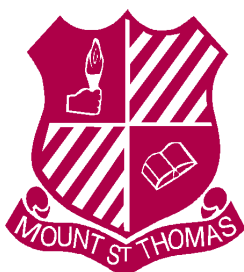
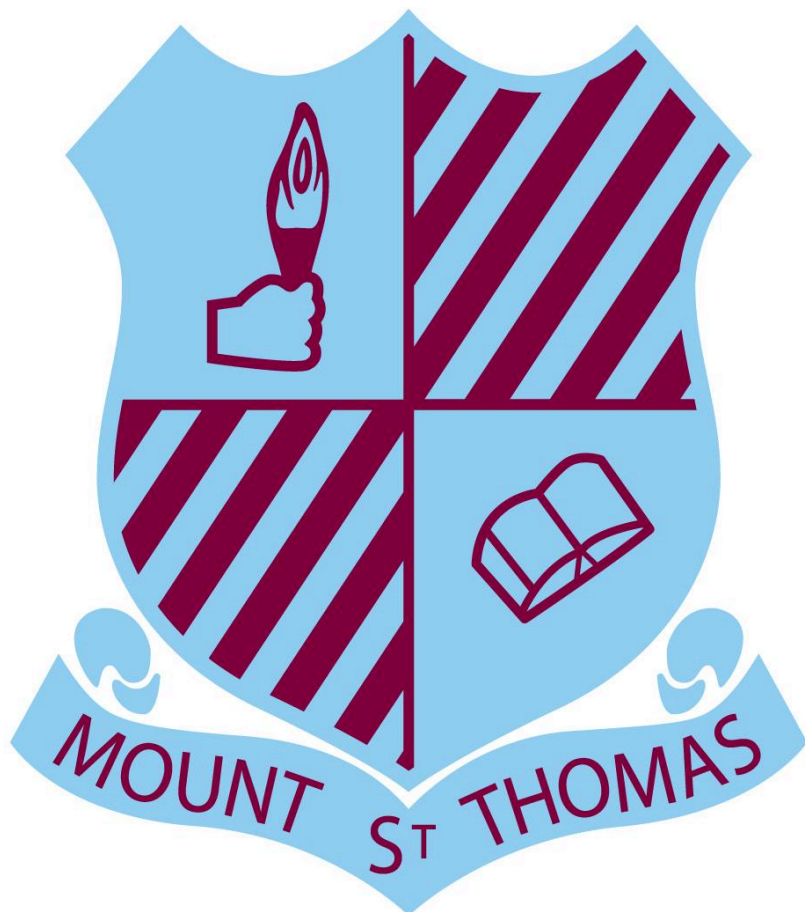


# 2022 Annual Report

## Mount St Thomas Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	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:** \$19,776.00  
**Low level adjustment for disability:** \$112,171.70  
**Socio-economic background:** \$18,938.57  
**Literacy and numeracy intervention:** \$22,984.20  
**Aboriginal background:** \$12,049.02  
**Per capita:** \$21,625.00  
**Professional learning:** \$5,400.00  
**QTSS release:** \$11,492.00  
**Literacy and numeracy:** \$9,100.00

### Summary of progress

In Strategic Direction 1 as an Accelerator Adopter school, 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 new and existing syllabus outcomes, 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 in NAPLAN, Check-In, PAT and school-based assessment measures, exceeding our annual targets in both reading and numeracy.

In 2023, we will continue to build skills and understanding of reading and numeracy development using the new K-2 syllabus and the existing K-10 syllabus. Additionally, teachers will continue to utilise evidence-based practices, access a range of assessment strategies and tools and monitor student progress.

### 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
8.4% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy.	In 2022 48.31% of students achieved Top 2 bands (or equivalent) in NAPLAN numeracy overall. These results exceed the system-negotiated target by 7.92% and show an uplift of 2.24% from 2021 results.
Expected Growth in NAPLAN Numeracy unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored and	In 2022, internal school measures show continued growth in Numeracy.

<p>reported using internal measures such as PAT assessments and Department of Education Check-In data.</p>	
<p>7.6% uplift in the proportion of students achieving in the top two bands of NAPLAN reading.</p>	<p>In 2022 63.33% of students achieved Top 2 bands (or equivalent) in NAPLAN reading overall. These results exceed the system-negotiated target by 10.41% show an uplift of 6.34% from 2021 results.</p>
<p>Expected Growth in NAPLAN Reading unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored and reported using internal measures such as PAT assessments and Department of Education Check-In data</p>	<p>In 2022, internal school measures show continued growth in Reading.</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.

