2023 Annual Report

Mount Ousley Public School

4095

Introduction

The Annual Report for 2023 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

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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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
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

AP Curriculum & Instruction
Professional learning
QTSS release
English language proficiency
Low level adjustment for disability
Integration funding support

Summary of progress

2023 has seen an uptake of the new English and mathematics curriculum across K-6. Teachers in K-2 have consistently implemented and adjusted the Department English and mathematics units on a fortnightly basis in reference to student and cohort need. Professional learning has centred around the evidence base and effective literacy and numeracy pedagogy, supported by Assistant Principals (APs) and the Assistant Principal, Curriculum and Instruction (APCI) during collaborative planning sessions and whole school professional learning sessions. Reading professional learning was identified as a need through internal and external data sets from K-6. Semester 1 professional learning therefore followed the Learn, Do, Reflect cycle as part of the High Impact, Professional Learning model. Teachers co-planned, co-taught, co-reflected and adjusted literacy lessons using Think Alouds and Close Reading pedagogy. In Semester 2, professional learning focused on numeracy content knowledge and evidence-based pedagogy of Mathematical Mindsets and High Challenge tasks. Expert staff members were employed to deliver professional learning in Term 4, supported by the APCI, and led opportunities for teachers to embed and reflect on teaching strategies. A 'learn a little, try a little' approach has ensured all teachers continue to embed quality pedagogy beyond professional learning cycles, with examples of explored pedagogies evident across all teaching and learning programs and AP or APCI lesson observations. Teacher surveys identified high engagement, clear connection between professional learning and student learning needs, and an increase in teacher capacity and expertise.

Regular data analysis was incorporated into whole-staff, stage and collaborative planning meetings. Staff were led by the APCI to analyse external data sets (NAPLAN, Check-in) and internal data (reading trackers, Teaching Sprints, stage assessments), to identify next steps and class and/or stage goals. Consistent teacher judgement occurred following regular stage-based assessments, termly writing assessments, and across Key Learning Areas in preparation for Academic Reports in Semester 1 and 2, to which staff reported the process being essential for effective and accurate assessment and reporting.

The APCI roster continued throughout 2024 on a regular basis to ensure executive APCI support in every classroom, every week. This involved pre-conversations for co-planning, followed by co-teaching, observations and/or demonstration lessons, and post-conversations to reflect on what worked well, even better if, and where to next. This regular process ensured individual teacher goals could be worked towards within a supported setting. Co-reflections also allowed for targeted feedback, suggestions or celebrations.

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
Evidence collected demonstrates clear growth in student achievement in	Student data has demonstrated an increase in comparison to 2022 achievement in internal assessment and reporting processes. Students

literacy and numeracy across all cohorts.	across Years 3-6 demonstrated achievement above SSSG and State results in Check-in reading, writing and numeracy assessments.
Uplift in the percentage of students achieving a years worth of growth for a years of teaching and learning above the 2022 baseline.	Fortnightly data discussions allowed for student progress to be monitored in literacy and numeracy, and alignment with the learning progressions demonstrated expected achievement. Students across K-6 have demonstrated continual learning growth, evidenced by internal and external data sets and collaborative analysis of student work samples.
Teachers will implement research based pedagogy to support the learning of literacy and numeracy.	Evidence-based pedagogy has been implemented across K-6 in teaching and learning programs and observed by APCI and APs during classroom observations. All teachers engaged in professional discussions and shared evidence of practice and impact through photographs, student comments and work samples.
In 2023 the internal data demonstrates continued growth in reading.	Internal data and stage-based assessments demonstrate consistent and ongoing uplift in student achievement in reading.
In 2023, the internal data demonstrates continued growth in numeracy.	Internal data and stage-based assessments demonstrate consistent and ongoing uplift in student achievement in numeracy.

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
Per capita
AP Curriculum & Instruction
English language proficiency
Low level adjustment for disability
Professional learning

Summary of progress

Fortnightly collaborative planning sessions were implemented once again due to their success over the past two years. These sessions provided teachers with support from the Assistant Principals to analyse student data and effectively plan for the following fortnight. Teaching sprints were introduced to address specific student needs. These were successful, with students showing ongoing growth in their learning as a result of the targeted approach to address their learning needs. Teachers engaged in consistent teacher judgement conversations on a regular basis to ensure a shared understanding of student achievement. Through data analysis, students requiring additional support through the Learning Support Team were also identified, discussed, and plans were made to support them.

