

2020 Annual Report

Mount Ousley Public School



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Introduction

The Annual Report for 2020 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Mount Ousley Public School is a small school where big things happen. Our motto is "Ever Higher", reflecting a desire to always do better. The school constantly strives to enhance learning and teaching in authentic, relevant and innovative ways. The school culture is built upon meaningful and respectful staff, student and community relationships that are underpinned by a shared sense of trust.

School context

Mount Ousley Public School is a school focused on students. Students love coming to school and are eager to use learning spaces to engage in projects that they are passionate about. Passion is discussed, valued and promoted. Students each use their own Apple device to collaborate, create and publish. They share, they reflect, they connect. Our teachers all value student choice in learning; there are no upper limits to what our students can and do achieve. Ours is a school where trust is freely given, where failure is seen as a necessary stepping stone to success and where innovation thrives. It is a school made up of caring, respectful relationships that make learning great.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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>

Strategic Direction 1

Enhancing Learning

Purpose

Every student in our care is actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens. Equity, excellence and student wellbeing are at the core of all aspects of learning.

Improvement Measures

Increased opportunities for students to reflect and respond to feedback.

Students demonstrate a high level of content creation and communication skills that reflect higher-order models of learning.

Improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Build student capacity to reflect on learning and be responsive to feedback.

Evaluation	Funds Expended (Resources)
The face-to-face training for BSEM has been transferred to 2021 due to COVID restrictions. A shorter online course was completed by 4 staff as an introduction to the training, however this was not as effective as the face-to-face training. All staff are utilising some BSEM strategies in their classrooms with a focus on morning circle. This has helped in setting students up for successful learning each day and has increased the engagement of students from trauma backgrounds. It has also relieved the anxiety of many students and enabled them to enter the classroom and engage with their peers more willingly.	Berry Street Education Model (BSEM) training 4 staff x \$1000 per person = \$4000 Release executive for mentoring - \$15500 Funding Sources: <ul style="list-style-type: none">• Professional learning (\$4000.00)• Support for beginning teachers (\$15500.00)

Process 2: Ensure learning is differentiated, student-centred and inquiry-based.

Evaluation	Funds Expended (Resources)
During COVID-19 lock-down, all students were provided access to a personal device in order to ensure continuity of student-centred, differentiated and inquiry-based learning. Students continued to make learning progress and remained connected with their peers and teachers. The effective use of technology enabled most students to continue learning while at home and transition back to school seamlessly. Devices were made available to all students at no cost to ensure access to learning. Teachers used assigned devices effectively to transform the way they provided learning to students during both at home learning and in the classroom. Costings for casual days were not utilised due to the cancelling of face-to-face professional learning for the duration of the year.	Casual relief x 2 teachers x4 days @\$501/day \$4008 Funding Sources: <ul style="list-style-type: none">• Professional learning (\$4008.00)

Process 3: Ensure a culture of wellbeing is present throughout the school.

Evaluation	Funds Expended (Resources)
Food forest has been established and learning related to real life experiences	Funding: \$15,000 from the

Progress towards achieving improvement measures

has increased student connectedness and shared experiences.. Although 'outside' volunteers were unable to be involved in the project as planned, there have been significant harvests of vegetables, student interest is high and teachers are effectively utilising the garden for teaching and learning. (Due to COVID, this activity has been extended and will become a goal for 2021.)

Teachers feel more confident supporting children with trauma-backgrounds as illustrated through survey data. Strategies from BSEM are evident in all classrooms and have shown positive impact for students who suffer from anxiety and those with a trauma background.

Sustainable Schools Grant.

Strategic Direction 2

Teachers Leading Learning

Purpose

Teachers lead learning through evidence-informed, reflective, innovative, and future-focused practices. Teachers have high expectations of themselves and their students, and they are committed to high levels of achievement in literacy and numeracy.

Improvement Measures

Increased evidence of innovative and contemporary curriculum and pedagogy.

An increased percentage of students will achieve at proficient levels in literacy and numeracy.

Increased use of a range of indoor and outdoor learning spaces.

