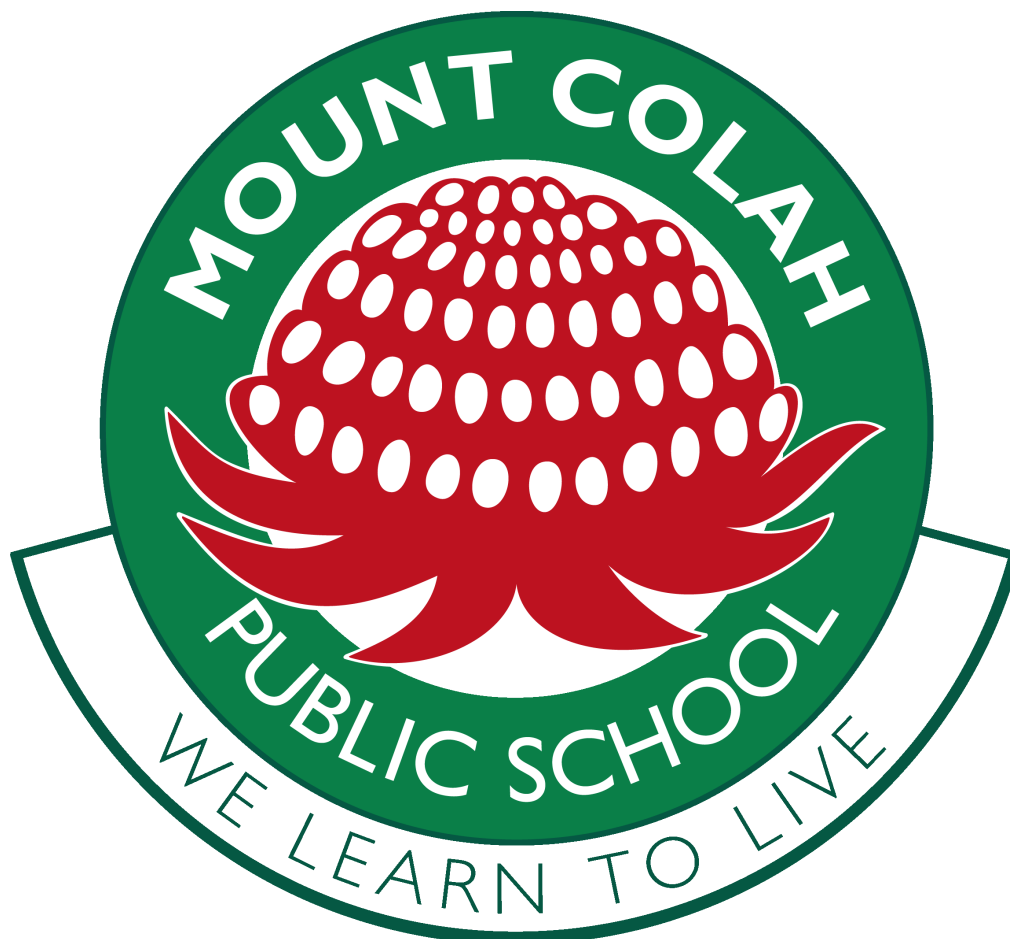# 2022 Annual Report

Mount Colah Public School

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Introduction

The Annual Report for 2022 is provided to the community of Mount Colah 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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Message from the principal

Mount Colah Public School is a wonderful place for children to learn and has a strong reputation with our community for excellence and developing students into active, high-achieving and well-adjusted young citizens.

The school is located in a beautiful, leafy region of North-West Sydney on the traditional lands of the Guringai people and enjoys excellent community support. We aim to create a safe, nurturing yet challenging environment that is built on positive relationships, developing the whole student - emotionally, socially and academically. We care for and appreciate each of our students as unique individuals with distinct talents, interests and needs. As such, Mount Colah Public School delivers a stimulating curriculum that is flexible and tailored to each student as we strive for high educational outcomes and personal best. Our passionate teachers support students to grow in confidence and develop the skills required to succeed and thrive in a rapidly changing world. In 2022, we received a whole school internet upgrade which has ensured that we can meet the demands of technology use within the school with high-speed internet.

The teachers, support and administration staff at Mount Colah Public School are highly professional. They strive to use evidence-based teaching and learning programs that enhance student engagement and achievement. I acknowledge all staff for knowing, valuing and caring for all of our students. I especially commend the executive team for their ongoing leadership. Through the expertise and commitment of staff, we continue to offer a significant range of programs that impact positively on our students' wellbeing, skills and ability to work as a team.

We have been able to employ wonderful staff at Mount Colah Public School. This year we were able to secure permanent positions for Ms German as our School Administration Manager, Mrs Fowler as our Learning and Support Teacher, Mrs Skyring- Deans as an Assistant Principal, Curriculum & Instruction, Ms Murray as our Teacher Librarian, Miss Neville and Mrs Foster were appointed as classroom teachers. We are currently advertising for an Assistant Principal and School Administration officer.

Mount Colah Public School is a friendly, vibrant, community-minded school, whose decisions always put students first. There are many opportunities for parental and community involvement especially through participation in the P&C Association where parents can contribute significantly to the school and connect to its warm and generous community.

I would like to thank the P&C for your continued support of Mount Colah Public School. On behalf of the staff at Mount Colah Public School, I would like to extend my appreciation for your continued support of our wonderful school and community.

Congratulations to the staff, students and school community on its achievements in 2022.