The ongoing support of Assistant Principals and Assistant Principal Curriculum and Instruction ensured teachers were able to clarify understandings, challenge concepts and devise quality teaching, learning and assessment tasks that met the needs of every student k-6. Professional learning on the new curriculum for teachers of 3-6 classes was delivered during these collaborative sessions. Teachers were supported in developing their understanding of the new curriculum and in planning lessons to address new outcomes.

EAL/D professional learning continued with ongoing mastering of phasing using the EAL/D progressions. Teachers used their knowledge in this area to create assessment tasks that were sensitive of the language demands on EAL/D students. This provided more accurate assessment data for all Key Learning Areas. Newly arrived students with little to no English were supported through the employment of Mandarin and Spanish speaking support officers and were provided with Newly Arrived Student Academic Reports to support parent/carer understanding of their child's English language proficiency.

Wellbeing crews were launched with students excited to form these groups and build new relationships. These created further leadership opportunities for senior students with the organisation of termly Crew Days. The sense of community was enhanced as students raised money for causes that were important to them and are part of the wider community. Students took great pride in raising funds and donating them to those less fortunate than themselves. Further use of crew groupings were utilised while celebrating special occasions such as Harmony Day and NAIDOC Week which strengthened student connections.

Fortnightly awards at assembly were refined to incorporate school values and the Learning Disposition Wheel.

Student, staff and parent well-being was supported through the undertaking of the Anxiety Project. All staff participated in professional learning to recognise, identify and respond effectively to students displaying anxious behaviours. All students K-6 were explicitly taught about their brain, how it responds to certain situations and how to process their emotions. Parents participated in workshops to learn about anxiety and effective ways to respond to anxious responses from their children. Across the school there is now a shared understanding of anxiety and strategies that are most effective to use when responding to a child who is displaying anxious behaviours. The implementation of these strategies has seen students work through their emotions and have greater self regulation skills.

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 survey wellbeing data (sense of belonging, advocacy and expectations for success) demonstrates an uplift.	Tell them From Me data indicates that students have a strong sense of belonging with an increasing number of students indicating a positive shift in their advocacy at school and expectations for success.
Increase the percentage of students attending greater than 90%.	Data demonstrates an uplift in the number of students attending >90%.
All staff are engaged in regular collaboration and professional dialogue across learning communities resulting in ongoing improvement in teacher practice.	All teachers K-6 engage in regular collaborative planning sessions supported by their Assistant Principal and the Assistant Principal Curriculum and Instruction. Teacher practice continues to be refined and adjustments to teaching strategies are made when needed.
Internal data indicates that the full implementation of our new wellbeing strategy has had a positive impact on student sense of belonging and advocacy.	Student data demonstrates that students feel connected to their peers, have developed further friendships, and that learning about the brain has assisted them in understanding their emotions.

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

Summary of progress

Teachers continued to engage in High Impact Professional Learning that saw the further implementation of 4Cs pedagogy across the school. This approach allowed all students to have the opportunity to contribute their knowledge and ideas to class and school discussions, and share personal reflections through their Academic Report in Semester 1 and 2. Explicit teaching of each component of the Learning Disposition Wheel ensured consistent language across the school for all staff and students. Student voice drove innovative and flexible learning spaces that created a classroom of high expectations, high challenge and high support. Teachers participated in termly Learning Walks allowing them to share their Walls that Teach. Students participated in Student Led Conferences which provided an opportunity to share their learning and future goals with parents/carers, further strengthening the home and school partnership.

Teachers actively engaged in professional learning, increasing their knowledge of the Digital Technology curriculum within the Science and Technology syllabus, school STEM resources, and how to best utilise STEM and SAMR pedagogy to enhance learning in and beyond the classroom. Staff collaboratively planned, implemented, shared and reflected on the authentic integration of technology and/or robotics. Technology is consistently used to enhance learning K-6 in our 1:1 iPad 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
Internal data indicates teaching and leadership staff implement the 4Cs learning and leadership dispositions in teaching and leadership practices to drive student and staff engagement.	Whole school implementation of explicit wellbeing and 4Cs lessons on each aspect of the learning disposition wheel has been successful. A consistent language and approach for all students was established and maintained throughout the year.
Future focus practices are evident in classrooms with teachers engaging students at a high level and promoting self motivation and regulation.	Pedagogy in every classroom reflects future focused practices. Students have high levels of engagement and demonstrated ongoing improvement in their levels of self-motivation.
Teaching staff expand their repertoire of the effective use of digital technologies to support contemporary learning and teaching across the curriculum.	Teachers continued to build their skills in the effective use of digital technologies through ongoing professional learning and implementation of this learning within classrooms. Learning environments are contemporary and the use of devices enhances student learning.