Progress towards achieving improvement measures

Process 1: Strengthen reflective and responsive capacity to deliver innovative and contemporary curriculum and pedagogy.

Evaluation	Funds Expended (Resources)
<p>Teachers continue to deliver innovative and contemporary curriculum and pedagogy. Teachers from K-6 maintained high quality and innovative practice despite the constraints of online learning. Zoom, Seesaw and Google Classroom were used to deliver personalised, engaging and inquiry-based learning resulting in students' learning continuing as we transitioned to at home learning and then back into the classroom.</p> <p>Professional learning and collaboration continued throughout the year. Teachers developed the skills and knowledge to co-plan, co-teach and co-reflect and will continue this into the future. Face to face professional learning in 50% of the 4Cs training was moved to online due to COVID-19 restrictions.</p>	

Process 2: Strengthen teacher capacity to improve literacy and numeracy outcomes for each student.

Evaluation	Funds Expended (Resources)
<p>Professional learning in L3, MathsBurst, Tessa Daffern's triple word theory and spatial reasoning has strengthened teachers' understanding of how to teach in these areas. Students are using metalanguage to describe their learning, particularly in spelling. Assessment is an ongoing focus with teachers utilising the co-constructed tools and formative assessment processes. These will continue as areas of focus for future development. The triangulation of internal and external data to inform teaching and learning has also been identified as an area for development. PAT assessment data for students in years 2-6 has provided baseline data for staff to analyse and work from.</p>	<p>L3 teacher relief - \$12521</p> <p>Literacy and numeracy - release for teachers to collaborate - \$24564</p> <p>Access to school data wall</p> <p>Data gathered from each teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$24564.00)

Process 3: Strengthen teacher capacity to utilise a range of flexible learning spaces.

Evaluation	Funds Expended (Resources)
<p>Classrooms are now designed with the learner at the centre. Flexible learning spaces have provided students with choice in their learning environment and this has been very well received by all students, particularly those in the upper years. Students have indicated through surveys that they are more comfortable and feel trusted that they can make learning choices that suit</p>	<p>Furniture purchases - \$16855</p>

Progress towards achieving improvement measures

them. This has improved student engagement and attention to tasks.

The library and Collaboration Zone are utilised effectively by students and staff for a variety of learning experiences and purposes.

The culture of trust is strong and students report being connected to their learning spaces, peers and teachers in a meaningful and engaging manner.

Strategic Direction 3

School Culture

Purpose

Our success as a school and community is underpinned by an ethos of trust and collaboration. Our school is a place where a creative and innovative organisational culture exists. Our community diversity is valued, and meaningful relationships are nurtured in order to enhance learning outcomes.

Improvement Measures

Observational evidence of meaningful relationships within the school community. Increased levels of school engagement in creative and innovative practices. Increased levels of parent engagement.

Progress towards achieving improvement measures

Process 1: Strengthen a culture of trust and shared responsibility.

Evaluation	Funds Expended (Resources)
PDP processes supported the development of teacher skills and knowledge. The targeted support offered to teachers resulted in improved practice in identified areas. Additional support for teachers and SASS staff was provided where needed with all staff improving practice throughout the year.	Teacher casual relief \$501 per day x 4 = \$2004

Process 2: Seek to actively pursue creative and innovative organisational practices.

Evaluation	Funds Expended (Resources)
<p>Community feedback shoned that further streamlining of communication was required, in particular updating of the school website and an outline to parents to let them know where to find certain information. This has now been addressed and will continue to be reviewed.</p> <p>Changes to the reporting system have been very well received with feedback from all stakeholders stating that the student voice in reports is valuable.</p> <p>Restorative practices are in place across the school. De-escalation of students in crisis is now more effective and less time consuming. Student referrals to the executive have reduced and students are more engaged in learning after break times.</p> <p>During COVID, there was also a large amount of creative problem solving across the staff/school in order to ensure continuity of learning and community engagement.</p>	<p>4Cs professional learning x 4 @ \$670pp</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2680.00)

Process 3: Enhance a sense of community and continue to build relationships.

