

# Mount Ousley Public School

## Annual Report



2017



4095

## Introduction

The Annual Report for 2017 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 reflects 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

Fairy Meadow, 2519

[www.mtousley-p.schools.nsw.edu.au](http://www.mtousley-p.schools.nsw.edu.au)

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

4285 4211

## 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 devices. 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 65 and a RAM of \$1,870,000. We are a 229 school; a courageous, resilient, early adopter of innovation with a positive mindset about embracing change. Our enrolment is 217, with 80 students in the first two quartiles of socio-economic disadvantage. We have 48 EAL/D students and 4 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. 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.

Using evidence collated by the school in 2017 the school self-assessed in the following elements of the School Excellence Framework:

The Learning Domain: Excelling for the elements of learning culture, wellbeing, assessment and reporting. Sustaining and growing for the elements of curriculum and student performance measures.

The Teaching Domain: Excelling for the elements of effective classroom practice and learning and development. Sustaining and growing for the elements of data skills and use and professional standards.

The Leadership Domain: Excelling for the elements of educational leadership, school planning, implementation and reporting and school resources. Sustaining and growing for the element of management practices and processes.

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/sef-evidence-guide>

## 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 high levels of engagement across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To sustain average school growth in all aspects of NAPLAN at or above the NSW average.	Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	Student growth in literacy and numeracy were strong. Growth from Year 3 to Year 5 continued to be a strength in most areas, particularly in numeracy.
To differentiate learning for all students and improve 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.	Flexible learning spaces including a new outdoor learning area 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.
To provide learning free from all forms of discrimination and disadvantage.	Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	The school operated numerous initiatives to cater for individual student needs. Targeted wellbeing groups and a whole school approach to student wellbeing continued to equip 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.

#### Next Steps

In 2018, the school intends to maintain its focus on strong literacy and numeracy so that NAPLAN results are reflective of internal data sets. We aim for an increased percentage of students achieving at proficient levels in literacy and numeracy. Equity, excellence and student wellbeing continue to be at the core of all aspects of learning at Mount Ousley Public School. Improved levels of student attainment and engagement will be achieved by ensuring students are being actively engaged in differentiated, meaningful, challenging and future-focused learning experiences. A focus on identifying students with individual learning needs will begin with funding and time given to teachers to develop high quality ILPs and PLPs. Additional Learning Support time will be a priority for our students most in need.



## 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. The use of flexible learning spaces and the opening of the new outdoor learning area were well received by students, staff and the community. All teaching staff gained Apple Teacher status during the course of the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To provide teaching and learning experiences for all students to be successful learners, confident and creative individuals, and active and informed citizens.	Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	Differentiated and student driven learning goals and projects extended opportunities for personalised learning. Staff were trained in the Building Blocks 2 Numeracy initiative and are more capable in identifying individual student maths needs. The refurbishment of rooms as contemporary flexible learning spaces continued.
To integrate ICT into classroom activities, enabling students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate.	Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	ICT continues as 1:1 program K–6 to enable student voice, content creation and collaboration. Google Classroom was used extensively for 3–6 workflow. All staff were certified as Apple Teachers.
To develop responsibility as local and global citizens.	Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	Students participated in White Ribbon Day, Harmony Day, and Cultural Diversity day that involved the school community in a celebration of culture and food. Classrooms reflected a culture of openness, respect, trust and project work that developed a global citizen ethos

#### Next Steps

Students K–6 will continue to self-regulate and set their own individual learning goals. Visible learning walls and student reflections will continue to play a key role in ensuring every student is passionate about learning, cognitively challenged and highly productive in learning. 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. Science will be a key focus, with coaching being provided for teachers to deliver hands-on, inquiry-based innovative science lessons. Coding opportunities continue to be extended K–6. Maker spaces expanded with the introduction of 3D printing. Our outdoor learning area will be regularly utilised as a place where classes can learn and children can play. 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. A social entrepreneurial initiative will be undertaken K–6 with a focus on empathy and wellbeing through the undertaking of student-driven social ventures.



