School Context
Mount Ousley Public School is situated close to Wollongong on the south coast of New South Wales. It is a member of the Keira Community of Schools. The school was opened in 1959 and enrolments have fluctuated since that time as local demographics changed. The student population has grown by approximately 30% over the last five years. The school community values education and is supportive of the school’s ethos, to provide equity and excellence for all students in a 21st century learning environment.

Messages
Principal’s Message
Going to school has always been a lot of fun. In 2013, it’s never been better. When you think about it, access to information today is amazing. Who would have thought that 20 short years ago something called the internet would transform our lives in the way that it has? Now, we take our online world for granted and we simply expect it to be there whenever and wherever we need it. In that way, life at school is no different to life outside school. Children expect to be able to access information via the internet whenever they require it, and why wouldn’t they? So many of the activities our kids engage in are rich tasks that, without technology, would otherwise be impossible. Technology is no longer a fad schools can ignore. Nor may we consider that young children would be better off without it. Technology has become an integral part of kids’ lives, just as it has done for us as adults. And that’s a good thing. When visitors from other schools walk through our school, the comment I hear most is, “The kids here are so engaged. Everyone is happy and on task. There’s nobody misbehaving!” This makes me enormously proud because I know that not all schools are like ours. When student engagement is evident, children enjoy themselves and they learn; in fact a much deeper learning occurs because there’s an interest in what’s being done. Mount Ousley Public School is a place that values learning and we always attempt to deliver curriculum in a way that is fun, contemporary and comprehensive. Congratulations to everyone who has contributed to our school over the course of 2013. This document is in so many ways a celebration of what has been a sensational year!

Peter Holmes, Principal

P&C Message
I would like to start by thanking those who have put their hand up to fill the positions within the P&C committee, attend the meetings and generally contribute to supporting the school. We have had a number of new starters that have filled the void left from those that left the school last year and they have all made great contributions. The committee organised the usual events such as Father’s Day, Mother’s Day and Easter, as well as the vital contributions made to operate the canteen and uniform shop. A special thanks to the members of the school community for their support and assistance with the election stall and BBQ. It was a long day for the members who put in a full day. I would like to also thank the teachers who support the P&C and give up their time to attend and contribute to the operation, and for their feedback presented at meetings. The final financial position at the close of the last meeting was $13,538.36. A large portion of our funds will be directed to supporting our school library. I would like to thank those members who are leaving the school. Your contribution over the years will be missed. Not to highlight just one member, but we may need to have the MOPS bake-off to find a replacement for one retiring member. Finally I would like to wish the committee, school community and teaching staff all the best for the coming year.

Craig Hadfield, President

Student Representatives’ Message
Being a School Captain is a great honour. Having people look up to me is a little scary at times and makes me very aware of what I do and say. I personally think this has made me a better person. It’s a huge responsibility being a role model for others, but it’s also a great privilege. I remember when I was in kindergarten, in the old hall which we now call The Studio, and I always looked at the leaders and thought I would never be up there myself. It turned out I was wrong. It has been an amazing opportunity to be part of the student leadership group. The next student leaders at Mount Ousley will have a life-changing experience. May I take this opportunity to say thank you to all of my teachers, who have helped to shape me into the person I am. This school has left me with a lot of good memories and I appreciate that very much. Being school captain has taught me a lot of things. It has made me more confident, made me a better reader and speaker in public, and given me great organisational skills. My best memory would be my first day at school, way back in 2007, even before some people at our school were born. I met so many of the friends I still have today. We introduced ourselves, started playing, and the rest is history. We would like to say thank you to everyone for supporting us and helping us throughout the year. We would also like to say to everyone in our school to never stop believing in yourselves because anything can come true and anything is possible. Good luck to the new school leaders in 2014.

Mathew Varga & Hayley Jackson, School Captains
**Student Information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Enrolment Profile**

In 2013 children were initially organised into seven classes, but an eighth class was formed early in Term 1. Students were then organised into four K-2 classes and four Y3-6 classes. There was a greater number of boys than girls enrolled.

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>84</td>
<td>78</td>
<td>82</td>
<td>83</td>
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</table>

**Attendance Profile**

Student attendance in 2013 at Mount Ousley Public School increased to more than 95% and was higher than both regional and state attendance.