Message from the school community

2022 was a great year with new opportunities thanks to the easing of covid restrictions, allowing the school community to

gather together physically again. We were able to run special events for the children, including our ever-popular Mother's Day and Father's Day gift stalls with a team of wonderful volunteers. The children have also enjoyed a winter woollies mufti day, the Halloween disco and the long-awaited colour explosion thanks to the hard work of our fundraising team, who put so much time and effort into planning these events.

We had many families contribute so generously to cake stalls for both the election and Grandparents Day, we're thankful for such a creative group of parents and their little helpers!

We were also able to hold the first parent social fundraiser evening in a few years and it was a great night playing music bingo, sharing dinner together and catching up with old and new friends. And of course, our first Community Christmas Markets event in December was a great chance to connect with our wider community and local businesses and would not have been possible without the hard work of the executive team and the many parent volunteers at MCPS.

Through these events, we've raised money for many projects, including a tiered sandstone seating area on the oval, a wish list of resources and activities for every year group across the school and we've even been able to share the money we've raised with the families at Empire Vale Public School by purchasing LGP stoves for families still without electricity after their homes were severely damage in the floods.

As always, our regular programs ran smoothly each week thanks to the amazing teams we have across the canteen, uniform shop and band programs. It was so lovely to have our bands able to perform and compete again at events including the Asquith Girls Musicale, the NSWEE at Chatswood Concourse, assembly performances and Bandomania. We've also welcomed new bookkeepers and program coordinators who have taken to their roles with great skill and enthusiasm.

We are very thankful for the support of the school families and staff who make being part of the MCPS family such a joy and we look forward to many more opportunities to enjoy school life together in 2023.

Message from the students

Last year was 2022 and there was a lot going on at MCPS!

Here is a wrap-up to show you some of the things that were happening:

- Colour Run- The 2022 colour run was delayed because of Covid, but later in the year when we did have it, a lot of money was raised. The most money raised by one student was $1080 from a Stage 2 student. Prizes were won and at the end of the day everyone was very colourful.
- Backflips against bullying- Around the middle of the year some people came to our school to teach us about bullying and they did lots of backflips and stunts. I was lucky because I was someone they got to flip over!
- Stage 3 camp- Last year in spring, Stage 3 went to Bathurst for their camp. It was VERY COLD (lucky we didn't go in winter) and we learned a lot about the Australian gold rush and we even got to go gold panning in the river.
- Band Camp- Almost everyone who played in the bands went to band camp at Crusaders, Galston. We had lots of rehearsals and tutorials. Everybody got a cabin to sleep in so nobody had to sleep outside. We did a performance for all the parents on Sunday.
- Great Aussie Bush Camp- Both Stage 2 and year 6 (not at the same time) went to the Great Aussie Bush Camp. It sounded like they had a lot of fun especially on the giant swing that year 6 got to go on.
- CARES- Year 5 went to CARES and learnt bike safety and road signs. At the end we got to go on a mini road and almost everybody got a demerit point at the intersection and some of us decided to be pedestrians and give a helping hand to those who needed a demerit point!
- Jollybops- Some people came to our school and showed everybody cool science experiments and we were entertained by the amount of exploding balloons. We also made elephant toothpaste.
- NAIDOC Week- Around the middle of the year Brian and Hayley came to our school to teach us about Aboriginal Education. We learnt many symbols and each student got to paint 2 stones each with a symbol that they liked. Some of the stones were kept for an Aboriginal artwork that was for our school.
- Enviromentors - In June students met someone called Marc who taught us about which items go in which bin. We got to play some games and sit on a can block that was many cans squashed together to make a cube.

2022 was a great year and all the students had a great year!

By Christabelle and Penny

School vision

At Mount Colah Public School our vision is that every student, teacher, leader improves every year, to prepare young people for rewarding lives as engaged citizens in a complex and dynamic environment. At our school, every child is known, valued and cared for. We are committed to children leaving this school with a set of values such as honesty, integrity, good judgement and belonging, as well as a complement of essential skills that encompass linguistic, mathematical, scientific, creative, technological, physical and social competencies. We value developing inquiring and discriminating minds, a life long desire for knowledge to attain wisdom, strong self-esteem, high personal expectations, personal integrity, acceptance and respect for others. The partnership which exists between school, parents and community is essential to realising this vision of constant growth.

School context

Mount Colah Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 469 students. The NESB background of the school community is 13%. The Family Occupation and Education Index (FOIE) is 35. Trained and dedicated teachers deliver quality teaching programs in a caring and supportive environment.

The school has consistently performed above the state average in literacy and numeracy over a number of years. An analysis of our results in recent years indicated a need to further develop student growth between Stages 2 and 3 (years 3-6), so that all students are progressing in their learning and high performing students are extended so that they fully demonstrate their capabilities. The school is aspiring to make further gains in student literacy and numeracy by analysing data and applying evidence based practice, informed by research so that students are proactive and engaged in directing their own learning journey.

In valuing, knowing and caring for every student, the school embraces comprehensive well-being programs to identify students at risk and developing programs to support them. Feedback from students and the community indicated that we needed to further develop a greater sense of belonging and advocacy, in turn ensuring a high level of attendance and engagement from every child. The school's broader welfare programs will continue to develop and teach healthy coping strategies, resilience and self-regulation.

The school provides a well-rounded education focused on the development of the 'whole child', through its successful academic, sport, performing arts and technology programs. The school's cultural program is enriched in the form of three bands, two choirs and two dance groups, who compete and perform both within and beyond the school. Students engage in technology programs using robotics, and STEM resources to develop their digital competencies. Other enrichment programs include being a part of a network of schools which seek to develop their gifted and talented students and providing opportunities for our students to compete academically in state and national competitions. Through the Primary Schools Sports Association, our students have been able to compete against other schools and our elite athletes have access to state and national competitions.

