

# 2022 Annual Report

## Mount Ousley Public School



4095

# Introduction

The Annual Report for 2022 is provided to the community of Mount Ousley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

---

Mount Ousley Public School

31 McGrath Street

Fairy Meadow, 2519

<https://mtousley-p.schools.nsw.gov.au>

[mtousley-p.school@det.nsw.edu.au](mailto:mtousley-p.school@det.nsw.edu.au)

4285 4211



## School vision

Our school is a small school with big opportunities. It is a place of inclusivity, excellence and innovation built on genuine relationships and a shared culture of trust.

Every member of our school is focused on ensuring children thrive.

Every decision reflects what works best for each child.

Every child is empowered to achieve and have their voices heard.

## School context

Mount Ousley Public School is situated in Fairy Meadow in the northern suburbs of Wollongong approximately 80km south of Sydney. There are 8 classes from Kindergarten to Year 6 with a current enrolment of approximately 169 students. The school enrolment includes 28% of students with a non-English speaking background and 3% of students of Aboriginal and Torres Strait Island background. Mount Ousley PS has a strong teaching emphasis on the core subjects of literacy and numeracy while delivering a wide variety of opportunities to students in a supportive and inclusive learning environment. The school staff is a mix of early career and experienced teachers and administrative staff who are hard-working, caring and innovative. They provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of their students. We embrace and value a collaborative culture, creating a sense of community and united support.

Our school has a commitment to delivering quality teaching to challenge students by engaging every student in every class. Students are eager to use flexible learning spaces to engage in learning. Students each use their own Apple device to collaborate, create and publish.

Results from the situational analysis highlighted the need to embed high impact professional learning to all staff focusing on the teaching of reading and numeracy. This professional learning will ensure all students are catered for at their point of need and the future directions for their learning are identified and acted upon. Professional learning will be supported by an Assistant Principal working as an instructional leader across K-6. Targeted support for teachers and students will be a focus. The collection of quality, reliable assessment and growth data will determine the levels of success and areas for continued development. The Covid Intensive support program will continue as long as funding permits as this has shown to have positive impact for students involved. Staff will be addressing the needs of EAL/D learners through an extensive series of professional learning. The philosophy that 'All teachers are EAL/D teachers' has been adopted and will be a focus for all teaching and support staff.



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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning through high quality teaching that extends knowledge, invites curiosity and builds strong foundations in literacy and numeracy ensuring the skills for future learning and success.

### 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.

- Research informed practice
- A year of growth for a year of teaching

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$24,564.00  
**6101 carried forward Funds:** \$44,847.00  
**QTSS release:** \$13,905.00  
**Integration funding support:** \$116,000.00  
**Low level adjustment for disability:** \$57,460.00  
**Aboriginal background:** \$7,818.00  
**Socio-economic background:** \$20,855.00  
**School support allocation (principal support):** \$13,945.00

### Summary of progress

In numeracy, the key area of whole number, multiplicative strategies, additive thinking and reasoning and the research base that supports the effective teaching of these. Executive support in the form of an Instructional Leader determined the needs for building staff capacity in the teaching of numeracy and delivered effective professional learning to meet these needs. This included quality teaching practices in numeracy and the importance of quality tier 1 teaching and using data to design class, group and individual learning. Teachers shared resources on what teaching in numeracy looks like prior to the professional learning and have reflected on what it looks like after 12 months of evolution of practice in this area. Collaboratively designed and delivered lessons formed a large part of the application of the professional learning during fortnightly planning sessions. Lesson observations with professional feedback continued throughout the year. Teachers found this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year.

Data analysis was incorporated into stage and whole staff meetings. Staff have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions. Assessment tasks and the importance of common assessments and consistent teacher judgement that match syllabus outcomes and comparative results from the start of Term 1 to mid-Term 4, indicated considerable improvement in student achievement in the above, mentioned areas. These improvements are attributed to our extensive work in this area. This has put us on track to achieve our annual progress measures.

Curriculum Reform has formed a large part of the work completed in the k-2 section of the school. As an Accelerated Adopter school, the implementation of the new syllabus along with providing feedback on the units of work that were provided to support its implementation enabled all teachers k-2 to be implementing the new syllabus documents and exploring how their practice needed to evolve to meet the new expectations.

The funds expended on this initiative have clearly resulted in an increase in high quality professional learning that has directly impacted the practice of teachers in the teaching of numeracy, the use of assessment and the support of teachers to evaluate and refine their practice. Data shows an increase in the academic performance of students when engaging with Mathematics.