## 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, continue to be valued.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To have all staff using the metalanguage of quality teaching and demonstrating evidence of its use.	Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	Mentoring and other professional learning structures for teachers focused on continuous teaching improvement. Growth coaching and mentoring with all classroom teachers allowed them to work toward specific goals that improved classroom practice. The sharing of teaching improvements was done on an individual and whole staff basis at stage, K–6 and collaborative planning days.
To have new initiatives, including the Australian Curriculum, effectively implemented.	Our progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	Systems were introduced to ensure content and skills across the key learning areas were taught well. Assessment and reporting practices aligned with the curricula. Collaborative planning structures for teachers facilitated much of the implementation and reflective practice. Whole staff development days focused on the Building Blocks 2 Numeracy initiative.
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 progress relied on a variety of funding sources from the Resource Allocation Model (RAM), as well as school and community funds.	Our caring, nurturing school environment continued to grow. The development of positive relationships within the school community remains central to everything undertaken. All staff were committed to making parents and students feel valued and included. Feedback indicated a high level of success in this area and informed our 2018–2020 school plan decision making process.

#### Next Steps

Completed in 2016, the School Excellence Framework review will continue to guide the school in its future directions. Key focuses will be the continuation of whole school structures, such as L3 and PLAN, 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 such as student ILPs and PLPs will be strengthened and improved to ensure that every student has the opportunity to fully reach their potential. Processes and practices in each of the new 2018–2020 strategic directions will be reflected in milestone achievement. Opportunities for teachers to collaborate, share, reflect and engage in professional dialogue will be continued. Student-led conferencing will continue. Strategies which enhance community engagement and communication will continue, so that a sense of community is promoted, relationships are built and trust and diversity are valued. All staff will continue to model the same values and learning behaviours we desire in students. 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	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4,228 in flexible funding	Partnerships between Mount Ousley Public School, Aboriginal families, the local Aboriginal Education Consultative Group (AECG) and Aboriginal community organisations continued to be strengthened in many ways throughout 2017. Yarn Meetings were conducted with Aboriginal families to seek continued 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. Dedicated learning support for Aboriginal students was also conducted to meet specific learning needs.
<b>English language proficiency</b>	\$45,077.00 in flexible funding	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.
<b>Low level adjustment for disability</b>	\$14,563 in flexible funding for Learning and Support plus an additional 2.5 days per week Learning and Support Teacher. A total of \$83,782 was received for targeted students in Integration Funding Support.	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.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$15,744.00	The school received funding to provide teacher relief to enable school initiatives to be adequately supported. The funding was utilised through a growth coaching initiative and mentoring of beginning teachers. It was also utilised by teachers to plan and implement a wide range of whole school professional learning, and allow new school projects related to our strategic directions to be properly considered and implemented.
<b>Socio-economic background</b>	\$15,987 in flexible funding	Educational support structures and processes were implemented to improve teaching and support targeted students, particularly those from a disadvantaged socio economic background. Mentoring provided teachers with support around adapting classroom

<b>Socio-economic background</b>	\$15,987 in flexible funding	practices to cater for different student needs and around curriculum differentiation. 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.
<b>Support for beginning teachers</b>	nil	Structures and processes were implemented to support beginning teachers. Discussion groups, instructional rounds within the school, lesson observations and reflection journals were maintained throughout the year. Mentoring allowed beginning teachers time to work on their own self-identified personal professional development plans.
<b>Targeted student support for refugees and new arrivals</b>	\$4,700 in flexible funding	Educational support structures for refugee and newly arrived students were implemented through the employment of an additional part-time teacher. Weekly sessions focusing 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, 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.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	105	118	116	113
Girls	87	96	97	104

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	95.9	93	93.8
1	94.8	93.7	94.2	92.6
2	95.7	91.4	94.1	94.1
3	94.7	93.5	91.6	94.3
4	95.6	94.6	91.5	92.6
5	91.3	93.7	93.2	91.6
6	94.2	91.4	92.4	93.7
All Years	94.5	93.5	93	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school requests that all student absences are explained in writing and that, where possible, absences are kept to a 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 2018, with patterns of absenteeism and late arrivals our focus.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.93
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.37
Other Positions	0