The school enjoys strong parent and community involvement. There is strong parental support for literacy and numeracy intervention programs and volunteers participate in extensive training for the role, provided by the Learning and Support team. Environmental programs are student led and enthusiastically supported in collaboration with our Parents and Citizens (P&C). The P&C has also generously supported the installation of technology infrastructure for learning within the school and supplements the updating and growth in the technology area on an ongoing basis. Community groups volunteer their time to assist our students such as the Early Support Aboriginal Literacy Project, supporting our Aboriginal students, with their Personalised Learning Pathways.

We highly value collaboration and aspire to formulating even stronger bonds across the school community. Feedback from teachers indicates the value that they place on professional dialogue in maximising student growth and attainment, and the school seeks to prioritise this by providing opportunities for professional collaboration, as well as partnering with parents to assist students to achieve their learning goals.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Implement high impact practices in literacy and numeracy supported by data to improve student outcomes in achieving system set targets.

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.

- Explicit teaching practices in reading and numeracy
- Data informing practice

Resources allocated to this strategic direction

Per capita: $31,000.00
Socio-economic background: $13,848.00
Literacy and numeracy: $31,374.63
Low level adjustment for disability: $30,375.82
Integration funding support: $80,000.00
English language proficiency: $18,163.00
Aboriginal background: $2,188.21
Literacy and numeracy intervention: $22,984.20

Summary of progress

To prepare for the new K-2 English syllabus, staff looked at current research on formative and summative assessment practices, the role of decodable readers in reading development, and how literacy warm-ups and fluency partner reading can have a positive impact on reading progress. All staff were provided with professional learning in the Science of Reading and the supporting research into explicit phonics instruction. Now, all K-2 classes have embedded decodable readers into their literacy block. Extensive professional learning was also done on the InitiaLit program which has been successfully taught in K-2 classrooms. The school invested in decodable readers for use at school and in the home reading program. K-2 literacy blocks will continue to incorporate the InitiaLit program and decodable readers. Stage 1 teachers have incorporated key aspects of 'The Writing Revolution' in the classroom to improve writing structure under the guidance of an experienced teacher. MiniLit intervention was provided for year one (5 students) and year two (10 students). In Stage 2, class novel sets were purchased to be used in class to build vocabulary, background knowledge, and comprehension strategies. MacqLit intervention provided for year three (6 students) and year four (2 students). In stage 3 class novel sets and comprehension boxes were also purchased to be used in class to build vocabulary, background knowledge, and comprehension strategies. The use of LitPro was resumed to replace Reading Eggs to promote reading engagement.

In 2021 three numeracy working group teachers completed Starting Strong and Big Ideas in Number courses presented by the NSW Maths Strategy team in order to improve student results by accessing most current research. Our 2022 goal was to use this knowledge to deliver professional learning to the whole staff, to:

develop teachers' capacity to deliver curriculum content that is explained, modelled and guided

upskill teachers in current, evidence/research-based best practice for teaching numeracy

prepare students to work flexibly with number, leading to improved student achievement on standardised tests

This was done via whole school professional learning sessions, planning time for stages to incorporate ideas into programming and the use of specialist numeracy teachers who upskilled colleagues in use of different strategies for best practice numeracy instruction. The impact of this professional learning was multi-faceted, there was a shift in teacher confidence and evidence of changes to teaching and learning programs.

In the area of data informing practice a number of professional development opportunities were attended by new staff or staff needing a refresher. These sessions included:

accessing and analysing PAT data;

introduction to NAPLAN results;

introduction to data: types of graphs and charts and how to read and understand them; and

a walk through of SCOUT NAPLAN data

Staff met in stages to discuss data from relevant PAT, NAPLAN and check-in data to inform teaching. Data working group meetings held were also held to analyse NAPLAN and Check-in data and discuss implications for stage and individual teaching practices, look for patterns across the data, areas that need attention/missed and identify any areas of accelerated growth. The data analysis was then shared with the literacy and numeracy working groups to determine next steps and address any areas of concern.

The High Performing Gifted education focus group collected data via a pre-surveyed of staff teaching attitudes and practice and followed up by the HPGE team who analysed the results during working group meeting. This enabled the collection of informative and actionable data which will be used to support teachers and draw on expertise. The survey showed that teachers believe 65% of High Performing and Gifted students are disengaged in the learning environment. The High Performing Gifted Education working group is now planning more explicit support and teaching strategies for High Performing Gifted Education. These include tapping into teachers' non-teaching related skills to allow them to lead special interest/focus groups, inviting specialist teachers to teach, Operation art Gifted and Talented program, harnessing teacher strengths, solving real world problems, interest groups with a clear focus - STEM, hands-on incursions, teacher professional learning on STEM and critical and creative thinking cards and dispositions to be shared with teachers. Additionally, working groups were given a section of the High Potential Gifted Education policy to record evidence against the Schools Excellence Framework and determine if delivering, sustaining and growing or excelling. The next step is to connect with other schools who are supporting students effectively in their programs and classroom teaching, focus more on breadth of learning and how to measure data in the creative and practical arts.

