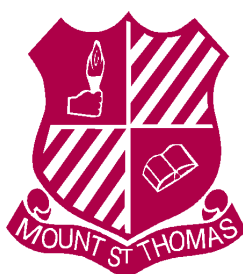


2023 Annual Report

Mount St Thomas Public School



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Introduction

The Annual Report for 2023 is provided to the community of Mount St Thomas Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Mount St Thomas Public School

Taronga Ave

Wollongong, 2500

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

mtstthomas-p.school@det.nsw.edu.au

4229 2192

School vision

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

School context

Mount St Thomas Public School is situated in the tranquil, leafy suburb of Wollongong with a student enrolment of 342. The school culture is inclusive, connected and collaborative with students, staff, parents and the community working together to achieve individual potential and school-wide excellence.

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

Our highly committed and dedicated staff and community provide a range of quality initiatives, enrichment opportunities and specialist programs, focused on students' cognitive, emotional, social and physical wellbeing. A proud member of the Figtree Community of Schools, we share an authentic collaboration between schools, providing leadership, arts, sport and academic opportunities for students that extend beyond the school.

Our situational analysis has led to the identification of priority areas and focused initiatives across three strategic directions:- Student Growth and attainment, High expectations and differentiation, and Reflective pedagogy and professional collaboration.

Strategic Direction 1:- Student Growth and attainment

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

Strategic Direction 2:- High expectations and differentiation

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

Strategic Direction 3:- Reflective pedagogy and professional collaboration

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

English language proficiency

Per capita

Low level adjustment for disability

New Arrivals Program

Aboriginal background

Summary of progress

In 2023, there has been a focus on full implementation of the English and Mathematics Syllabus for grades K-2, and the preparation for the implementation of the new English and Mathematics syllabus for 3-6 in 2024. The Assistant Principal Curriculum and Instruction (APC&I) provided ongoing professional learning around curriculum implementation and ensured that teachers were well-resourced as they trialed new units of work. They worked shoulder to shoulder with teachers in the use of decodable texts, embedding sound pedagogical approaches to the teaching and learning of phonological awareness and phonics. Teachers worked collaboratively to analyse student assessment data, plan cycles of learning based on student need and record student progress on PLAN2. Teachers engaged in peer mentoring through lesson observations and feedback sessions with the APC&I to trial new pedagogical approaches and refine their practice.

LAST teachers provided 80 minutes of intervention per class, per week, ensuring students were working towards individual learning goals with the appropriate support. COVID ILSP funding provided small group intervention to students K-6 to support identified areas of need. SLSO's were engaged to provide additional support to individual students or groups of students in classrooms.

Our work in this area has resulted in staff feeling confident to teach using the new English and Mathematics syllabus documents and track student progress on PLAN2. This was evident in teacher responses to regular evaluation surveys and through the ongoing recording and tracking of student assessment data.

Next year, the focus will be on embedding the implementation of the new syllabus for English and Mathematics K-6. This will include ongoing professional learning and support from the APC&I and Stage Assistant Principals. There will be continued opportunities to assess and analyse student progress collaboratively and plan for future learning accordingly. Targeted intervention for identified students will continue in order to meet the learning needs of individual students requiring additional support.

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
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 0.534%

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 1.212%.

Strategic Direction 2: High expectations and differentiation

Purpose

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

Initiatives

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

- Differentiated programming
- Data driven practices
- Student engagement

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional learning

Per capita

Summary of progress

The focus for Strategic Direction 2 during 2023, was ongoing and authentic staff professional learning guided by the APC&I focusing on data literacy, effective assessment strategies and data-informed program differentiation. Our school also focused on implementation of a school wide assessment schedule using assessment practices that reflect the new English and Mathematics syllabus documents, school scope and sequences and new external assessment tools. We have been pleased with the whole school approach from staff who are consolidating their use of the school wide assessment schedule and implementing it into their planning and programming. Our evaluation cycles have indicated that a strengthened focus in staff professional learning on curriculum, assessment and the use of data will continue to be a school-wide focus.

Collaborative practice in individual and stage data and planning sessions has resulted in teachers establishing improved consistent teacher judgement around assessment tasks, as well as evidence informed planning and programming.