Funding sources	Impact achieved this year
New Arrivals Program $27,089.00	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 Ousley Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • Employment of specialist bilingual staff to assist students in developing their English skills and participate in successfully in all aspects of school life. **The allocation of this funding has resulted in the following impact:** All students who receive this funding have demonstrated increase English proficiency and developed some independence when navigating school life. Strong relationships with families have been developed with the assistance of the support staff speaking multiple languages. **After evaluation, the next steps to support our students will be:** Continue to support students with their English proficiency, while further developing their independence.
Integration funding support $187,155.00	Integration funding support (IFS) allocations support eligible students at Mount Ousley Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A year of growth for a year of teaching **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Students receiving IFS have had learning adjusted to enable them to access the curriculum at their point of need. In turn, this has ensured growth in student attainment and success in the classroom and playground. Intensive support for students emotional and behavioural needs has been implemented when required. **After evaluation, the next steps to support our students will be:** Continue to strategically support students using these funds to optimise their learning, engagement and success while maintaining a safe learning environment.
Socio-economic background $22,172.01	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading**

Socio-economic background $22,172.01	**include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through [program] to support student learning **The allocation of this funding has resulted in the following impact:** High levels of teacher collaboration to support the learning and wellbeing needs of students. Access to uniforms and excursions has ensured all students have been able to fully participate in school, including extra curricula activities. **After evaluation, the next steps to support our students will be:** To continue utising these funds to support teacher collaboration and the equity of access to all aspects of school life so no student is disadvantaged due financial constraints of the family.
Aboriginal background $6,106.34	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 student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** Aboriginal students were supported to fully access the learning within their classroom. Students reported to feeling comfortable to ask and respond to questions and had a sense of accomplishment when completing tasks more independently. **After evaluation, the next steps to support our students will be:** Continue to support the learning and development of Aboriginal students to enable them to succeed and reach their full potential. Further investment in school representation of the local Dharawal people will be a priority in the coming years.
English language proficiency $24,388.49	English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Ousley Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A year of growth for a year of teaching • Collaborative Practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • 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 **The allocation of this funding has resulted in the following impact:** All students who required additional support to access lessons in English were supported to do so both in the classroom and during library lessons. Support staff build strong relationships with families and assisted the school with communication to ensure all parties were well informed.

English language proficiency $24,388.49	**After evaluation, the next steps to support our students will be:** Continue to employ bilingual staff to assist in building the English skills of the students while also developing the relationship between the school and home environments.
Low level adjustment for disability $74,772.10	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A year of growth for a year of teaching • Collaborative Practice **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** Students with additional needs were supported in their learning and across all areas of their development through the employment of a Learning and Support Teacher and School Learning Support Officers. Targeted interventions were put in place to ensure students were accessing their learning at their point of need and that they were achieving success. The expertise of the LaST ensured that all interventions were effective and data driven. **After evaluation, the next steps to support our students will be:** Continue to use these funds to support the learning and wellbeing of students with both additional LaST time and SLSOs working in classrooms.
Professional learning $13,912.22	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Research informed practice • A year of growth for a year of teaching • Students known valued and cared for **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • Ongoing teacher collaboration to unpack new syllabus documents and units of work. **The allocation of this funding has resulted in the following impact:** Teachers were supported in the development and application of new knowledge, particularly when implementing the new curriculum. Collaboration time ensured a shared understanding of the documents and how they are best taught. Teachers built their knowledge through ongoing professional learning and applied this to their classroom practice. All teachers have continued to build their skills and refine their teaching practices, ensuring the best outcomes for our students. **After evaluation, the next steps to support our students will be:** Continued collaboration time for teachers across the school to work together to deepen curriculum knowledge, develop pedagogy and further refine their application of new skills and knowledge to the classroom.