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
Percentage of students in the top 2 bands in NAPLAN Numeracy will increase by 6% from baseline data resulting in 55.8% of students in the top 2 bands.	52% of students achieved in the top two bands in NAPLAN numeracy indicating that further progress is required to meet our target. Initiatives are in place for 2023 targeting number fluency, mathematical language and a connectivist approach to planning to address this and move towards the system negotiated target of 55.8% of students in the top 2 bands. It should be noted that 10% of year 5 students achieved in band 9 and 2% in band 10 in 2022 compared to 6% band 9 and 0% in band 10 in 2021 (demonstrating an increase).
Percentage of students in the top 2 bands in NAPLAN Reading will increase by 6% from baseline data resulting in 63.9% of students in the top 2 bands.	68.8% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. For year 3 in 2022, the total NAPLAN results in bands 7 to 10 remained consistent at 32% of students. The majority of students achieved band 5 (33%). It should be noted that 3% of students achieved band 9 in 2022 compared to 0% in 2021.
Percentage of students who achieve expected growth in NAPLAN **Reading** will increase by 2% from baseline data, resulting in 70.08% of students achieving expected growth. N.B - Growth may not be able to be measured due to no NAPLAN in 2020 due to COVID	The percentage of students achieving expected growth in reading increased to 70.69% indicating achievement of the lower bound target. PAT Reading testing continued and demonstrated the following: Year 3 PAT Reading an increase in students in higher stanines, stanine 5 and higher, 52% to 76%, stanine 6 and higher, 31% to 52%. Year 4 PAT Reading an increase in students in higher stanines, stanine 5 and higher, 63% to 84%, stanine 6 and higher, 53% to 68%. Year 5 PAT Reading an increase in students in higher stanines, stanine 5 and higher, 65% to 79%, stanine 6 and higher, 40% to 54%. Year 6 PAT Reading an increase in students in higher stanines, stanine 5 and higher, 78% to 87%, stanine 6 and higher, 41% to 68%.
Percentage of students who achieve expected growth in NAPLAN **Numeracy** will increase by 3% from baseline data, resulting in 64.22% of students achieving expected growth. N.B - Growth may not be able to be measured due to no NAPLAN in 2020 due to COVID	Percentage of students achieving expected growth in numeracy decreased to 59.65% indicating progress yet to be seen toward the system-negotiated target. Initiatives are in place for 2023 targeting number fluency, mathematical language and a connectivist approach to planning to address this decline and move towards the system negotiated target of 65.4% of students achieving expected growth.

The number of staff self reporting that they collect and use data to inform teaching practice, will increase from 4.3 to 4.4 on the CESE What Works Best survey scale.	The CESE What Works Best survey scale indicates the number of staff self-reporting that they collect and use data to inform teaching practice has increased from 4.3 to 4.4 on the CESE What Works Best Scale.
All teachers' programs cater for High Potential and Gifted students, across English, Mathematics and Science.	Teacher programs demonstrate that teachers are catering for High Potential and Gifted students, across English, Mathematics and Science. This is evidenced by differentiated activities in programs, teacher annotations and adjusted assessments in order to allow students scope to demonstrate their knowledge.

Strategic Direction 2: Wellbeing and Collaboration

Purpose

Build student sense of belonging, advocacy and high expectations of success whilst maintaining a high level of attendance with the support and collaboration of the school community.

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.

- Positive support and management
- Wellbeing and Self Regulation
- Collaborative Practice

Resources allocated to this strategic direction

Integration funding support: $60,772.00
Per capita: $73,200.00
Professional learning: $2,000.00
Low level adjustment for disability: $68,952.60
QTSS release: $60,000.00

Summary of progress

Many positive programs and initiatives were underway at Mount Colah Public School during 2022. These include using the Care Continuum to determine support levels required. Tools to support and meet the sensory needs of children with recognised disabilities and those yet to be diagnosed were purchased including, headphones, weighted blankets, fidgets. Staff were provided with Professional Learning on ADHD and some were able to participate in trauma informed practices. Staff are updated on note taking for recording welfare issues on Sentral. This has been a useful change in practice as teachers can refer to individual student history when dealing with wellbeing and welfare issues. Data collated from explicit programs such as Initalit, PAT data and DoE Check in was used to identify students at risk needing extension and in class differentiated. Parent Teacher interviews were held at the end of term 1 to share student learning goals and areas of success with parents promoting wellbeing. Learning and support meetings help us track student wellbeing issues. We increased our SLSO allocation to cater for increasing needs within the school. The Learning and Support team shared the behaviour support processes in order to streamline the referral process. In 2023 this will move to a digital platform. The tracking and analysis of playground incidents is underway in order to unpack student triggers. Tell Them From Me snapshot 1 and 2 for students, parents and staff was completed in term 3. This data will be referred to as we plan initiatives for our next year. The Wellbeing team has developed a behaviour tracking survey ready for implementation in 2023.

Calm, social play spaces have been introduced during recess under the supervision of the Learning and Support Teacher and Student Learning and Support Officers (SLSO). Sensory items are available during this time to assist with regulation. Digital technology such as spheros have been used for older children as a way to facilitate social interactions in a high value situation. Outside games, activities for children to use in the playground, eg rubix cube, football on a string, kinetic sand were purchased. Zones of regulation posters and language are used to help students understand their behaviour/emotions. The Learning and Support Teachers met regularly with students to offer emotion coaching/calm space and created a flexible class timetable for students who need time to regulate. Individualised program for students in pre literacy/numeracy stage are in place and are supported by the SLSO timetable. SLSO supervision is also used to ensure that dietary needs are met for some students with medical requirements.

Collaborative practice timetabling occurred in semester 1, 2022 and was linked to visible learning observations cycles. Stage meeting times were also used to collaborate and make changes as required to programs. Consistent Teacher Judgement sessions were held to group students, analyse data and ensure wellbeing practices such as handover, class formations and key transition points. Annual review meetings have ensured effective collaboration with parents for funded students.