Evaluation	Funds Expended (Resources)
<p>Harmony Circles were held and were well attended by parents and grandparents. These were planned to continue, but had to be suspended due to COVID-19 restrictions. A community cookbook was planned and may be implemented in the future.</p> <p>P&C meeting times were evaluated and new plans to meet offsite to combat restrictions were implemented, allowing families to connect with the school. A Zoom meeting to introduce the new principal was attended by many parents and was well received. This allowed parents to feel connected and for information between the home and school to be free flowing.</p>	\$18,303.64

Progress towards achieving improvement measures

A virtual creation of the Twilight concert at the end of the year was undertaken to further build connection and relationships with the parent community. This resulted in students engaging in high quality performances that were shared and appreciated by all. The parent feedback was positive, although they are keen to have the original format for the Twilight Concert reinstated in non-Covid times.

Further connection to the community was enhanced through a revitalisation of the use of the Facebook page. Parent and student feedback has shown that this has increased our online presence and the connection with classroom learning to the wider community is valued.

Particularly during COVID, the school website and YouTube channel were used to give updates, information and to maintain a feeling of connection.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$5 021.00) 	<p>All Aboriginal students were supported by an additional teacher each week. The teacher worked with students at their point of need to ensure access to the curriculum. Further to this, connection to country, culture and traditional ways of living were examined by the students. Whole school integration of First Nations Education was embedded across the curriculum. Financial support was provided to students for access to uniforms and incursions. The annual Community of Schools Yarn Circle had to be suspended due to COVID-19 restrictions.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$30 815.88) 	<p>EAL/D students were supported with language proficiency by a qualified teacher. Sessions were individualised to meet the needs of the students. Interpreters were engaged to enable clear communication between the school and home environments. Students' reading, writing and mathematical skills increased alongside speech and general knowledge of the world around them. Students reported being increasingly connected to the school and their peers, and being proud of their accomplishment in their academic achievement.</p>
Low level adjustment for disability	\$56056 - staffing allocation \$18008 - Flexible allocation Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$74 064.00) 	<p>The staffing component of this funding engaged a Learning and Support Teacher to work with students, class teachers, the school counsellor, families and outside agencies to ensure all students with disabilities were fully supported in their learning and social development as well as their wellbeing.</p> <p>The flexible component was utilised to engage a Student Learning and Support Officer to support student learning in the classroom and social interactions in the playground. This support was distributed to meet the needs of the students and classes across the school.</p> <p>Both initiatives ensured all students with low level disabilities were well supported to access the curriculum, achieve learning goals and be happy and safe in the playground.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$30 301.00) 	<p>Funds were utilised to release teachers to work collaboratively on planning and programming twice per term. Professional dialogue to ensure consistent teacher judgement, quality differentiation and support for early career teachers was embedded into these sessions. As a result, teachers better catered for the needs of their students, data was more reliable and all staff shared expertise to support each other.</p>
Socio-economic background	Engage SLSO staff @ 0.349 FTE Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$23 786.00) 	<p>Student assistance was provided to ensure all students had access to devices during the period of at home learning. Additional SLSO staff were engaged to support students in the classroom across the school. Individual and small group interventions were enacted at</p>

Socio-economic background	Engage SLSO staff @ 0.349 FTE Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$23 786.00) 	point of need to support reading, writing and numeracy development. Students made growth in these areas as a result.
Support for beginning teachers	Spent to support SD 2 Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$25 003.00) 	Evaluation in SD2 - a portion of the money allocated was not spent due to COVID-19.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$1 500.00) 	This small amount of funding was utilised to complement the initiatives under EAL/D.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	113	111	127	117
Girls	104	108	109	92

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	94.5	94.1	91.5
1	92.6	91.7	94.7	92.1
2	94.1	94.1	91.4	94.4
3	94.3	93.9	91.2	92.5
4	92.6	94.7	88.6	92.1
5	91.6	93.7	91.4	90.7
6	93.7	89.7	90.9	92.5
All Years	93.4	93.4	91.5	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.18
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.37

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	283,387
Revenue	2,408,227
Appropriation	2,365,732
Sale of Goods and Services	1,912
Grants and contributions	39,251
Investment income	521
Other revenue	811
Expenses	-2,299,517
Employee related	-2,121,309
Operating expenses	-178,208
Surplus / deficit for the year	108,709
Closing Balance	392,097

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.