As a result of our work in this area, 100% of teaching staff provided positive feedback about opportunities for collaboration around the use of data to inform practice. PLAN2 is being used to record and track student progress in focus areas and all classroom teachers are engaging in observations of quality, explicit teaching strategies and guided program implementation for maximum evidence of impact.

Next year the focus will be on staff professional learning around individual assessments within the schedule so teachers have a more comprehensive understanding about the data collected and how it can be used to inform future teaching and learning.

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
Attendance 6% uplift in the percentage of students attending school 90% of the time or more in semester one. (Lower bound system-generated target)	There was a 13% uplift in the percentage of students attending school 90% of the time or more in 2023, compared with 2022.
All teachers demonstrate growth in data literacy and analysis to inform explicit teaching and differentiation	• A range of internal and external assessments, data collection and analysis are used by teachers to determine student progress and achievement.

<p>Data trends and patterns from a range of assessment measures inform future planning at a class and stage level and is an ongoing and essential practice for effective teaching and differentiation for all staff</p>	<ul style="list-style-type: none"> • Teachers participate in regular data analysis opportunities with the APCI and in stage and grade teams. • Teachers engage in consistent teacher judgement with assessment implementation and moderation regularly each term. • Teachers analyse data and make informed programming and planning decisions regularly each term.
<p>Wellbeing</p> <p>Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 3.6%</p>	<p>TTFM data indicates the percentage of students with a positive sense of belonging has remained steady.</p> <p>TTFM data indicates the percentage of students reporting advocacy at school has declined by 0.1%.</p> <p>TTFM data indicates the percentage of students reporting expectations of success has declined by 0.4%.</p>

Strategic Direction 3: Reflective pedagogy and professional collaboration

Purpose

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

Initiatives

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

- Building teacher self-efficacy
- Instructional Leadership

Resources allocated to this strategic direction

QTSS release

Summary of progress

In Strategic Direction 3, we continued to build a collective and collaborative approach to the achievement of excellence in learning, teaching and leading; where planning and evaluative thinking processes were accountable, evidence-based and reflective. This was achieved through the development and implementation of school-wide processes for ongoing collaborative reflection and action at a whole-school, stage and classroom level. Ongoing and personalised professional learning in data literacy, pedagogy and practice continues to build teacher self-efficacy across the school.

The impact of this work saw further strengthening of partnerships in learning between staff, students and parents, based on timely and authentic data discussions and observations, explicit teaching programs and shared reflective practices K-6.

In 2023, we will continue to build a collaborative learning community, where reflection, research and evidence-based practices inform future teaching directions and continue to improve teaching effectiveness.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All teachers engage in educational research to address deficits in student learning as evidenced by data	100% of teaching staff engaged in educational research to identify and address student learning as evidenced in teaching programs and pedagogy K-6.
All teachers engage in coaching/mentoring as part of QTSS, and engage in professional collaboration to reflect on teaching practices to meet the needs of students at a stage, grade and class level.	100% of teachers regularly engage in coaching/mentoring as part of QTSS on a fortnightly cycle, and engage in ongoing professional collaboration with the APCI in order to reflect on teaching practices to meet the needs of students at a stage, grade and class level.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,901.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Mount St Thomas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Our students were supported in their early learning of English and their ability to communicate and interact positively with others.</p> <p>After evaluation, the next steps to support our students will be: Both students relocated to a neighbouring school with a well-established Arabic community.</p>
<p>Integration funding support</p> <p>\$194,580.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount St Thomas Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Individual Learning and Support Plans (ILPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All ILPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continued review and refinement of Learning and Support practices, maximising the impact of teaching and learning and improving student growth.</p>
<p>Socio-economic background</p> <p>\$22,284.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount St Thomas Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy

<p>Socio-economic background</p> <p>\$22,284.13</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through APCI data analysis sessions to support student learning <p>The allocation of this funding has resulted in the following impact: Data-informed teaching in K-6 literacy and numeracy with 3-weekly cycles of data collection observing achievement and progress in the progressions. The school continued to support and engage high performing students through high potential and gifted initiatives, including extension withdrawal programs and guided support for effective differentiation in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued development of teacher self-efficacy to identify and teach quality practices at the point of need.</p>
<p>Aboriginal background</p> <p>\$13,389.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount St Thomas Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Professional Learning in Aboriginal Education and engagement with local elders as part of the Coomaditchie Art Exhibition for the Term 2 School Development Day resonated positively with staff and increased awareness of local connections and networks for future engagement with the school. Part of this time was also dedicated to unpacking the Aboriginal content within the new K-2 syllabus for knowledge and understanding. All teachers were provided with additional release time to jointly construct Personalised Learning Pathways (PLP's) with students and parents, to continue the development of goals and levels of achievement from year to year. Learning and support staff continued to engage Aboriginal students in high potential and gifted initiatives and provide guided support for effective differentiation in literacy and numeracy. Aboriginal students were supported financially where required to ensure their involvement in extra-curricular activities. Our significant events such as Sorry Day, Reconciliation Week and NAIDOC Week were well-attended by parents and community.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning unpacking and engaging with Aboriginal content in the K-2 and 3-6 English syllabus to effectively implement learning about Aboriginal history, culture and language.</p>
<p>English language proficiency</p> <p>\$25,971.63</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount St Thomas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy

<p>English language proficiency</p> <p>\$25,971.63</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: All EAL/D students were monitored and assessed for academic growth and achievement. EAL/D students received in-class and/or withdrawal group support each week to support their literacy 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>After evaluation, the next steps to support our students will be: Ongoing support for students in beginning and emerging phases through highly differentiated programs within classrooms and through withdrawal group sessions.</p>
<p>Low level adjustment for disability</p> <p>\$139,463.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount St Thomas Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The LaSTs were able to provide personalised support to teachers in the identification and use of differentiated activities and adjustments through intervention programs and in-class support. LaSTs assisted teachers with adequate resourcing, effective classroom routines and personalised adjustments at the point of need for students requiring additional learning support K-6. Further learning and support was provided through intensive withdrawal programs in literacy and numeracy, as well as push-in support in every classroom weekly. Student progress was monitored and teachers met twice per term to discuss individual student progress and further adjustments that may have been required. This continued collaboration and support was highly valued by teaching staff who reflected that they felt more able to deliver engaging, differentiated programs to meet the needs of the wide range of abilities within their class. Withdrawal groups also assisted students requiring intensive support and consolidation, as well as enriching the learning for HPGE students, as evidenced in school-based and statewide assessment data and growth.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we would like to refine practices for interventions from external providers and continue to build the capacity of staff to effectively</p>

<p>Low level adjustment for disability</p> <p>\$139,463.32</p>	<p>differentiate the new curriculum K-6 and provide appropriate adjustments for all students.</p>
<p>Professional learning</p> <p>\$23,807.02</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mount St Thomas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • other methods of learning designed to improve student outcomes. • additional APCI support the continued professional development of staff in quality data practices and the implementation of evidence-based pedagogy in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: The support and professional learning delivered by the APCI, has facilitated much discussion and collaboration, particularly around the implementation of evidence-based pedagogy and practice in literacy and numeracy and the impact of this teaching on student growth and achievement.. In literacy, all staff received learning and development in the Science of Reading, phonological awareness, decoding, vocabulary, and identifying student ability and growth on the learning progressions. In numeracy, all staff received learning and development in teaching place value, number talks, working mathematically in the new syllabus, and in identifying student ability and growth on the learning progressions. This learning has facilitated a consistent approach to teaching and learning in literacy and numeracy K-6, and improved consistency of teacher judgement with more authentic, timely and accurate student assessment. This has also enhanced mentoring and coaching practices across the school. Additional staff members were trained in the Berry Street model to support high-level, research based student welfare practices that compliment our implementation of PBL. All staff K-6 completed training in the new 3-6 syllabus for Mathematics and English and staff feedback reflects confidence in their ability to implement the syllabuses in 2024.</p> <p>After evaluation, the next steps to support our students will be: Targeting professional learning to the new strategic directions and initiatives within the school's 2023-2026 Strategic Improvement Plan.</p>
<p>QTSS release</p> <p>\$63,326.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount St Thomas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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 <p>The allocation of this funding has resulted in the following impact: All teachers had the opportunity to collaborate with other members of their</p>

