

# Mount Ousley Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 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.

Peter Holmes

Principal

### School contact details

Mount Ousley Public School

Mount Ousley School

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## School background

### School vision statement

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 community constantly strives to deliver equity and excellence for every student, by engaging in world's best practice for teaching and learning, within a school culture underpinned by trusting, caring relationships.

### School context

Mount Ousley Public School is a school focused on students. Kids love coming to school, eager to use learning spaces to engage in projects they're 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. Implementing 1:1 iPads and MacBooks across the entire school from Kindergarten to Year 6 has redefined teaching and learning. It has allowed students to personalise the content they publish and to be more productive as learners. It has pushed the boundaries from what we once considered impossible. The conversation at home about education is now more powerful, inspired by work which children take home on their personal device. 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 unbelievably great. Our demographic is varied. We have a FOEI of 68 and a RAM of \$1,817,000. We are a 229 school; a courageous, resilient, early adopter of innovation with a positive mindset about embracing change. Our enrolment is 215, with 80 students in the first two quartiles of socio-economic disadvantage. We have 43 EAL/D students and 5 Aboriginal students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in each of the domains of Learning, Teaching and Leading, the on balance judgement was that Mount Ousley Public School is Sustaining and Growing.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Equity & Excellence For All Students

### Purpose

Our purpose is to provide all students with access to high quality schooling that is free from all forms of discrimination and disadvantage. We hold high expectations for each child's educational outcomes and aim to promote a culture of excellence through the provision of challenging and stimulating learning experiences. Personalised learning that provides academic, social and emotional support will ensure all children attain their best.

### Overall summary of progress

Multiple focuses on teaching quality, student wellbeing, and literacy and numeracy contributed to the provision of equity and excellence for all students. Our work in these areas led to strong student growth and engagement across the school.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)                                       | Progress achieved this year  | Funds Expended (Resources)   |
|--|--|--|
| To sustain average school growth in all aspects of NAPLAN at or above the NSW average.   | Particular aspects of student growth in literacy and numeracy were strong, while others did not meet targets. Growth from Year 3 to Year 5 continued to be a strength in most areas, particularly in literacy.   | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |
| To differentiate learning for all students and improve student attainment and enjoyment. | Flexible learning spaces and a strong focus on the improvement of teaching quality led to greater differentiation of the curriculum. Mentoring and a suite of initiatives to support beginning teachers provided evidence of high levels of student attainment and enjoyment.  | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |
| To provide learning free from all forms of discrimination and disadvantage.              | The school operated numerous initiatives to cater for individual student needs. Targeted wellbeing groups and a whole school approach to student wellbeing equipped students with greater skills to achieve success. Various support and extension groups provided students with additional opportunities to excel. A strong ethos of citizenship and inclusion was embedded in curriculum activities. | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |

### Next Steps

In 2017 the school intends to strengthen its focus on literacy and numeracy so that NAPLAN results are reflective of internal data sets. A stronger focus on early intervention will be introduced to support our youngest students. Data on literacy and numeracy development will be monitored more closely and ongoing analyses of data sets will occur, along with discussions on consistent teacher judgement. Teacher professional learning will focus largely on evidence based strategies to improve student growth in literacy and numeracy. Teaching scaffolds for higher NAPLAN achievement will be introduced and high expectations will be consistently articulated. The school's learning and support teacher will work alongside an additional staff member employed to support students with learning needs. Strategies will be implemented to increase library borrowing to assist in the development of a love of literature. The school's focus on student wellbeing will continue, using evidence based programs to target the needs of individual students as well as the whole school. A peer support program will be introduced, with Year 6 students trained as leaders. Along with our focuses on teaching quality, student wellbeing, and literacy and numeracy, opportunities to expand and extend learning across the key learning areas will be explored. The school band will continue to have a higher profile and aim to attract more participants.

## Strategic Direction 2

### World's Best Practice in Teaching & Learning

#### Purpose

Our purpose is to encourage all students to be successful and passionate learners, confident and creative individuals, and active and informed citizens. Our teaching pedagogy will provide enhanced experiences in creativity, critical thinking, problem solving, decision making, communication, collaboration and student choice. Children will use ICT extensively to develop skills and understanding in each Key Learning Area. They will learn to be responsible local and global citizens, and have a sense of optimism for the future.