As the interruptions of COVID 19 lockdown continued in 2022, the evidence showed that 61.4% of our students are attending 90% of the time or more. The school regularly meets with the HSLO to discuss and monitor attendance and new systems are in place for following up daily non-attendance. Teachers are routinely making contact with parents and carers whenever three days of unexplained absence occur. The overall rate of attendance should improve as the effects of the pandemic ease. To move towards achieving our progress measure we need to target supports for students with high levels of non-attendance. Stricter accountability placed on staff to consistently follow up on non-attendance at the 3rd day of absence including record keeping on Sentral. Introduce a system for reporting absences to parents as well as

the consistent use of letters whenever attendance is of concern. We will continue to address attendance issues on a case-by-case basis in consultation with the HSLO.

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
Percentage of students with a positive wellbeing outlook, that includes advocacy, sense of belonging and expectations of success increasing by 3.6% from a baseline of 86.6% to 90.2% of students having a positive wellbeing outlook from the Tell Them From Me survey.	82.75% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School). Initiatives are in place for 2023 targeting student voice and self-advocacy to address this decline and move towards the system negotiated target of 90.2% of students reporting positive wellbeing.
Percentage of students attending more than 90% of schools days to increase by 3.3% from the baseline of 89.6% to 92.9% of students attending more than 90% of school days.	The number of students attending greater than 90% of the time or more is 61.4%. Initiatives are in place for 2023 to ensure attendance is moving towards the lower bound system negotiated target of 92.9% of students attending 90% or more of the time. Further education of parents, as to the impact of partial absences needs to be clearly communicated and prioritized to assist in meeting our 2022 targets and decreasing the amount of time students are away from the classroom.
Staff enter playground and classroom incidents and behaviour is tracked according to location	The number of notifications being recorded have increased in 2022. In response our analysis of the playground incident data, teachers were able to ascertain locations, timings and behaviours that required increased supervision, explicit teaching and implementation of restorative justice routines so that these incidents were addressed in a timely manner. As a result, the number of incidents significantly declined.
The number of staff self reporting that they collaborate with other professionals, will increase from 3.83 to 4.0 on the CESE What Works Best survey scale.	The CESE What Works Best survey scale indicates the number of staff reporting that they collaborate with other professionals has remained at 4.4 exceeding the target of 4.0. Most staff identified they were an active member of a professional learning community, network or group.

Strategic Direction 3: Engaging Students in their Learning

Purpose

Creating students who can live in a complex and dynamic environment, requiring them to be critical and creative thinkers and proactive in the management of their learning

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.

- High Expectations through Visible Learning
- Effective Feedback leading to Personalised Learning

Resources allocated to this strategic direction

Professional learning: $24,500.00
Per capita: $9,000.00
QTSS release: $24,581.86

Summary of progress

Over the period of 2022, the Visible Learning implementation team conducted staff surveys, analysed PAT data in terms of effect size and growth in numeracy and reading. Student surveys were conducted at the start and end of year however, some of the questions were not consistent therefore it was difficult to establish student growth. One survey result indicated that, for year 2-6 students, 64.8% agreed that the Success Criteria helps them know what they need to do to be successful in Reading, Writing and Mathematics. A large focus of Visible Learning in 2022 was based around collaborative planning and K-6 observation cycles. Staff were released to collaboratively plan lessons using a lesson proforma. Lessons were taught and observed (timetable) and feedback provided.This was enabled by timetabling of collaborative practice. Professional Learning was undertaken by some school executive which supported our LEED project. The focus was on explicit teaching of Learning Intentions and Success Criteria and data was collected on their use in Stage 2 using lesson document templates and student focus groups. Ongoing professional learning occurred for all staff in feedback, and then school leaders and impact coaches also undertook professional learning on effective feedback contextualised to our school. Impact coaches began to look at and survey staff on dispositions. This will be an ongoing focus. Planning and implementing the lesson observation cycles were done well. This planning cycle was valued by participating staff members. Feedback from staff was that the instructional model required too much detail for planning of an individual lesson and would prefer something more simplified. Dispositions were effective, but because limited professional learning has happened around this concept was difficult to embed. There was a timetabling issue with few casuals available. A lack of casual staff availability has hindered the ability to effectively collaborate on a consistent basis. Further work on dispositions will be required. The impact was that over 90% of staff indicated on the What Works Best staff survey that this professional learning has had a positive impact on their teaching. 99% of students agree that their teachers talk about learning intention of the lesson. 86.6% of students agree that success criteria helps them to know what they need to be successful in mathematics reading and writing. 79.1% of students indicated they are looking at success criteria to check against their learning.

Whole school assessment data is being used to track student achievement so that extension and adjustments can be made as required. Further impact is evident in student grouping based on data collated and more targeted teaching programs ensuring all students are challenged and adjustments lead to improved learning. Whole school professional learning was undertaken on Feedback using Solo Taxonomy. High expectations are evident through the setting of learning intentions and collaboration. 79.6% of students indicate they get regular feedback from their teachers about their learning. Our School Improvement Plan goal was that 60% of students should receive regular feedback from their teachers however 53.7% was the actual result in the end of year survey.

In 2023, the focus will shift to the introduction of dispositions (4) as a whole school PDP goal. PL has been scheduled to:

collaborate with the working group leaders and the APCI to develop effective writing programs, data collection procedures, assessment practices with Visible Learning high impact teaching strategies embedded throughout.

develop and plan professional learning as a team of working group leaders to support staff in creating and delivering programs and high impact teaching strategies.

instil dispositions to support visible learning practices.

Further differentiation of Success Criteria (Surface, deep transfer)

Improve the way that feedback is delivered and implemented Feedback (Peer self-teacher)

Embed Learning Dispositions

Deeper analysis of whole school writing sample

Collaboration/team teaching

Widen opportunities for student voice

Further analysis of data.