**Management of Non-Attendance**

The school requests that all student absences are explained in writing and that, where possible, are kept to a minimum. Any families taking holidays during school terms are asked to apply for an exemption from school attendance. 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 2014, with patterns of absenteeism and late arrivals our focuses.

<table>
<thead>
<tr>
<th>School</th>
<th>Year 2008</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Total</td>
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<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>
Staff Information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce Composition
Mount Ousley Public School has a non-teaching Principal and eight full-time teaching positions, including two Assistant Principals. This is supplemented by part-time teachers who provide relief from face to face teaching and library. The school employs two Learning and Support Teachers, an English as a Second Language teacher and a School Counsellor on a part time basis. The school has one full-time School Administrative Manager, along with two part time School Administrative Officers and a part time General Assistant. Five Support Learning Staff Officers are also employed part time. There are no Aboriginal or Torres Strait Islander staff members.

Teacher Qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools. New Scheme Teachers must be accredited with the NSW Institute of Teachers in order to teach in NSW schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>71</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>29</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</td>
</tr>
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</table>

Financial Summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Period of financial summary: 01/12/12 - 05/11/13

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>05/11/2013</th>
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<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>91100.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>80199.83</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

The balance carried forward includes global savings held for asset renewal, tied funds, money held in trust and money that has been committed but not yet expended. The school received a total of $1,577.00 in voluntary school contributions in 2013, representing payment from approximately 50% of the school community. The school relies on the contributions to provide students with day to day classroom consumables. The P&C contributed $6,980.40 to the school for a sound system in the new school hall. P&C funds have been committed for 2014 expenditure in the library. A full copy of the school's 2013 financial statement is tabled at the annual general meeting of the school P&C. Further details concerning the statement can be obtained by contacting the school.

The school spent over $30,000.00 on training and development in 2013, sourcing funds largely through Teacher Professional Learning and Empowering Local Schools (both tied funds). In this financial summary, the training and development dissection does not include other funding sources. Staff participated in a mentoring initiative and attended training days at school, as well as courses offered elsewhere. Visits to other schools were also organised. The mentoring initiative focused on peer observations, leading to reflective discussions about quality teaching and best practice.

The information provided in the Financial Summary is current at the date shown. This is the latest financial information available for 2013, prior to the change-over in financial systems for our school.
School Performance 2013

Achievements

Arts
Mount Ousley Public School is committed to providing a wide range of learning experiences catering for the individual needs, skills and talents of our students. Our students are provided with many opportunities to participate in a wide range of programs aimed at increasing student engagement and improving outcomes in the Creative and Practical Arts (CAPA). 2013 highlights included:

- performances by the school band and beat band at school functions;
- enrichment groups for all students in terms 2 & 3;
- Brainstorm, a visiting performance focused on anti-bullying;
- a musical drama performed by Smiths Hill HS students;
- production of the school year book Koolyangarra;
- the Keirabald Portrait exhibition in Wollongong for Stage 3 students;
- participation in the Wollongong Schools Choral Festival at Wollongong Town Hall;
- participation by Stage 2 students in Southern Stars, a dance and musical spectacular performed at Wollongong Entertainment Centre;
- Count Us In, a national music initiative in which students around Australia sang the same song at the same time; and
- a musical extravaganza for the end of year Twilight Concert - MOPS in Space.

Sport
The school’s sporting program gives opportunity for each student to develop the necessary skills and fitness to participate in a range of sporting activities. 2013 highlights included:

- backyard league clinics;
- all students involved in the tennis Hotshots program;
- all students involved in the Gymsports program;
- participation in a rugby 7s tournament;
- rugby clinics for students in Years 3-6;
- participation in the Premier’s Sporting Challenge;
- the Wollongong Surf Sense Program for Years 2, 4 and 6;
- AFL & Dragon Tag Gala days for students in Years 3-6;
- school cross country, swimming and athletics carnivals;
- students representing the school at district, regional and state carnivals;
- 35 students involved in AFL Auskick, held before school in Term 1;
- involvement in statewide soccer, touch football, rugby and netball knockout competitions;
- an indigenous games day celebrating Indigenous Literacy and Numeracy Week;
- a learn to swim program involving 26 students in Years 2-6; and
- participation in the Live Life Well program, raising awareness of healthy lifestyles, fundamental movement skills and good eating habits.