#### Overall summary of progress

Student choice and student reflection in learning have been key features of our organisation. They were underpinned by trusting relationships and innovative structures, which led to students making great gains as responsible citizens, as well as being passionate and confident learners.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year   | Funds Expended (Resources)   |
|---|---|--|
| To provide teaching and learning experiences for all students to be successful learners, confident and creative individuals, and active and informed citizens.            | Genius time, various ICT initiatives and a range of STEM activities provided students with opportunities to personalise learning and extend learning beyond the classroom. Increased levels of creative and critical thinking were evident, as well as high levels of engagement. The addition of flexible furniture in each learning space allowed students to collaborate on learning tasks, in ways they found meaningful. | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |
| To integrate ICT into classroom activities, enabling students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate. | ICT was used in all classrooms to create learning opportunities that extended creativity, communication and high level thinking skills. A key component was to extend the school's 1 to 1 personal device program to include all students K-6.  | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |
| To develop responsibility as local and global citizens.   | Embedded in learning activities in each classroom was an ethos of thinking and acting as responsible citizens. Students were encouraged to be inclusive, respectful and empathic and these qualities were evidenced in numerous student projects.   | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |

#### Next Steps

Genius time projects and students K-6 setting individual learning goals will continue to be developed. Visible classroom prompts and student reflections will play a key role in ensuring every student is passionate about learning, cognitively challenged and highly productive in learning. Work in history, geography and STEM will focus on big questions that allow for differentiated content research. The use of ICT in transformational ways will assist students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate. Students will be encouraged to be involved in local and global issues, and come up with innovative solutions which will assist others. Underpinning this, students will connect with others outside the school using multiple media to establish links and networks. STEM will be a key focus, with coaching being provided for teachers, coding opportunities extended K-6, maker spaces expanded with additional resourcing and structural change, and new ways of promoting STEM explored. A new outdoor learning area will be established as a place where classes can learn and children can play. The area will continue to evolve into a learning space that meets the needs of 21st century learners. The school will continue to develop partnerships with local business, Apple, UOW and other institutions that provide access to greater and more varied educational resources and programs.

## Strategic Direction 3

### Leadership & Management

#### Purpose

Our purpose is to provide the processes and structures for effective teaching and learning to occur across the school. We intend to develop our skills and knowledge as teachers, critically evaluate the ways in which we do things as a whole school and as individuals, and maintain a caring, nurturing culture in which every child is motivated to reach their full potential. Underpinning our success will be an ethos of trust and collaboration.

#### Overall summary of progress

Leadership and management structures strengthened our achievements as a school. A whole school culture of continuous school improvement, progressive and relevant educational delivery, high expectations for students and staff, and trusting, happy relationships at the core of everything, was continually built upon.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources)   |
|--|---|--|
| To have all staff using the metalanguage of quality teaching and demonstrating evidence of its use.  | Mentoring and other professional learning structures for teachers focused on continuous teaching improvement. The Quality Teaching and Engagement Frameworks were central to lesson observations, discussions about teaching and teacher reflections. The sharing of teaching improvements was done on an individual and whole staff basis.   | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |
| To have new initiatives, including the Australian Curriculum, effectively implemented.   | Appropriate training was put in place for the implementation of the Australian Curriculum. Systems were introduced to ensure content and skills across the key learning areas were taught well. Assessment and reporting practices were reviewed to align with the new curricula. Collaborative structures for teachers facilitated much of the implementation and reflective practice. | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |
| To maintain a caring, nurturing school environment, in which every member of the school community feels valued and every child reaches their full potential. | Our caring, nurturing school environment continued to grow. The development of positive relationships within the school community was central to everything we did. All staff were committed to making parents and students feel valued and included. Feedback indicated a high level of success in this area.  | Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds. |