\*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	45

### Professional learning and teacher accreditation

There are five full and part-time teachers maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers. Two teachers are working towards accreditation at the Proficient stage. There are currently no staff seeking or maintaining accreditation at the Highly Accomplished or Lead stages. One teacher participated in a professional exchange to Canada. During school development days, the staff engaged in mandatory training in asthma, anaphylaxis and first aid. 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 the whole of staff mentoring around quality

teaching strategies and student classroom engagement and self-regulation. All staff completed the Building Blocks 2 Numeracy initiative. All K–2 staff were either trained in L3 or participated in ongoing professional learning.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	217,574
<b>Revenue</b>	2,043,501
Appropriation	1,960,275
Sale of Goods and Services	-875
Grants and Contributions	82,087
Gain and Loss	0
Other Revenue	0
Investment Income	2,015
<b>Expenses</b>	-1,994,365
Recurrent Expenses	-1,994,365
Employee Related	-1,791,606
Operating Expenses	-202,760
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	49,136
<b>Balance Carried Forward</b>	266,710

The school receives the bulk of its funding through the Resource Allocation Model (RAM). Staffing costs are included in RAM. In 2017 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 2018 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.

	2017 Actual (\$)
<b>Base Total</b>	1,595,259
Base Per Capita	32,552
Base Location	0
Other Base	1,562,707
<b>Equity Total</b>	130,614
Equity Aboriginal	4,228
Equity Socio economic	15,987
Equity Language	45,077
Equity Disability	65,323
<b>Targeted Total</b>	88,482
<b>Other Total</b>	53,043
<b>Grand Total</b>	1,867,398

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.

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 50%, Writing 65%, Spelling 60%, and Grammar and Punctuation 60%.

Student growth, as measured by NAPLAN, indicated that 65% 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 Mount Ousley Public School 4095, 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 56%, Writing 43%, Spelling 46%, Grammar and Punctuation 66%, and Numeracy 44%. The percentages of Year 5 students who achieved proficiency in the top two NAPLAN bands were as follows: Reading 41%, Writing 27%, Spelling 27%, Grammar and Punctuation 55%, and Numeracy 36%.

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

## Parent/caregiver, student, teacher satisfaction

"Just wanted to let you know that my son had a ball today and to ask you to pass on my congratulations to the teachers and the school community for pulling off a happy, safe and well received Day 1 of Kinder Orientation. He had started the day clinging to my jeans and when I picked him up he was literally dancing with happiness. Go team!"

"I can't tell you how impressed I am with Mt Ousley Public School, where my son is in Year Two. The teachers are incredible and the principal is a visionary. I firmly believe the staff at Mt Ousley are teaching my child the important stuff of life – reading and writing (of course!) but also how to navigate challenges with other kids, and how to be part of a community. They are shaping the future citizens of Australia."

"I wanted to let you know how much we enjoyed the Open Day. The activities were engaging and thoughtful, and we LOVED watching our son perform in the school band for the first time. Thanks so much to you and the MOPS staff for a fun day at your incredible school."

"Just wanted to say that I think you and your staff should be applauded for coming in at or besting all the national averages for the Year 3 NAPLAN. Given your diverse student population and demographics, such 'rankings' are testimony to the excellence of teachers in the school and their commitment to ensure that children are included and engaged in their learning; it also highlights the school's commitment to interrupting the patterns of disadvantage (for EAL/D students, kids with learning difficulties, kids from low SES backgrounds...). As always I feel privileged to be part of the MOPS community and just thought I'd pop in a vote of thanks."

## Policy requirements

### Aboriginal education

Well attended Yarn Meetings were 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 Aboriginal students K–6 to share local artefacts and stories of cultural significance. All Aboriginal students had personal learning plans developed and implemented by class teachers. Additionally a teacher was employed over 10 weeks 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.

### 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.