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
Within the **Visible Learning survey** of students 2-6, percentage of students will increase by 11.7%, from a baseline of 48.3%, resulting in 60% of students receiving feedback from their teachers.	The Visible Learning survey indicates an increase of 5.4% of students receiving regular feedback from their teachers indicating the target of an 11.7% increase has not been reached. This is a decrease from the previous years results and indicates that work needs to be done to embed feedback into everyday practices.
At least 66% of students in years 2-6 will have demonstrated a 0.4 growth (calculated through effect size formula), when comparing start of year to end of year scaled scores in the **Progressive Achievement Test in Numeracy.**	67.16% of students have demonstrated growth of 0.4 growth (calculated through effect size formula), when comparing start of year to end of year scaled scores in the Progressive Achievement Test in Numeracy indicating achievement of the target of 66%.
At least 66.5% of students in years 2-6 will have demonstrated a 0.4 growth (calculated through effect size formula), when comparing start of year to end of year scaled scores in the **Progressive Achievement Test in Reading.**	60.4% of students have demonstrated growth of 0.4 (calculated through effect size formula), when comparing start of year to end of year scaled scores in the Progressive Achievement Test in Reading indicating progress toward the target of 66%.
Using the **Visible Learning Walkthrough Form**, 75% of students are using success criteria to improve their work sometimes or all the time. 75% of students read their peers work and give them feedback sometimes or all of the time.	The Visible Learning Survey results indicates the percentage of students using success criteria to improve their work sometimes or all the time has increased by 5.4% from baseline measure. 43.5% of students surveyed indicated that they read their peers work and give them feedback sometimes or all of the time compared to the target of 75%.

Funding sources	Impact achieved this year
Integration funding support $140,772.00	Integration funding support (IFS) allocations support eligible students at Mount Colah Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching practices in reading and numeracy • Positive support and management **Overview of activities partially or fully funded with this targeted funding include:** • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** Students have been able to access the mainstream curriculum as the supports have enabled them to engage with school both academically and socially to work towards their full potential. **After evaluation, the next steps to support our students will be:** Targeted academic and social skills programs.
Socio-economic background $13,848.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Colah Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching practices in reading and numeracy **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement Learning support program to support identified students with additional needs • equitable access to specialist resources • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Students from lower socio-economic backgrounds were supplied with items such as school uniforms and were also able to access school programs, excursions and incursions to participate in the curriculum at the same level of access as their peers. **After evaluation, the next steps to support our students will be:** Continue to identify students from socially disadvantaged backgrounds and support their inclusion in all school activities
Aboriginal background $2,188.21	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Colah 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.

Aboriginal background $2,188.21	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching practices in reading and numeracy **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** A comprehensive focus on Aboriginal Education across the school and an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting. **After evaluation, the next steps to support our students will be:** To continually support any First Nations Families who enroll into the school to ensure equitable access to the curriculum and improvement in learning outcomes.
English language proficiency $18,163.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Colah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching practices in reading and numeracy **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** High-quality EAL/D support was provided in all classrooms, as the EAL/D staff worked alongside colleagues in a co-teaching model. **After evaluation, the next steps to support our students will be:** Continuation of the coteaching model and support for EAL/D students in the classroom.
Low level adjustment for disability $99,328.42	Low level adjustment for disability equity loading provides support for students at Mount Colah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching practices in reading and numeracy • Positive support and management • Wellbeing and Self Regulation **Overview of activities partially or fully funded with this equity loading include:** • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students **The allocation of this funding has resulted in the following impact:** Teachers have been able to make accommodations and adjustments to

Low level adjustment for disability $99,328.42	enable curriculum access for students with learning needs and disabilities **After evaluation, the next steps to support our students will be:** Future funding will be used to assist students in becoming more independent learners.
Professional learning $26,500.00	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 Colah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive support and management • High Expectations through Visible Learning **Overview of activities partially or fully funded with this initiative funding include:** • Inter school teacher observations and High Potential Gifted Education Professional learning in comprehension and reciprocal learning **The allocation of this funding has resulted in the following impact:** Teachers have been able to achieve personal and whole school goals aligned to the School Plan. **After evaluation, the next steps to support our students will be:** Upskilling of teachers in the delivery of school plan initiatives will be reflected in planning and class programs.
Literacy and numeracy $31,374.63	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Colah Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching practices in reading and numeracy **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher **The allocation of this funding has resulted in the following impact:** Investment in Literacy/Numeracy programs resulting in measurable learning outcome improvements across the school. Our 2022 NAPLAN literacy data indicated the school achieved its system identified targets and in numeracy, NAPLAN data indicates the school working towards the targets. **After evaluation, the next steps to support our students will be:** To embedding of the new K-2 English and mathematics syllabus and prepare for 3-6 syllabi in 2024. Employment of an APC&I who will support teachers in explicitly teaching literacy and numeracy within the school.
QTSS release $84,581.86	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Colah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations through Visible Learning • Collaborative Practice

| QTSS release

$84,581.86	**Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Assistant Principals demonstrate excellent teaching practices across the school Time for supervisors to meet with teachers and work through their Professional Development Plans (PDP), providing support as required in order to work towards professional goals. **After evaluation, the next steps to support our students will be:** With the rollout of the new English and Mathematics syllabi, APs will work closely with teachers to build a strong understanding and capacity to deliver the new curriculum effectively.
Literacy and numeracy intervention

$22,984.20 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mount Colah Public School who may be at risk of not meeting minimum standards.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit teaching practices in reading and numeracy

Overview of activities partially or fully funded with this initiative funding include:
 • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy
 • 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

The allocation of this funding has resulted in the following impact:
Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning.