Other
Students at Mount Ousley Public School were involved in numerous academic and extra curricular activities throughout 2013. Highlights included:

- one student being selected for the Academically Gifted Class at Farmborough Road PS;
- live radio contact with Commander Ford on the International Space Station;
- involvement in the Teach Wild marine debris field study;
- participation in Friend Our World, an online games site establishing global friendships;
- the continuation of a school based Research Group for creative thinkers, involving twelve students;
- continuation of Tournament of Minds, involving seven students from Years 4-6;
- participation in the Premier’s Debating Challenge;
- participation in Global Youth Debates, with online debates involving US schools;
- 133 children completing the Premier’s Reading Challenge, including 17 Gold Awards, each representing four completed challenges by an individual, and two Platinum Awards representing seven challenges;
- participation in a mass book reading to celebrate National Literacy & Numeracy Week;
four students representing the school at the District Spelling Bee;
22 students in Years 3-6 participating in after school Rocket and Robotics Clubs;
participation in Science Week activities by all students;
celebrating Harmony Day;
participation in the Life Education program;
recognising Sorry Day;
celebrating Public Education Day;
one student winning the local Rotary Club banner design competition;
parades and activity days for Easter and Book Week;
whole school participation in Fruit & Vegetable Month;
supporting Wollongong Council’s Giving Tree;
involvement in Responsible Pet Education by the junior classes; and
a major excursion to Berry for Years 5 and 6 students.

Amateur Radio International Space Station (ARISS) Evening

Academic
The My School website provides detailed information and data for national literacy and numeracy testing (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 the assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Growth From Year 3 to Year 5 (Literacy & Numeracy)
These graphs measure learning growth across a two year period, for students undertaking NAPLAN in Years 3 and 5. 2013 growth in reading and grammar and punctuation was greater than the state and similar school group (SSG) averages.
**Year 3 Literacy**

### Average progress in Writing between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
<th>2011-2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
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### Average progress in Spelling between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
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<tr>
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</table>

### Average progress in Grammar & Punctuation between Year 3 and 5

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</tr>
</thead>
<tbody>
<tr>
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### Average progress in Numeracy between Year 3 and 5

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</thead>
<tbody>
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<td>77.1</td>
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<tr>
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<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

### Percentage in bands: Year 3 Reading

- Percentage in Bands
- School Average 2009-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013

### Percentage in bands: Year 3 Writing

- Percentage in Bands
- School Average 2011-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013
Year 5 Literacy

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation
Progress in Literacy (Year 3)
In 2013, 17 Year 3 students from Mount Ousley participated in NAPLAN. Their results in literacy indicate:

- above state average results in every aspect of literacy;
- 59% of Year 3 students scored in the proficient range in the 2013 NAPLAN reading assessments, compared with 20% statewide;
- Year 3 reading achievement 27 points above the state average;
- 59% of Year 3 students scored in the proficient range in the 2013 NAPLAN writing assessment, compared with 20% statewide;
- Year 3 writing achievement 19 points above the state average;
- 71% of Year 3 students scored in the proficient range in the 2013 NAPLAN grammar & punctuation assessment, compared with 20% statewide;
- Year 3 grammar and punctuation achievement 26 points above the state average;
- 71% of Year 3 students scored in the proficient range in the 2013 NAPLAN spelling assessment, compared with 20% statewide; and
- Year 3 spelling achievement 29 points above the state average.

Progress in Literacy (Year 5)
In 2013, 25 Year 5 students from Mount Ousley participated in NAPLAN. Their results in literacy indicate:

- student growth from Year 3 to Year 5 in reading and grammar and punctuation is above state average;
- student growth from Year 3 to Year 5 in reading is the seventh highest of 26 schools in North Wollongong and is substantially above state average;
- student growth from Year 3 to Year 5 in grammar & punctuation is the fourth highest of 26 schools in North Wollongong and is substantially above state average;
- Year 5 reading achievement 18 points above the state average;
- Year 5 grammar & punctuation achievement 3 points above the state average;
- 42% of Year 5 students scored in the proficient range in the 2013 NAPLAN reading assessment, compared with 20% statewide; and
- 38% of Year 5 students scored in the proficient range in the 2013 NAPLAN grammar and punctuation assessment, compared with 20% statewide.