	2020 Approved SBA (\$)
Targeted Total	139,419
Equity Total	138,875
Equity - Aboriginal	6,285
Equity - Socio-economic	23,786
Equity - Language	34,740
Equity - Disability	74,064
Base Total	1,788,227
Base - Per Capita	56,759
Base - Location	0
Base - Other	1,731,468
Other Total	125,881
Grand Total	2,192,402

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

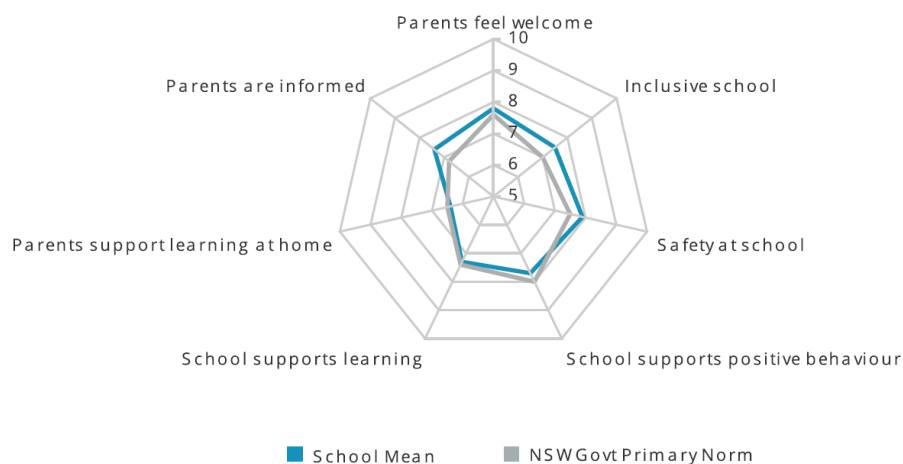
To gain a solid understanding of the views of parents, teachers and students we participated in the Tell Them From Me surveys. There were 50 parents who chose to complete the 'Partners in Learning,' feedback survey and the results were as follows. Some parents completed the survey for each child they have at the school.

Two-way communication with parents - parents indicated that they feel welcome, are listened to and are well informed. The school scored 7.8 in 'Parents Feel Welcome' which is above the state average of 7.4. Parents indicated an average score of 7.4 when asked about being informed. This is above the state average of 6.6. An area where parents indicated our lowest scores was in Parents Support Learning at Home, with a score of 6.4 with the state average being 6.3. This was compounded by the data which stated that most students spend less than 30 minutes on homework each day and parents spend far less than 30 minutes per day assisting students with learning at home. This came as a surprise as most students engaged in learning from home for 7 weeks of the year. In the areas of 'school supports learning and school supports positive behaviour, the survey indicates that our school is achieving at state average for both, 7.3 and 7.7. Mount Ousley out performed the state averages in the measures of Safety at School with a 7.9 in comparison to state average of 7.4 and 'Inclusive school' with a score of 7.5 in comparison to 6.7 state average. 95% of respondents indicated that Mount Ousley was their first choice of school for their child, while 89% indicated that they would recommend our school to other parents. 96% indicated that they feel that their child is known, valued and cared for, while 83% believe the learning their child receives is personalised to their child's needs.

Student responses at the second snapshot indicated growth in many areas. It is very pleasing to report that students gained a greater sense of belonging once school had resumed as normal and this continues to increase rising by 8% in some instances, however many of these indicators are below state averages which is of concern. In particular only 67% of students indicated a positive sense of belonging in comparison to 81% across the state. Bullying however, has reduced to 24% which is much below the state average at 36%. Students also reported an increase in their levels of perseverance when working on challenges in their classrooms.