After evaluation, the next steps to support our students will be:
Engagement of additional staff using other flexible funding to extend intensive small group reading intervention programs. |
| COVID ILSP

$34,613.00 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • explicit small-group tuition in comprehension across stages 2 and 3, to increase student engagement and success. Students were selected for groups through collaboration with classroom teachers

The allocation of this funding has resulted in the following impact:
Check in assessments, PLAN2 data, Literacy progressions, pre and post- |

COVID ILSP $34,613.00	tests and student work samples show evidence of progress as measured with PLAN data in comprehension and vocabulary. NAPLAN data indicated we met baseline targets in reading. Student check-in data also demonstrates growth for approximately 50% of students in the year 4 target group. The implementation of explicit teaching to small groups impacted student engagement positively and encouraged them to reconnect with their learning. Overall students enjoyed coming to the sessions and engaged well with the activities. Progression indicators in PLAN2 were directly related to learning activities or assessment questions. All students were able to demonstrate progress across the selected markers. Tracking of student progress also improved staff expertise with PLAN2. **After evaluation, the next steps to support our students will be:** Teacher continuity in 2023 will ensure that students who may benefit from completing another cycle will be targeted for the group again. Start of year assessments will be used to indicate which students need support. Whole school data evaluations will assist to indicate an area of focus in student attainment in literacy.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	238	230	242	250
Girls	229	222	206	223

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	98.3	96.6	95.9	92.4
1	93.8	94.9	96.3	89.2
2	94.8	93.9	95.2	90.9
3	95.3	96.4	95.1	90.4
4	95.0	97.0	94.7	88.9
5	94.9	94.1	95.3	90.6
6	94.9	95.3	95.1	88.7
All Years	95.3	95.5	95.4	90.2
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

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)	4
Classroom Teacher(s)	17.33
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.48

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	817,940
Revenue	4,380,352
Appropriation	4,091,549
Sale of Goods and Services	5,323
Grants and contributions	275,500
Investment income	7,782
Other revenue	200
Expenses	-4,309,557
Employee related	-3,712,684
Operating expenses	-596,873
Surplus / deficit for the year	70,795
Closing Balance	888,735

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.

Mount Colah Public School 3885 (2022)
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Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	140,772
Equity Total	133,529
Equity - Aboriginal	2,188
Equity - Socio-economic	13,849
Equity - Language	18,164
Equity - Disability	99,328
Base Total	3,422,412
Base - Per Capita	113,201
Base - Location	0
Base - Other	3,309,211
Other Total	226,816
Grand Total	3,923,529

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

Parents participated in the Tell Them from Me survey.

Our school question: Please tell us some ways we could increase student participation in decision-making at school?

- Ask them via a similar platform as this, informal group think tanks in class also better utilise the existing SRC.
- More supports help students gain confidence in learning, means less time away from the classroom if suffering with anxiety.
- More supports mean better out comes for a student's future. More consultation with students. Offering options, voting on issues. I understand not everything can be democratic, however trying this for some things may include student opinions more and increase engagement. Actually, ask kids their opinions and ask them what decisions they would make. By teaching them how to make good decisions - identify that a decision needs to be made, consider the consequences, reflect, make final decision.
- Ask children what extracurricular events activities they would like.
- The school could have more art and craft activities provided by specialised teachers (especially for younger years).
- Why does the school not have Easter Hat parade? I was very disappointed that this tradition seemed to be cancelled as it was deemed not inclusive (as we are not a religious school). Wouldn't it be MORE inclusive to have the event and let everyone enjoy it. It doesn't have to be focused on religion. The school should welcome events across ALL cultures to promote diversity, rather than cancelling events for fear of not being inclusive. Why not at least survey parents and students on their thoughts before making assumptions. Offering opportunities for students who don't fit the 'traditional' stereotype of leaders needs further development. Possibly through brainstorming groups, guided conversations.
- Have students involved in SRC etc. Ask the students their opinions.
- Encourage all students to be involved - not just the same small group of children. Have an annual parent and child event to discuss the school together with the staff - like a P&C but with children welcome.

Our school question: What things can the school do, that would improve your child's sense of belonging and wellbeing? Please comment on both 'sense of belonging' and 'wellbeing'

- From a sense of belonging perspective, the school does well in offering such a wide variety of extracurricular opportunities to support this. From a wellbeing perspective, and this may happen already, but giving students a greater understanding of mental health and mental wellness along with the importance of self-care from a young age would be brilliant.
- Sense of belonging- My children have always felt a sense of belonging at MCPS and this has had a positive impact on their wellbeing. Both interrelate.
- Sense of belonging - include/encourage those children who are not always called upon to engage in school activities (not just the same select group of students).
- Wellbeing - encourage/support quieter students to participate in school activities. At times it feels as though the same students are chosen/given all the opportunities.
- Some activities like chess tournaments or standup comedy shows etc. which involve students of different years.
- Putting more time into helping understand acceptance and tolerance of differences.
- Wellbeing - encourage a healthy, active lifestyle, discuss how to manage emotions, identify areas of weakness and assist them with improving those with the aim of increasing confidence and happiness.
- Belonging - encourage positive friendships with peers, encourage good relationships teachers, reinforce the value of learning (tell them why they are learning particular material and how it can assist them in the future), be aware of mental health and involve parents in school activities.
- It works as it is. Leave it alone. Concentrate more on education rather than frippery. Please.
- I think my child has a strong sense of belonging at school. However there have been very little opportunities for parents to see their child in the school environment, so I'm just going with the assumption that she is doing fine. There was grandparents' day however as a parent I couldn't attend. The grandparents saw more of the school than I ever have!
- As a parent I've never been invited in the classroom or library. Continue with the current programs "Zones of Regulation" and focus on "Respect, Responsibility and Personal Best.