### 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
Increase percentage of students in the	The current Naplan data demonstrates a 1.83% decrease from 2021 result

top 2 bands for reading by 10% to meet the upper bound target.	in the percentage of students achieving in the top 2 bands in NAPLAN reading.
Due to the cancellation of NAPLAN in 2020 there will be no NAPLAN growth data. The school will use internal assessments.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase percentage of students in the top 2 bands for numeracy by 7% to meet the agreed lower bound target.	The current Naplan data demonstrates a 0.25% decrease from 2021 result in the percentage of students achieving in the top 2 bands in NAPLAN numeracy
Due to the cancellation of NAPLAN in 2020 there will be no NAPLAN growth data. The school will use internal assessments.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Uplift in the percentage of students achieving a years worth of growth for a years of teaching and learning over 2021 baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Internal data indicates all teachers are implementing the research informed pedagogy in teaching of numeracy.	All teachers are implementing a research based approach to the teaching of numeracy. They engaged extensively in professional learning to explore the research base and then used their new knowledge to planned and design teaching sequences utilising this knowledge. This was supported by the Instructional Leader both in the planning and implementation phases.

## Strategic Direction 2: Collaborative and Connected communities

### Purpose

To build an educational learning community which has teachers, students and parents authentically connected and invested in the learning and wellbeing of all students, enhanced by strong wider community relationships.

### 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.

- Collaborative Practice
- Students known valued and cared for

### Resources allocated to this strategic direction

**QTSS release:** \$22,984.00

**Per capita:** \$46,956.00

**6101 carried forward Funds:** \$14,011.00

**English language proficiency:** \$25,601.00

**Low level adjustment for disability:** \$17,044.80

### Summary of progress

Due to the success of the collaborative planning days on a two week cycle that was trialled in 2021, this was continued and refined this year. The sharing of knowledge and development of quality planning processes to create a positive impact on student learning was established. The evidence also determined that support from the Instructional Leader and Assistant Principal would be vital for the success of the collaboration. Throughout the year all teachers engaged in collaborative sessions on a fortnightly basis that allowed them to discuss the professional learning that had taken place that week and its implications for the planning and teaching of numeracy and literacy. Teachers worked consistently to establish new ways of planning numeracy lessons that would ensure the success of the students. Collaborative practices instead of cooperation took longer to develop in teachers of years 3-6, however these are now firmly embedded within the two week teaching and learning cycle. Lesson observations formed part of this cycle and further developed the collective efficacy of teachers and enabled professional dialogue in the form of reflection and feedback. The analysis of data was incorporated into stage collaborative planning days, with the focus being to look at trends in data and identify how these can be addressed through modifications to classroom practice. Staff have acknowledged the importance of the use of data to inform their planning.

Through the evaluation of our whole school practices in the area of supporting EAL/D students, it was determined that all teachers needed to know and understand their EAL/D students and how they could adjust their practice to ensure they are catering for these needs of these students in every lesson. Through the engagement of services from an EAL/D specialist, teachers embarked on a twice termly professional learning schedule that empowered 'Every teacher as an EAL/D teacher.' As a result of this ongoing professional learning and changes in whole school practices, that have been determined as Sustaining and Growing on the the EAL/D excellence framework, this is solid growth in this area. Continuing to develop these skills for every teacher will be a priority moving forward.

Strong support for students with additional needs was supported by the Learning and Support teacher, with her expert knowledge ensuring all students were provided with the support they needed to be successful in the school environment.

### 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
Tell Them From Me data indicates % of students have a strong sense of belonging.	Tell Them from Me data indicates 60% of students have a strong sense of belonging and 81% indicate positive behaviour at school.
Tell Them From Me data indicates staff have a strong sense of connection with their peers and are happy at work	Tell Them form Me staff data indicates above average in all aspects of the