QTSS release $34,208.35	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Ousley Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Research informed practice • Collaborative Practice **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** All staff have developed their knowledge and skills of quality collaboration and focused narrow and deep professional learning to ensure best practice in the classroom. Assistant Principals have worked with stage teams to facilitate professional dialogue and challenge the thinking of the team. Critical and creative thinking and ongoing challenge ensures teacher are always reflecting on their practice and making adjustments as required. **After evaluation, the next steps to support our students will be:** Continuing to utilise these funds to address the learning needs of teachers, ensuring quality teaching and learning are evident in every classroom.
COVID ILSP $45,909.76	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition in literacy and numeracy, assess and record student growth and report on progress. **The allocation of this funding has resulted in the following impact:** Targeted students demonstrated growth in the areas in which they received this intervention. Student needs were explicitly addressed and teachers worked closely with tutor to ensure consistency for the students. **After evaluation, the next steps to support our students will be:** This program has been abolished and these funds will no longer be available to deliver tuition in this manner.

Student information

Student enrolment profile

	Enrolments			
Students	**2020**	**2021**	**2022**	**2023**
Boys	117	110	93	83
Girls	92	85	82	85

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	91.5	94.2	88.4	94.7
1	92.1	93.3	89.4	92.7
2	94.4	94.4	86.5	91.8
3	92.5	94.0	88.8	93.8
4	92.1	91.8	88.3	91.7
5	90.7	88.4	91.0	91.5
6	92.5	89.5	82.3	91.4
All Years	92.1	92.2	87.7	92.5
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)	2.8
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.97

*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	263,176.29
Revenue	2,334,183.48
Appropriation	2,247,994.81
Sale of Goods and Services	3,980.08
Grants and contributions	78,795.91
Investment income	3,012.68
Other revenue	400.00
Expenses	-2,416,585.08
Employee related	-2,174,109.46
Operating expenses	-242,475.62
Surplus / deficit for the year	-82,401.60
Closing Balance	180,774.69

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	162,048
Equity Total	127,439
Equity - Aboriginal	6,106
Equity - Socio-economic	22,172
Equity - Language	24,388
Equity - Disability	74,772
Base Total	1,518,054
Base - Per Capita	45,546
Base - Location	0
Base - Other	1,472,508
Other Total	228,588
Grand Total	2,036,128

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

Student Satisfaction:

The Tell Them From Me student data indicates that students have a strong sense of pride in the school. They are able to identify what to do if they or someone they know is experiencing any form of bullying, with almost all students stating that they have never experienced racism. Students report that they believe the classrooms are of adequate size, are well maintained and everything works. Wider school facilities such as the canteen, playground and library are all well maintained and meet their needs. Students strongly indicated that the toilets did not meet their needs.

Student responses to the open ended question "what do you love about our school?" strongly demonstrated that students value the friendly, respectful and diverse nature of our school, and all adults and children within it. They also highlighted the expansive playground and natural spaces that they like to enjoy during both play and learning times.

Parent Satisfaction:

Parents overwhelmingly indicated that they feel welcome within the school environment, they are well informed and can speak with their child's teacher when needed. Parents strongly indicated that the school supports learning. One area for future development is parents support learning at home, this area scored lower than expected. There is an even distribution of families spread across the school that have been involved in school planning, reporting procedures, policy review curriculum and teaching. 84% of parents indicated that Mount Ousley is a culturally safe place for all students, further highlighting the student perspective of a school that is diverse, respectful and friendly.

Teacher Satisfaction:

Teacher responses indicate that Mount Ousley Public School is above state average in all markers of the survey. Teachers value and take full advantage of dedicated collaboration time and that this supports their curriculum knowledge, planning and assessment. Teachers indicate that the school is inclusive, has a strong learning culture and leadership supports them at their point of need. They value the working relationships with parents/carers and that these relationships enhance the learning of students. High expectations for learning and student growth are evident and strong, as is ongoing feedback to students. Teachers reported that the school does a good job of implementing curriculum change with all respondents either agreeing or strongly agreeing with this statement. Staff moral is high, leading improvement and change is done well and communication between the leadership team and staff is clear, particularly in relation to the strategic vision and values for our school.

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.