- Differentiated programming
- Data driven practices
- Student engagement

### Resources allocated to this strategic direction

**Per capita:** \$52,935.00

### 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.

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 continued improvement in achievement and growth in both reading and numeracy.

In 2023, 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
<b>Attendance</b> Uplift in the percentage of students attending school 90% of the time to be above the 2021 attendance rate.	Attendance data reflects a decrease in the number of students attending greater than 90% of the time in 2022.
Internal measures demonstrate that teachers are differentiating curriculum delivery to meet the needs of students at different levels of achievement based on internal and external assessment data.	Teachers are effectively differentiating curriculum delivery to meet the needs of students at different levels of achievement, as evidenced by improved student achievement and growth.
<b>Wellbeing</b> Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be	Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates a decrease of 5.58%.

above the 2021 level.



## 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:** \$15,785.00

**Literacy and numeracy:** \$8,900.00

**QTSS release:** \$50,398.00

**Per capita:** \$6,000.00

### 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 further strengthening of 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 2023, 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
Internal data demonstrates that teachers are using a range of explicit strategies to explain and break down knowledge to meet students' learning needs.	Teachers are using a range of explicit strategies to explain and break down knowledge to meet students' learning needs, as evidenced by internal and external assessment data.
Internal data demonstrates that the formal coaching and mentoring model of the school is differentiated to meet teacher need.	School-wide coaching and mentoring is differentiated to meet teacher need, as evidenced by internal school data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$158,103.91</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of appropriate strategies and adjustments</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Continued to strengthen and improve learning partnerships with parents/carers. Continued monitoring of student learning needs and progress ensuring eligible students receive responsive personalised learning and support. All eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to prioritise integration funding decision making with the learning and support team, ensuring funding use has maximum learning impact and 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>\$18,938.57</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Learning and Support program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support to ensure access to quality literacy and numeracy instruction and resources for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued review of student needs to ensure early intervention for all students to maximise learning opportunities and improvement in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$12,049.02</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</p>

<p>Aboriginal background</p> <p>\$12,049.02</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> Continued strengthening of learning partnerships with Aboriginal students and families.</p>
<p>English language proficiency</p> <p>\$19,776.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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>\$112,171.70</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Low level adjustment for disability</p> <p>\$112,171.70</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The LaST and SLSO's were able to provide differentiated support to identified students through intervention programs and in-class support. Consultation time given for LaST, School Counsellor, 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><b>After evaluation, the next steps to support our students will be:</b> 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>\$21,185.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> <li>• Building teacher self-efficacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching in critical thinking, collaboration, communication and creativity (4Cs pedagogy)</li> <li>• increased number of staff undergoing training in Berry Street trauma-informed practice, to unpack and understand evidence-based approaches and how these can be utilised in our school setting</li> <li>• Additional teacher time to collectively and collaboratively develop quality teaching programs K-6</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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, with suitable resources developed K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Professional learning \$21,185.00	Continued commitment to facilitate staff professional learning, responsive to personalised goals, as well as whole school learning and development aligned to strategic directions.
Literacy and numeracy \$18,000.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> <li>• Building teacher self-efficacy</li> <li>• Highly effective teaching practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• teacher release to engage staff in new K-2 syllabus preparation as part of the Accelerator Adopter program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All teachers K-2 trained in the new K-2 syllabus and implementation of units of work. Additional staff time to collaboratively redevelop phonics based spelling program aligned to the new syllabus. Release for QTSS mentorship in effective pedagogy in literacy sessions and implementation of Newman's Analysis' K-2. Purchase and use of a range of decodable readers and quality literature.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued teacher professional learning, planning and programming time; where reflection, data and review will inform continued development and refinement of quality units of work in literacy and numeracy. Processes developed will transfer to preparation for the 3-6 syllabus in 2023. Newly appointed Assistant Principal, Curriculum and Instruction to lead this.</p>
QTSS release \$61,890.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional staffing to implement peer mentoring processes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  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, reading comprehension and problem solving in Mathematics. In addition to in-class mentoring and support, teachers have engaged in collaborative discussion and stage-based assessment and data analysis in teams.</p>