<p>Tell Them From Me data indicates % of students have a strong sense of belonging.</p> <p>Tell Them From Me data indicates staff have a strong sense of connection with their peers and are happy at work</p>	<p>Eight Drivers of student learning and the Four Dimensions of classroom and school practices. This data demonstrates that the work undertaken to build trusting and collaborative relationships has had a positive impact on all staff.</p>
<p>Create an upward lift in trend data for students attending 90% of the time or more.</p>	<p>Student attendance data demonstrates a decline in the number of students attending 90% of the time or more. The increased level of illness is a contributing factor to this decline. The school total is the same as the state average.</p>
<p>Internal data indicates that quality systems and processes support the newly formed professional learning communities to ensure they are embedded and are ongoing.</p>	<p>Staff feedback and Tell Them From Me data indicated that the systems and processes that have been established to support collaborative practice are effective. All teachers have indicated that they are engaged in their learning and planning at these times and that it is an effective way to operate.</p>
<p>Internal measures indicate all stakeholders value the implementation of new wellbeing strategy.</p>	<p>Student, parent and staff were surveyed with the vast majority recognising the need for a wellbeing strategy that would assist students across the school. The official launch of our strategy will be in week 3 term 1 2023. All preparation work is almost complete, with time set aside in the final week of school for the first 'House Day'. 2023 will also see our school engage in The Anxiety Project, through the NSW PPA. This will address students sense of wellbeing while at school.</p>



## Strategic Direction 3: Creative and Critical Thinking

### Purpose

To strengthen the capacities of our learning community in order to meet the challenges of our changing world, and reimagine innovative pedagogical strategies and learning design for transformative deep learning and leading.

### 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.

- Transformational teaching and learning
- Innovative use of digital technologies

### Resources allocated to this strategic direction

**Per capita:** \$2,316.50

**Professional learning:** \$13,809.50

### Summary of progress

The youngest members of our school community have been the driving force behind the redesigning of a previously unused room. The development of "The Community Room" has enabled a weekly play group to be established. This play group has engaged new members of our local community to be part of our school and further relationships with parents and grandparents have been developed. Engaging with the community in this way has generated positive community speak about our school and could lead to future enrolments.

The leadership and teacher journey into transformative practices has been extensive. Twice termly professional learning, in collaboration with another local school, has also further developed strong network connections. Students have been empowered through critical and reflective thinking to understand how they learn and what works best for them, giving them agency over their learning. This transformation for practice and learning is occurring across the school. High level reflection and critical thinking about learning are evident when listening to students speak about what they have learnt and how they could improve into the future.

The investment into technology has continued. Through the allocation of technology time, an expert teacher has built and maintained the technology infrastructure and ensured updated devices are purchased when needed. A system for allocating devices to students who are unable to provide their own has been developed without a deposit to ensure access for all students. Technology time was also spent on redesigning I-books for kindergarten orientation and whole school information along with the upkeep and management of the school website service.

### 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
The internal data indicates that 4Cs professional learning has provided teachers with the knowledge and skills to implement the 4Cs learning dispositions to inform teaching practice and increase student achievement and engagement.	Executive and aspiring staff engaged in a leadership journey with school executives from Lindsay Park Public School. Deeper analysis of the Learning Disposition Wheel (LDW), were explored with the introduction of coherence makers including the leadership funnel, the infinity loop and the web. Additional to the executive training, four teachers engaged with their initial 4C learning journey. These teachers were a mix of new staff to the school and existing staff who were untrained in this area. The staff as a whole now have a shared understanding of how teaching through and with the LDW, enhance students' learning and deepens their understanding through reflection. The 4C's transformative practices are evident in all classrooms across the school.  Students demonstrate a stronger connection to their learning and the language to enable them to reflect has been established.
Alignment of learning spaces to	Classroom learning spaces represent the diverse needs of students. Staff