Years 3 & 5 Numeracy

Progress in Numeracy (Years 3 & 5)
Mount Ousley's 2013 NAPLAN results in numeracy indicate:

- student growth from Year 3 to Year 5 in numeracy is below state average;
- Year 3 numeracy achievement is on par with the state average;
- 41% of Year 3 students scored in the proficient range in the 2013 NAPLAN numeracy assessment, compared with 20% statewide; and
- Year 3 numeracy growth has occurred since 2010, although Year 5 numeracy growth has declined since 2011.
Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2013 (no students were exempted):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.4</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>89.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2013 (no students were exempted):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>95.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Significant Programs & Initiatives
Aboriginal Education
Mount Ousley Public School is committed to improving educational outcomes for indigenous students and developing an understanding and appreciation of Aboriginal Australia for all students. We did this in 2013 by:
- developing a Personal Learning Plan for each Aboriginal student;
- acknowledging the traditional owners of the land at all assemblies and special functions;
- ensuring Aboriginal Education is an integral part of Human Society and Its Environment (HSIE) units of study;
- recognising Sorry Day;
- proudly displaying a framed copy of the Federal Government’s 2008 apology; and
- all staff participating in No Gap, No Excuse training.

Multicultural Education
Key initiatives in multicultural education at Mount Ousley in 2013 included:
- integrating a multicultural perspective in classroom curriculum studies;
- teaching units of study across the school focused on world religions and cultures;
- incorporating African drumming into the curriculum;
- training staff in ways of supporting our 34 students with an English as a Second Language background;
- celebrating Harmony Day; and
- raising awareness of racial tolerance through study of our Australian identity.

Empowering Local Schools National Partnership
Key initiatives in the Empowering Local Schools National Partnership at Mount Ousley in 2013 included:
- focusing on the areas of workforce and finance and infrastructure to improve student outcomes;
- a formal mentoring initiative involving all teaching staff, benchmarked against the Quality Teaching Framework, providing ongoing opportunities for lesson observation, critical analysis, personal reflection follow-up discussions and whole staff sharing;
- professional development for all teaching staff through collegial sharing and planning around the NSW literacy and numeracy continuums;
- networking days for staff involving visits to other schools to view and share innovative practices;
- relief days for the School Admin Manager to allow for ongoing training in the new finance and student administration systems;
- replacing data projectors across the school to improve picture quality on interactive whiteboards, with a noticeable effect on student engagement; and
- expending $36,561.70 of the available $39, 655.05 on staff relief and data projectors, with the remaining $3,093.35 committed for additional staff relief.
Information and Communication Technologies (ICT)
Our school has incorporated ICT into its routines and organisation in many innovative ways. Key initiatives in 2013 included:
- making live radio contact with the International Space Station and having 11 students ask questions of Commander Ford;
- involvement in Global Youth Debates, conducted online with teams from the USA;
- the continuation of our 1 to 1 laptop initiative for all students in Years 3 to 6;
- the expansion of iPads in junior classrooms;
- staff presenting at ICT teacher training days in Wollongong, Kiama and Sydney;
- the use of class blogs to communicate with families and to share homework;
- the integration of Twitter into classroom routines to make educational connections and practise literacy skills;
- being recognised as an Apple Distinguished School;
- the growth of our school website to showcase student work, provide access to information and photo galleries, and give interactive opportunities to parents and visitors;
- video conferencing and Skyping with other classes around the world;
- maintaining a whole school weekly television show, MOPS FM The Week That Was; and
- visits from other teachers and school executives to see first hand how our school integrates ICT.

Learning Assistance
Throughout 2013 the school supported students experiencing learning difficulties in many ways, including:
- continuing the Rocket Reading program, with parents trained as reading tutors, helping to improve reading skills in four of our younger students;
- continuation of the Multilit program, utilising parent tutors to support three of our older students with literacy development;
- engaging parent reading helpers with K/1 children;
- utilising a support teacher and five learning support officers to provide additional support in class to students identified as having literacy or numeracy needs; and
- convening regular Learning Support Team meetings to create and implement action plans for students with identified needs.

Connected Learning
Each class was involved in activities where students were encouraged to make learning connections beyond their classroom walls. Highlights included:
- one student writing to a company supplying our school canteen regarding the removal of palm oil;
- writing letters to a school in the USA, sharing information about our local community and asking about school life in America;
- discussing the local environment and culture, and comparing it to that of Thailand, by arranging a visit from a Thai family;
- quadblogging, where students were linked with three other schools that had their own blogs, one from New Zealand and two from the United Kingdom, to learn about each others’ countries;
- partnering with a Kindergarten class at Shekou International School, China, to construct 140 character tweets and share class events and topics via Twitter;
- using Twitter to connect with organisations such as the RSPCA, Salvation Army and Earth Watch;
- using Twitter to allow Kindergarten students to interact with the Behind The News television program;
- using Kidblog in conjunction with the ‘100 Word Challenge’ to publish writing, allowing students to give and receive feedback, sharing with students and teachers from around the world; and
- emailing a guide from the Mogo Gold Rush Colony to give expert answers and share additional information which related to the local area during the gold rush period.

