economic | 18,028 |
| Equity - Language | 14,124 |
| Equity - Disability | 114,542 |
| Base Total | 2,421,976 |
| Base - Per Capita | 79,132 |
| Base - Location | 0 |
| Base - Other | 2,342,844 |
| Other Total | 161,415 |
| Grand Total | 2,883,948 |

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.

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.

Parent/caregiver, student, teacher satisfaction

In 2021, the school undertook an annual school self-evaluation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- a school-based annual survey for students, parents and staff;
- the Tell Them From Me survey

The data was analysed by the Leadership Team and the findings helped to inform the 2022 activities within the Strategic Improvement Plan. Feedback from all aspects of the school community was overwhelmingly positive.

Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- 89% felt they have friends at school they can trust and who encourage them to make positive choices, showing an increase of 1% on 2020 results.
- 93% believe that schooling is useful in their everyday life and will have a strong bearing on their future, showing an increase of 3% on 2020 results.
- 91% try hard to succeed in their learning, showing an increase of 6% on 2020 results.
- In Advocacy at school, the school mean of 8.4 shows an uplift from 7.8 in 2020 results.
- In Positive teacher-student relations, the school mean of 8.8 shows an uplift from 8.4 in 2020.
- In positive learning climate, the school mean of 7.4 shows an uplift from 7.0 in 2020.

From school-generated survey questions:

- 88% of students think mathematics grouping helped them improve in Mathematics.
- 94% of students prefer to learn in mathematics groups rather than in a mixed composite group.

Feedback from teachers and other school-based staff indicated:

The school mean exceeded the NSW Govt Norm in 100% of questions surveyed.

The school mean of 9.0, significantly exceeded the NSW Govt Norm of 7.6 in Planned Learning Opportunities

- When I present a new concept I try to link it to previously mastered skills and knowledge - school mean 9.8
- I work with other teachers in developing cross-curricular or common learning opportunities - school mean 9.2
- Teachers in our school share their lesson plans and other materials with me - school mean 9.4
- I use results from formal assessment tasks to inform my lesson planning - school mean 9.8

These results indicate teachers are accessing data and working collaboratively as per the school's Strategic Directions.

Key areas that teachers and other staff feel they need improvement include continued professional learning in data literacy and analysis and continued implementation of research-based teaching strategies and learning pedagogy.

There were too few parent responses in the Tell Them From Me survey to generate a report, however, a school-based survey for parent feedback after remote learning in 2021 received responses from 26 parents/carers. The responses were extremely positive, with a range of qualitative questions providing school staff with feedback for consideration in future school planning.

Qualitative examples of feedback from the parent body indicated overwhelming support:

"Overall I commend the school on the awesome job! Well done, the kids were connected and cared for and support was available to the parents on request."

"I loved how the kindy kid's teachers taught some material in pre recorded videos. This worked really well and think would work well to teach older students new skills also if we ever have to revert back to learning from home. The teachers were also amazing at providing meaningful and positive feedback."

"All the positive affirmation and personal connections made a world of difference; there wasn't one day that we heard a complaint about having to do school work. We certainly felt very supported as parents, knowing that XX's learning and wellbeing were in such great hands."

"I think the teachers did a fantastic job of making the learning grids. Although I felt for our family there was too much work, I also understand it's hard to find the right balance with kids at different levels. The work was engaging and interesting. Listening to the teacher's live messages was great and the kids felt really connected."

"I really enjoyed the chance to see what they actually do at school! I felt a lot more connected and informed about their "usual" day and what is being taught."

"In future, somehow greater connection for parents to be more involved in kids learning."

Key areas for improvement would be to provide additional opportunities for parents/carers to stay connected and aware of their child's learning more regularly throughout the year.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.