optimise student learning. Physical learning spaces are utilised to enhance student engagement and agency.	were provided with professional learning in Learning Space Archetypes which was then implemented in all learning spaces. There are a combination of seating options including regular seats and chairs, wobble stools, cushions and zones within classrooms that are strategically designed to ensure students are able to have ownership of their learning environment and are empowered to make choices that best support their learning depending on the task at hand.
Teaching staff successfully implement a range of digital technologies to support contemporary learning and teaching across the curriculum as indicated by internal data.	Teachers utilise iPads and Mac laptops to enhance and widen student learning. Students are taught how to utilise the technology to express meaning, create content and deliver presentations. Technology is also utilised to share learning beyond the classroom and bring it to the home environment, developing a stronger home/school relationship. Internal data demonstrates a high level of competency by students and teachers alike. It shows that students can work flexibly with technology for a range of purposes and that they have ownership over their learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Ousley 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>• A year of growth for a year of teaching</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>• employment of staff to provide additional support for students who have high-level learning needs</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> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,855.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Ousley 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>• A year of growth for a year of teaching</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>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• professional development of staff to support student learning</li> <li>• employment of additional staff to support Collaborative planning implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 3 and 5 NAPLAN Reading and Writing are above both state and SSSG Year 3 Numeracy above both state and SSSG Year 5 demonstrated a major lift in Writing from a raw score 499 in 2020 to 535 in 2022</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide extensive professional development for staff that is supported by collaborative planning and data analysis. Students will be supported through the implementation of the IEPs and PLPs and the small group and individual support they receive from SLSOs.</p>
<p>Aboriginal background</p> <p>\$7,818.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Ousley 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>\$7,818.00</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>• A year of growth for a year of teaching</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reduced levels of absenteeism in Aboriginal students. Higher levels of engagement of Aboriginal students in differentiated literacy and numeracy lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$25,601.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Ousley 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>• Collaborative Practice</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student progress showing high growth on the EAL/D learning progressions, with most EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum</p>
<p>Low level adjustment for disability</p> <p>\$74,504.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Ousley 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 including:</b></p> <ul style="list-style-type: none"> <li>• A year of growth for a year of teaching</li> <li>• Collaborative Practice</li> <li>• Students known valued and cared for</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>• engaging a learning and support teacher to work with individual students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$74,504.80</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase of students achieving in the top 2 bands in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$13,809.50</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 Ousley 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>• Transformational teaching and learning</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 in professional learning to transform practice across the school through the learning provided by 4C's Transformative practice and the implementation of this learning into each classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in reflection and critical thinking into the teaching of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning for all staff.</p>
<p>Literacy and numeracy</p> <p>\$24,564.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Ousley 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>• Research informed practice</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 collaborative practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers delivering high impact lessons resulting in an increase in student achievement in literacy and numeracy Feedback regarding teacher practice being actioned with a positive impact on student learning Number talks being implemented k-6. Increase in the number of students who demonstrate mathematical reasoning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will not be continuing in 2023. It will be replaced by the</p>

<p>Literacy and numeracy</p> <p>\$24,564.00</p>	<p>employment of an Assistant Principal Curriculum and Instruction who will be responsible for the implementation of the new curriculum across the school, professional learning and development of teachers and feedback, coaching and mentoring.</p>
<p>QTSS release</p> <p>\$36,889.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Ousley 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>• Research informed practice</li> <li>• Collaborative Practice</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom practice</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of collaborative planning for teams k-2 and 3-6 on alternate weeks. Ongoing lesson studies, observations and feedback sessions will remain in place.</p>
<p>COVID ILSP</p> <p>\$62,146.00</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 a teacher to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Where funding is available (semester 1 2023), the continued implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	127	117	110	93
Girls	109	92	85	82

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	91.5	94.2	88.4
1	94.7	92.1	93.3	89.4
2	91.4	94.4	94.4	86.5
3	91.2	92.5	94.0	88.8
4	88.6	92.1	91.8	88.3
5	91.4	90.7	88.4	91.0
6	90.9	92.5	89.5	82.3
All Years	91.5	92.1	92.2	87.7
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)	3
Classroom Teacher(s)	4.92
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.97

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	283,345
<b>Revenue</b>	2,221,897
Appropriation	2,141,320
Sale of Goods and Services	5,764
Grants and contributions	73,114
Investment income	1,399
Other revenue	300
<b>Expenses</b>	-2,221,717
Employee related	-1,974,756
Operating expenses	-246,961
<b>Surplus / deficit for the year</b>	181
<b>Closing Balance</b>	283,526

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

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	127,615
<b>Equity Total</b>	128,780
Equity - Aboriginal	7,818
Equity - Socio-economic	20,855
Equity - Language	25,602
Equity - Disability	74,505
<b>Base Total</b>	1,544,697
Base - Per Capita	49,273
Base - Location	0
Base - Other	1,495,425
<b>Other Total</b>	127,334
<b>Grand Total</b>	1,928,426

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

The Tell Them from Me parent survey indicated a high level of parental satisfaction. Parents reported that could easily speak with their child's teacher and that they felt welcomed when in the school grounds. Parents also commented that they would like more events after hours to increase their ability to attend. Parents were satisfied with the semester reporting and with the communication between home and school. Over 90% of parents attended the Student Led Conferences in term 3, indicating the value that is placed on these by all stakeholders. Engagement at the P&C meetings has been consistent with past years. Attendance at school based events such as cross country, athletics carnival, Harmony day and Twilight concert was high. Many parents commenting on how much they enjoyed being back on school grounds post COVID.

# 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.