<p>QTSS release</p> <p>\$63,326.88</p>	<p>stage team and to engage in professional learning as part of the QTSS focus in areas of literacy or numeracy. Particularly helpful to staff was the demonstration of 'cohort analysis' and the identification of deficits or patterns of missed learning/areas of need. This led to high quality literacy and numeracy pedagogy in each classroom across the school, supported by stage APs. Consistent teacher judgement was a feature of collaborative assessment practice and all teachers developed their capacity to use PLAN 2 to track and monitor the progress of their students to inform future teaching and learning with support from the APCI. In the annual school self-evaluation process, staff identified these opportunities for collaboration as highly beneficial and wanted them to continue in 2024.</p> <p>After evaluation, the next steps to support our students will be: Continued use of the APCI for individual student and teacher support at the class level, while stage APs continue their practice of identifying stage and grade data inconsistencies or 'larger' areas of focus for explicit teaching and learning interventions.</p>
<p>COVID ILSP</p> <p>\$35,860.39</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy through LIPI, miniLit, multiLit and macqLit programs in literacy • providing targeted, explicit instruction for student groups in numeracy <p>The allocation of this funding has resulted in the following impact: Of the Year 1 students who accessed MiniLit in 2023 88% no longer need tier 2 interventions based on screening results in placement tests. 96% of students know all the taught phonemes and digraphs. In MacqLit 66% of students graduated off the program moving onto class-based quality teaching interventions.</p> <p>After evaluation, the next steps to support our students will be: Continued refinement and adjustment of additional intensive support programs at the point of need in 2024.</p>
<p>Per capita</p> <p>\$85,625.54</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mount St Thomas Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching in literacy and numeracy • Student engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • mentoring structures and collaborative practices within the school • professional learning in data analysis, developing the capacity of staff to identify quality teaching practices and implement engaging differentiated tasks to meet the needs of students at different levels of achievement in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Teachers are more confidently demonstrating knowledge of evidence-based pedagogy in literacy and numeracy and implementing differentiated</p>

<p>Per capita</p> <p>\$85,625.54</p>	<p>practices aligned to the syllabus. Teachers are accessing a range of specific assessment tools more closely aligned to teaching programs that are evidenced by annotations and reflections informing ongoing program development, including pre assessment data to plan teaching and post assessment data to monitor and reflect on the impact of their teaching on student growth and achievement. Student report comments reflect accurate assessment data, with consistent teacher judgement across grades/stages.</p> <p>After evaluation, the next steps to support our students will be: Continued growth and development of refined practices for differentiation, ensuring adjustments are evidenced in programming and include annotations and reflection.</p>
<p>AP Curriculum & Instruction</p> <p>\$93,052.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Our APCI practice has had a profound impact on the daily teaching and learning in literacy and numeracy K-6 across the school. All teachers have received intensive support developing knowledge and skills in the new K-2 syllabus and the new 3-6 syllabus. K-2 teaching pedagogy consistently reflects an understanding of the syllabus and its evidence-base. Planning, analysis and reflection occur in 3-weekly cycles, with all teachers recording student achievement and progress in PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Continued development of knowledge and understanding in the delivery of the new 3-6 syllabus and assessing its impact on student learning achievement and growth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	160	161	171	181
Girls	161	158	158	157

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.2	94.0	88.9	93.4
1	96.0	95.0	88.6	92.0
2	94.5	93.6	88.0	90.8
3	95.8	92.8	91.4	92.9
4	93.9	92.3	88.7	93.0
5	95.0	91.0	90.5	91.3
6	94.1	91.1	87.2	91.3
All Years	95.0	92.7	89.0	92.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.6
Classroom Teacher(s)	12.72
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	49,693.71
Revenue	3,612,969.49
Appropriation	3,472,569.77
Sale of Goods and Services	6,874.17
Grants and contributions	130,396.92
Investment income	3,128.63
Expenses	-3,553,171.21
Employee related	-3,339,216.38
Operating expenses	-213,954.83
Surplus / deficit for the year	59,798.28
Closing Balance	109,491.99

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.

	2023 SBAR Adjustments (\$)
Targeted Total	148,923
Equity Total	201,109
Equity - Aboriginal	13,390
Equity - Socio-economic	22,284
Equity - Language	25,972
Equity - Disability	139,463
Base Total	2,669,451
Base - Per Capita	85,626
Base - Location	0
Base - Other	2,583,826
Other Total	245,731
Grand Total	3,265,214

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023, the school undertook an annual school self-evaluation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- a school-based annual survey for parents;
- school-based surveys for staff regularly throughout the year;
- a school-based annual survey for 3-6 students;
- the Tell Them From Me Survey

The data was analysed by the Leadership Team and the findings helped to inform the 2024 activities within the Strategic Improvement Plan. Feedback from the school community was overwhelmingly positive.