While there was not a large response to the survey this feedback is welcome and will assist us in shaping community involvement, student voice initiatives and opportunities. Many of the comments have already been able to be actioned with more opportunities for community involvement onsite planned for 2023.

Teachers participated in the Tell Them from Me survey.

Our school question: Student voice in our classroom is creating consistent opportunities for feedback and reflection. Give some examples of how you think we can involve students more in decision-making in our classrooms or across the school.

Their responses echoed that of the community and included:

- Through the school leadership team and SRC.
- Students from all grades being given age-appropriate surveys and conducting focus groups.

- Providing students with choice when it comes to activities and lessons.
- Creating opportunities for them to share their thoughts and ideas through talking and surveys.
- Co create the success criteria, SRC meetings, peer feedback, surveys.
- Use student focus groups.
- Giving student leaders and the SRC members more responsibility and making decision making part of their responsibility. Teaching students in Year 3-6 about goal setting, and conducting student led parent interviews.
- More peer feedback opportunities in class
- Jointly constructing success criteria - involving students in the process of 'what do I need to do to be successful in this lesson' should help with encouraging self-reflection.
- Providing rubrics - students know what to aim for. Students are starting to be included in setting learning intentions through the Visible Learning initiatives.
- The SRC is a valuable program that introduces Primary level students to the idea of decision making and contribution to school. Regular sharing of outcomes of SRC meetings. Give them the opportunity to make more decisions about their learning. We need to give student genuine choices in the classroom on how they'd like to approach the learning and how they can demonstrate what they know.
- More opportunities to have a say in what they learn.

Our school question: Name one teaching area you think you have improved in and describe what has helped you to achieve it.

Teachers were overwhelmingly positive about professional learning opportunities in 2022 and the impacts this had had in classrooms.

- Literacy teaching - since the introduction of the science of reading I have changed how I teach phonics and reading. I have achieved this through using PL on the science of reading and my teaching experience to develop a range of teaching strategies that support the needs of all learners including improving my skills in ICT.
- Using technology in the classroom. This has been helped by my supportive colleagues and PL which has improved my confidence level and my willingness to try new things. I have also learned the importance of giving instant feedback to my students and the types of feedback to that is valuable to them. This has been reinforced by PL and again talking to my colleagues.
- Mathematics- Engaging in PL related to mathematics as well as receiving one-on-one support from my mentor.
- I have received some PL and a lot of support and guidance from our learning support department and their leaders
- An area that I think that I have improved in is in the area of Visible Learning. I now more regularly include learning intentions and success criteria and enjoy teacher observations. Visible learning due to visible learning PD.
- Mathematics- I have enjoyed using manipulatives to extend student understanding.
- Teaching of numeracy - PL in the big ideas of mathematics and how numeracy skills are interconnected. This PL included a range of teaching ideas that could be easily incorporated into the classroom. I know where to access other teaching ideas in the universal resources hub as well as picture books and manipulatives. Having enough equipment for students to experiment with measurement has boosted their engagement and allowed us to explore concepts together, rather than me telling the students the concept.
- Effective teaching collaboration. Team teaching, PL, timetabling opportunities for stage collaboration and whole school in PL sessions in learning support- I know students much more deeply.
- The elements of visible learning are evident in my programs and in teaching lessons to students. I use exemplars and Learning Intentions/Success Criteria more frequently. I ask the students to repeat what is expected of them and guide them to look at the exemplars to check their results.
- My mathematics instruction has improved with the use of setting clear learning intentions and success criteria and giving timely and personalised feedback. I have also expanded my repertoire of strategies for teaching mathematical concepts. Both of these have occurred as a result of professional learning delivered through/by my school. I think I have improved in the delivery of maths lessons to focus on the whole number, the fundamentals underpinning whole number and the big ideas which has allowed me to develop lessons that support mathematical reasoning. PL looking at the new K-2 curriculum and the evidence behind the changes, as well as PL on equivalence and counting has allowed me to make these improvements.
- Mathematics PL has helped me to improve my understanding of how students learn. Being given time and the support of my colleagues in planning, programming and assessing students has also been invaluable. Also having access to resources, online and manipulative has been helpful in supporting how I teach Mathematics.

Students in years 4, 5 and 6 participated in the Tell Them from Me survey.

Our school question: Can you list three ways you could be included in making decisions about your learning and participation in school?

- Maybe take a vote, like if we want to play soccer or not we should be allowed to choose.
- Be included in the discussion in the decision.
- Let us choose if we want to do it.
- Choosing how you research a topic.
- Choosing to do work in groups.
- Doing extra work if you aren't learning much.
- Maybe students could ask more questions about work.
- The SRC should have more power in the school.
- You could get more involved in the work.

- You could get more physical and participate with effort.
- You could also be more social with others.
- We could vote on some of the activities.
- We could play games that are educational.
- Make learning a new language compulsory.
- Maybe a suggestion box and the SRC have more power a kids should have a bigger voice.
- More group work.
- More interaction with teacher.
- More class participation and joining in on activities.
- SRC
- Choosing what you write about.
- Choosing what you do for art.

Many of the student answers reflected a desire for more choice and a voice in their learning. This fits well with our Visible Learning goals and reflects the work being done with our students on being engaged learners. In 2023 the learning dispositions will empower students to understand their own learning style providing them with more knowledge about how they learn best.

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.