#### Next Steps

Completed in 2016, the School Excellence Framework review will guide the school in its future directions. Key focuses will be the establishment of whole school structures that improve student learning outcomes K–6, and the use of data analysis and evidence based programs to sustain continuous school improvement. Structures and processes will be implemented and reviewed to ensure that every student has the opportunity to fully reach their potential. Student, staff and parent responsibilities will be clarified. Processes and practices in each of the strategic directions will require scaffolds and careful planning to be effectively implemented. Opportunities for teachers to collaborate, share, reflect and engage in professional dialogue will be extended. Student led conferencing will be reviewed and refined, so that the ways in which we report to parents are constantly improving. Strategies which enhance community involvement and communication will be explored, so that a sense of community is promoted and parents are engaged in deeper understandings of how and why we do things. The values and learning behaviours we desire in students will continue to be modelled by staff. The notion that failure is not only okay, but integral to learning, will continue to be communicated to students. Innovative, creative and divergent thinking among staff will continue to be promoted.

| Key Initiatives                                     | Impact achieved this year   | Resources (annual)   |
|---|---|--|
| <b>Aboriginal background loading</b>                | Partnerships between Mount Ousley Public School, Aboriginal families, the local Aboriginal Education Consultative Group (AECG) and Aboriginal community organisations were strengthened in many ways throughout 2016. A Yarn Meeting was conducted with Aboriginal families to seek feedback on what the school could do to enhance educational opportunities for Aboriginal students, the school was represented at AECG meetings, and Aboriginal students were supported through visits by a local elder, with a focus on sharing local culture and stories. All students benefited from these visits, with Aboriginal students participating in additional sessions. Learning support for Aboriginal students was also conducted to meet specific learning needs.  | \$4,717 in flexible funding  |
| <b>English language proficiency</b>                 | A large number of students from backgrounds other than English were supported with weekly sessions focused on language and early literacy development. Students were placed in age appropriate groups to extend vocabulary, and learn to read and write. Children who had previously been almost non-verbal gained the confidence and skills to chat with teachers and other students. For all students, an increased vocabulary was evident, allowing them to engage in learning activities in meaningful ways. Improvements in reading levels were made by all students, with some becoming independent readers.  | \$43,233 in flexible funding   |
| <b>Low level adjustment for disability</b>          | A small number of students with disability received individual funding for classroom aides to support their classroom learning and playground integration. Review meetings were conducted with the families of these students to monitor the success of the learning intervention. Other students with disability were supported in class to ensure they could participate fully in learning activities by having a classroom aide to clarify instructions and support learning. The school worked in consultation with families to provide social, emotional and academic support. Student participation and engagement in learning tasks was greatly enhanced through SLSO support. Practices were put in place to assist students with disabilities achieve academic success, develop social skills where required, and to self-manage behaviour when necessary. | \$14,508 in flexible funding for Learning and Support, plus an additional 2.5 days per week Learning and Support Teacher. A total of \$74,508 was received for targeted students in Integration Funding Support. |
| <b>Quality Teaching, Successful Students (QTSS)</b> | The school received funding to provide teacher relief to enable school initiatives to be adequately supported. The funding was utilised by teachers to plan and implement a wide range of whole school professional learning, and allow new school projects related to the our strategic directions to be properly considered and implemented.  | \$8,162  |
| <b>Socio-economic background</b>                    | Educational support structures and processes  | \$11,042 in flexible funding   |

|  |   |                                     |
|--|---|-------------------------------------|
| <p><b>Socio-economic background</b></p>                              | <p>were implemented to improve teaching and support targeted students, particularly those from a disadvantaged socio economic background. Mentoring was a key initiative in this support, and involved all teachers participating in lesson observations, followed up with reflective conversations to plan future lessons. Through ongoing teacher reflection and professional dialogue about classroom practices, student engagement and curriculum differentiation, significant changes occurred in the structure and composition of lessons. The school also employed an additional part-time teacher to work with small groups of students with identified areas of need in literacy and numeracy. The teacher worked closely with classroom teachers to develop learning programs and communicate progress.</p> | <p>\$11,042 in flexible funding</p> |
| <p><b>Support for beginning teachers</b></p>                         | <p>Structures and processes were implemented to support beginning teachers. Discussion groups, instructional rounds both within and outside the school, lesson observations and reflection journals were maintained throughout the year.</p>  | <p>\$8,161</p>                      |
| <p><b>Targeted student support for refugees and new arrivals</b></p> | <p>Educational support structures for refugee and newly arrived students were implemented through the employment of an additional part-time teacher. Weekly sessions focused on language and early literacy development were provided to these students. Increased levels of confidence, speaking and reading skills, and engagement in classroom activities were evident. Students became increasingly independent, utilising technology, fellow students, classroom charts and environmental print to scaffold their learning. A keen desire by students to learn and better understand curriculum concepts was clear. Student participation in classroom activities developed, with opinions and work samples willingly shared.</p>  | <p>\$3,474 in flexible funding</p>  |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 99         | 105  | 118  | 116  |
| Girls    | 91         | 87   | 96   | 97   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 94.7 | 95.6 | 95.9 | 93   |
| 1         | 95.8 | 94.8 | 93.7 | 94.2 |
| 2         | 95.2 | 95.7 | 91.4 | 94.1 |
| 3         | 97.4 | 94.7 | 93.5 | 91.6 |
| 4         | 93.4 | 95.6 | 94.6 | 91.5 |
| 5         | 95.7 | 91.3 | 93.7 | 93.2 |
| 6         | 96.9 | 94.2 | 91.4 | 92.4 |
| All Years | 95.4 | 94.5 | 93.5 | 93   |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