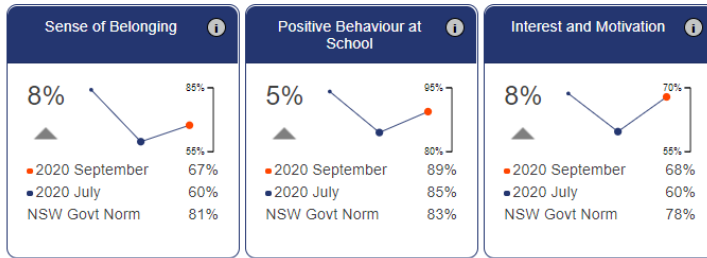
Teachers completed the annual Tell Them From Me survey and the results concluded that we have a strong and inclusive school that values high expectations for all students and that staff retention rates are high with 9 teachers indicating that they had been teaching at Mount Ousley for in excess of 6 years. The results indicate that our school out performs the state in all areas in varying degrees. On reflection of this data future professional learning opportunities and levels of support have been planned and are being implemented as part of the Strategic Improvement Plan.

Kindergarten - Year 6 (Primary)

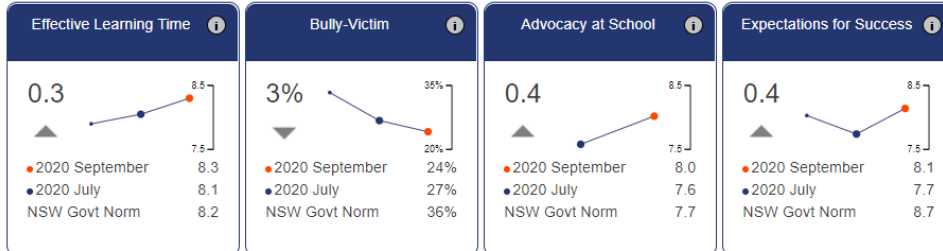


Tell Them From Me Parent survey summary.

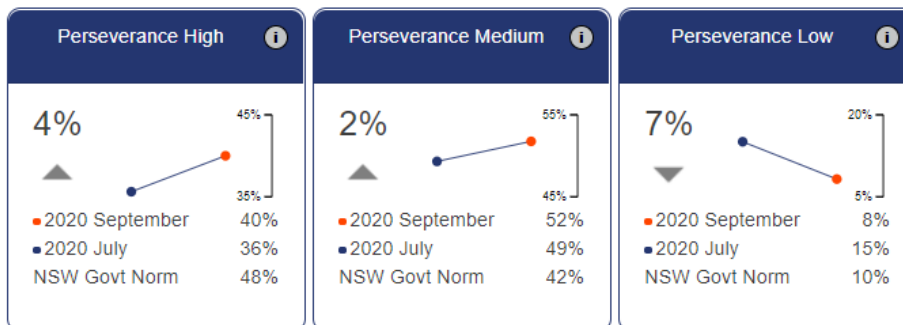
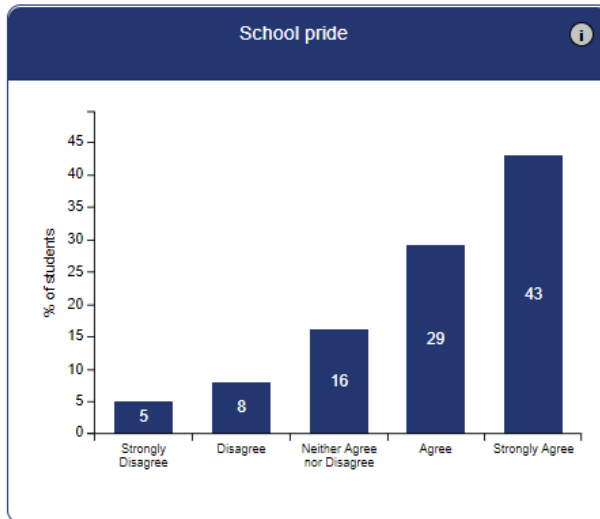
Social-Emotional Outcomes



DRIVERS of Student Outcomes



Social emotional outcomes for students



Student tell Them From Me results.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.