<p>QTSS release</p> <p>\$61,890.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continued intensive work around improving teacher practice and pedagogy in literacy and numeracy with further modelling, mentoring and guided support. Classroom programs are responsive to student data and current learning needs of students and provide personalised opportunities for students at all levels to achieve their maximum potential.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Continued processes 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. Year 2 completed PAT in Reading and Numeracy in Term 1 and Term 4 to inform programming development and the impact on student learning. Data informed teaching programs addressing areas of need for all students K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued use of this model, with additional staffing expertise to supplement the classroom teacher program for identified students at their point of need. Careful review of K-2 syllabus implementation and student progress and achievement.</p>
<p>COVID ILSP</p> <p>\$54,267.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data (WARL &amp; WARN assessments)</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - MiniLit, MacqLit, MultiLit, Mathematics groupings</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Continued capacity building for teachers to effectively identify and utilise department assessment resources to inform their practice in numeracy and literacy. Classroom practices K-2 are aligned to the evidence-base and research underpinning the K-2 curriculum. An overall significant improvement in student data relating to student reading fluency and phonics acquisition. - All students who received Year 1-2 literacy intervention had improvement in fluency assessments in Term 4 with average improvement of 32 words per minute.</p>

COVID ILSP

\$54,267.00

- Students who received Year 3-4 literacy intervention improved an average of 21 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.

**After evaluation, the next steps to support our students will be:**

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 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.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	172	160	161	171
Girls	172	161	158	158

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	96.2	94.0	88.9
1	95.0	96.0	95.0	88.6
2	94.7	94.5	93.6	88.0
3	94.2	95.8	92.8	91.4
4	93.2	93.9	92.3	88.7
5	93.3	95.0	91.0	90.5
6	94.2	94.1	91.1	87.2
All Years	94.2	95.0	92.7	89.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	11.58
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	110,441
<b>Revenue</b>	3,184,383
Appropriation	3,067,909
Sale of Goods and Services	2,000
Grants and contributions	112,818
Investment income	1,656
<b>Expenses</b>	-3,245,131
Employee related	-2,867,980
Operating expenses	-377,151
<b>Surplus / deficit for the year</b>	-60,748
<b>Closing Balance</b>	49,694

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	158,120
<b>Equity Total</b>	162,936
Equity - Aboriginal	12,049
Equity - Socio-economic	18,939
Equity - Language	19,776
Equity - Disability	112,172
<b>Base Total</b>	2,468,229
Base - Per Capita	80,605
Base - Location	0
Base - Other	2,387,624
<b>Other Total</b>	171,444
<b>Grand Total</b>	2,960,728

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

In 2022, 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 parents and staff;
- the Tell Them From Me survey

The data was analysed by the Leadership Team and the findings helped to inform the 2023 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.

## **TTFM feedback from the student body indicated:**

### *Social-Emotional Outcomes*

- 86% of students report positive relationships, exceeding the NSW Govt Norm
- 92% of students report positive behaviour at school, exceeding the NSW Govt Norm

### *Drivers of Student Outcomes*

- Students report a score of 8.0 for Explicit Teaching Practices and Feedback, exceeding the NSW Govt Norm
- Students report a score of 8.3 for Effective Learning Time, exceeding the NSW Govt Norm
- Students report a score of 8.3 for Advocacy at School, exceeding the NSW Govt Norm
- Students report a score of 8.5 for Positive Teacher-Student Relations, exceeding the NSW Govt Norm

## **From school-generated survey questions:**

### *Feedback from parents:*

- 96.8% of parents report that their child/ren feel happy and content at school
- 95.2% of parents report that their child/ren feel challenged and engaged at school
- 91.9% of parents report that the school provides quality learning opportunities
- 72.6% of parents report that the school provides opportunities for the development of interests and talents
- 79% of parents felt involved in all areas of school-life
- 69.4% of parents report that they are happy with the level of communication

Qualitative parent responses:

## **What is one thing we do really well at Mountso?**

- Parent communication, presentation of the school grounds is proud and welcoming, extra-curricular opportunities for children have been amazing
- Provide a safe space for kids to develop their individuality, with varied experiences and curriculum. My kids have developed as individuals with their own personalities without pressure to conform
- Fostering a culture of a caring and safe school community
- There is a genuine interest in student wellbeing
- Community spirit! Love the involvement fostered with parents and families by the school, it's been amazing!
- My child's teacher has been very supportive of him and has made all the difference to him having a happy schooling experience
- We feel part of a community and we are very happy with the quality of the education

Staff results indicate teachers are accessing data and working collaboratively as per the school's Strategic Directions. Feedback from teachers and other school-based staff for future directions:

- PL- Curriculum Reform- allocate 3-6 teachers time to develop understanding of new curriculum and evidence-based practice
- Working with the APCI, link measures to pre and post data aligned to progressions
- In implementation of new syllabus, be mindful to plan scope and sequences early so that content can be appropriately matched and linked in parallel to facilitate increased student understanding
- Tiered/differentiated assessments need to be continued K-6
- Using collaborative IT such as Google Docs to create planning and programming scaffolds that are adaptive to student needs, functionally differentiated so that 'next steps' can be better identified and catered for as the needs arise.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.