### Management of non-attendance

The school requests that all student absences are explained in writing and that, where possible, absences are kept to minimum. Families are reminded of the need to arrive at school on time and avoid being late for class. Attendance will remain a school priority in 2017, with patterns of absenteeism and late arrivals our focuses.

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Assistant Principal(s)                | 2    |
| Classroom Teacher(s)                  | 7.78 |
| Learning and Support Teacher(s)       | 0.5  |
| Teacher Librarian                     | 0.6  |
| School Administration & Support Staff | 2.37 |
| Other Positions                       | 0.08 |

\*Full Time Equivalent

There are no Aboriginal or Torres Strait Islander staff members currently employed at Mount Ousley Public School.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 43         |

### Professional learning and teacher accreditation

There are six full and part time teachers maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers. There are currently no staff seeking or maintaining accreditation at the Highly Accomplished or Lead stages.

During school development days, the staff engaged in mandatory training in asthma, anaphylaxis and first aid. Apple education staff guided teachers through the Five Best Practices framework with reflection and forward planning activities. Staff explored the School Excellence Framework, professional learning plans and consistently reviewed the School Plan. Authentic and project based learning opportunities were explored, as was the use of 1:1 devices K-6, student voice, and contemporary best practice in teaching and learning.

Regular teacher professional learning across the year included whole of staff mentoring around quality teaching strategies and student classroom engagement and self regulation. Additional external support was provided by a specialist mathematics teacher who worked K-6 to improve the use of metalanguage along with effective number tasks. Two staff attended and

presented at the Inspire Innovate conference. An Assistant Principal and classroom teacher co-managed the Engage Me project in the Illawarra and conducted both in school and after school professional learning. All K–2 staff were either trained in L3 or participated in on-going professional learning. Additional training was provided in student wellbeing, with several staff attending a wellbeing conference, and then delivering the framework for new initiatives to be implemented across the school.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 01 January 2016 to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 187 356.91              |
| <b>Revenue</b>                        | 1 957 403.41            |
| (2a) Appropriation                    | 1 860 727.00            |
| (2b) Sale of Goods and Services       | 2 283.17                |
| (2c) Grants and Contributions         | 91 937.19               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 2 456.05                |
| <b>Expenses</b>                       | -1 927 186.79           |
| Recurrent Expenses                    | -1 927 186.79           |
| (3a) Employee Related                 | -1 689 130.45           |
| (3b) Operating Expenses               | -238 056.34             |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 30 216.62               |
| <b>Balance Carried Forward</b>        | 217 573.53              |

The school receives the bulk of its funding through the Resource Allocation Model (RAM). Staffing costs are included in RAM. In 2016 RAM was supplemented with various funds from school and community sources, which were used to implement a range of initiatives supporting student learning and learning spaces. A large amount of funds carried forward at the end of the year is planned to be expended in 2017 by further supporting initiatives within the school's three strategic directions.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 1 563 742.38            |
| Base Per Capita       | 11 681.70               |
| Base Location         | 0.00                    |
| Other Base            | 1 552 060.68            |
| <b>Equity Total</b>   | 124 510.20              |
| Equity Aboriginal     | 4 717.48                |
| Equity Socio economic | 11 041.55               |
| Equity Language       | 43 232.51               |
| Equity Disability     | 65 518.66               |
| <b>Targeted Total</b> | 77 982.45               |
| <b>Other Total</b>    | 10 908.67               |
| <b>Grand Total</b>    | 1 777 143.70            |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

Student growth, as measured by NAPLAN, indicated the following percentages of students achieved greater than or equal to expected growth in aspects of Literacy: Reading 61.5%, Spelling 63%, and Grammar and Punctuation 51.9%. No data was available in Writing.