Some of the key aspects of feedback are detailed below.

From school-generated survey questions:

We received 49 responses from parents from years K-6.

Feedback from parents:

- 91.9% of parents report that their child/ren feel safe and happy at school always or most of the time
- 91.8% of parents report that their child/ren feel challenged and engaged at school always or most of the time
- 95.9% of parents strongly agree or agree that the school provides quality learning opportunities
- 77.6% of parents strongly agree or agree that the school provides opportunities for the development of interests and talents
- 77.6% of parents feel very involved or somewhat involved in school-life.

Qualitative parent responses:

What is one thing we do really well at Mountso?

- Provide a happy environment
- Create a wonderful community and safe and happy environment for children
- Offer a wide range of activities that cater for varying student interests
- Such a welcoming school environment
- Communicate and encourage community participation
- The care and wellbeing of the students is phenomenal
- Building a school community where everyone feels valued
- Community spirit, school spirit
- Mountso is a great school with great learning results
- You make the children feel seen and connected, a lot of the teachers know my child by name, as well as the older students, it is nice to see a school so well connected
- My child loves school, and has learned so much this year. I also attended mountso as a child and my experience (although good overall) was polar opposites. From day one they have not wanted to miss a day. I can't express how grateful I am for there being a supportive and inclusive environment for my child to feel safe and learn.

What is something you would like to see us improve?

- Consistent approach and timing of feedback across the year groups in composite classes would help parents to support children
- More communication when my child has to be disciplined for something that has happened at school, so we can address it at home as a family so it doesn't happen again
- More visibility of what the kids are learning or expected to learn during the year
- More sport variety at the school
- The number of communication methods is a lot. Would be great if it was all in one.

"You all do an amazing job, thanks for the continued care that you show to our children."

Staff surveys included reflection and evaluation of 2023 professional learning and the impact on classroom practice.

Qualitative feedback from staff:

- The support that you have offered in helping me to understand and navigate the new curriculum. Your knowledge of the K-2 syllabus has been fantastic in being able to steer me in the right direction.
- I have enjoyed the structure and planning of the PL so that we can easily be aware of PL coming up and keep track of what we have done with the diary. It has been good to do Curriculum PL for upcoming syllabus implementation.
- I like the collaboration, building the sense of belonging and all being in this together. I have really enjoyed getting to work with the APCI. Their support has been fantastic, especially as I am always made to feel valued and heard.
- Learning about the new syllabus has been important and I particularly enjoyed the vocabulary training. I have also been involved in the QTR rounds which I found were great professional discussion.

- I think our professional development sessions are relevant and useful. They always apply to what is needed for the staff and school, at that time. We are lucky that our pd has a purpose and can be easily applied to the classroom in some capacity, regardless of what role you hold within the school.

Considering the professional learning mentioned above, what are 3 things you have embedded in your practice as a result of engaging with the learning?

- Quality Teaching Elements into my lessons, such as teacher feedback, engagement and significance.
- Trying to embed higher tier words into lessons and to extend my students vocabulary into their writing. Number talks have shown me a different way of student understanding and how they solve problems.
- We regularly incorporate Berry St practices such as welcome circles and ready to learn scale. Vocabulary implementation has been highly effective to assist students with common understandings and language to discuss devices and strategies in writing. QTSS focus on inferences has enabled clearer understandings on teaching comprehension in the senior years.
- The new vocabulary component of the curriculum (Tier 1, 2, 3 words), Number Talks, inferencing strategies from QTSS lessons.

TTFM feedback from the student body indicated:

- 85% of students report positive advocacy at school, exceeding the NSW Govt Norm by 18%
- 96% of students report positive expectations for success, exceeding the NSW Govt Norm by 13%
- 70% of students report positive sense of belonging at school, exceeding the NSW Govt Norm by 8%
- 89% of students reported high advocacy and high expectations

Refer to help text (?) for advice on this section

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.