Student growth, as measured by NAPLAN, indicated that 61.5% of students achieved greater than or equal to expected growth in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.

The following information is provided in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

The percentages of Year 3 students who achieved proficiency in the top two NAPLAN bands were as follows: Reading 47%, Writing 47%, Spelling 45%, Grammar and Punctuation 45%, and Numeracy 18%. The percentages of Year 5 students who achieved proficiency in the top two NAPLAN bands were as follows: Reading 31%, Writing 7%, Spelling 17%, Grammar and Punctuation 24%, and Numeracy 17%.

The school had less than ten Aboriginal students who participated in NAPLAN so no data has been published.

## Parent/caregiver, student, teacher satisfaction

"I am really happy with all of the projects that I did this year. They were of a much higher quality, and I put a lot more time and effort into them. Next year in high school, I want to get better at doing homework and getting into a routine." Year 6 student reflection

"Mt Ousley Public School stands out for its culture and climate of inclusivity, acceptance and community." Parent email

"My favourite thing is to play handball with the big kids. I loved dressing up for Book Week because it was so fun. I love being a good friend. I am better at saying nice things now. I think in my head before I say something." Year 1 student reflection

"I just wanted to take a moment to say thank you for all you do to make MOPS such an outstanding school. I'm so very proud to be part of the MOPS school community. Thank you for always being happy and supportive educators and staff. Thank you for, together, inspiring our kids to be the awesome kids they are and to love learning and always do their best. The awards ceremony today was just so wonderful. I'm actually tearing up writing this email. I can't tell you how special it is to find a school and staff with such an amazingly fantastic ethos and philosophy that is unfailingly carried through to excellence in school culture, leadership, teaching and learning. Respect! I'd say "don't ever change", but that would be contradicting a core value of reflective practice!" Parent email

"I can't believe how much I've learnt about teaching this year. It's not that I didn't know a lot before; it's more that there are so many opportunities for us to push and extend ourselves, and we know that we won't be judged if we make mistakes. I know the kids in my class have benefited so much from all of the sharing, collaborating and reflecting I've done." Teacher comment

"I'd like to thank you for fostering an atmosphere that encourages enthusiasm for learning at MOPS. It's interesting, if our son is sad about something or not looking forward to something, I know it's never about going to school." Parent email "You all obviously strive to achieve the best outcomes for all students, not only academically but socially. I'm impressed with the educational philosophy practised at MOPS which encourages and promotes emotional wellbeing in students across a diverse range of backgrounds. The staff's dedication, caring and supportive attitude towards students is wonderful to observe and contributes to such a lovely ethical tone throughout the school." Parent email

## Policy requirements

### Aboriginal education

A well attended Yarn Meeting was conducted with Aboriginal families to seek feedback on what the school could do to enhance educational opportunities for Aboriginal students. The school was represented by a number of staff who actively contributed to AECG meetings over the course of the year. A local Aboriginal elder worked with all students K–6 to share local artefacts and stories of cultural significance. Additional sessions were provided for Aboriginal students. All Aboriginal students had personal learning plans developed and implemented by class teachers. Additionally a teacher was employed over two terms to work with specific students to further address and support those needs. The teacher worked closely with classroom teachers to develop learning programs and communicate progress. One teacher attended training on the teaching of Aboriginal perspectives across the curriculum, and then shared teaching ideas with all staff.

### Multicultural and anti-racism education

The school has a designated Anti–Racism Contact Officer who is available for staff, students and parents to seek information or raise concerns. White Ribbon Day was celebrated with all students and staff making personal pledges of respect. World Day for Cultural Diversity was celebrated, and all families have enjoyed equal access to all school activities and resources. A Stage 3 class developed and shared a campaign to fight negative attitudes toward the Islamic community in Australia. This was done through the writing of letters, the production of a video posted online, the creation of posters and discussions with local media and politicians.