L3 (Language, Learning & Literacy)
2013 was the second year of L3 in our Kindergarten and Year 1 classes at Mount Ousley. L3 is a literacy initiative where students are engaged in high quality teaching and learning experiences to achieve marked progress in reading, writing, speaking and listening. Students receive daily individual and small group intensive guided instruction in reading and writing in the ‘Engine Room’. Students are immersed in a language-rich environment everyday full of opportunities for problem solving, independent learning and gaining a strong sense of personal success in literacy. We have seen impressive results in reading and writing levels since adopting the L3 initiative, and students have certainly gained a high sense of achievement and self-esteem as their skills have increased throughout the year.
Percentages of Kindergarten students at different levels of attainment in reading in December 2012

Percentages of Kindergarten students at different levels of attainment in reading in February and December 2013

**Targeting Early Numeracy (TEN)**

The TEN (Targeting Early Numeracy) program is an early years maths intervention program based upon the Learning Framework for Number (LFN) and Early Arithmetic Strategies (EAS). Teachers identify students at risk of underachievement by year level and work with them in short one to one or group sessions to strengthen essential numeracy skills.

In 2013 the Targeting Early Numeracy program continued to be implemented across K-2. A maths planning morning included a refresher session on TEN and the LFN.

In early Term 1 all K-2 students were individually assessed and eleven students were identified as TEN candidates. Throughout the year the targeted students participated in short maths activities designed to improve their early arithmetic strategies.

Assessments were ongoing with formal reporting each term using Best Start and class tracking sheets. By Week 10 of Term 4, all students in K-2 who had started the program in Term 1 had achieved TEN benchmarks. Three students who arrived during the latter part of the year were working toward TEN benchmarks.

Importantly in 2013, TEN based activities continued to be differentiated for use with all K-2 students during class lessons as a means of stimulating student discussion about numeracy strategies. Class maths groups and lessons were structured around the LFN to provide for differentiated learning, targeted to individual student needs.

TEN continues to result in teacher sharing and professional learning in Stage 1 with regular discussion and review of student progress and teaching activities.

Both staff and students have responded positively to TEN which will continue into 2014. Teachers value the use of TEN concrete resources to aid understanding along with one to one assessment opportunities to gain a deeper understanding of how children are learning and the thinking processes being used.
Library
The library operates a number of programs, designed to complement existing student literacy strategies.

Premier’s Reading Challenge - in 2013, 133 students K-6 completed the challenge, with 114 standard certificates, 17 gold awards for completing a 4th challenge and 2 platinum awards for completing 7 challenges presented to students.

Book Club - students had the opportunity to purchase books from Scholastic Book Club every two months.

Borrowing program - students borrow on a weekly basis and regular borrowing is encouraged.

Book Week/National Literacy initiatives, such as Simultaneous Storytime - all students are introduced to the relevant books for these events. A special activity day is held as part of Book Week, involving all staff and students.

Book Fair - this is held twice a year. Students have the opportunity to purchase books for personal use and/or to donate titles to the library. In 2013, $738 commission was raised from these fairs, to be put towards library refurbishment.

Teaching program - in 2013 the library teaching program was overhauled in order to tie it to classroom units of study. All students 3-6 completed assessable research projects, while students K-2 completed literacy activities based on books associated with the topic of study. A website was developed for students and staff, containing overviews to all units of work, along with downloadable worksheets, links to resources and assessment rubrics.

Respect and Responsibility
The Mount Ousley Public School community actively models and teaches the values of public education through the school’s programs, organisation and approach to learning. Key initiatives in 2013 included:

- reinforcing our Dignity and Respect Charter, which outlines appropriate standards of behaviour for all staff, parents and students;
- using mediation to resolve student conflict and teach empathy;
- consistently addressing and responding to acts of inappropriate behaviour;
- involving students in the decision making process through the Student Representative Council;
- taking a strong stance against all forms of bullying;
- student leaders attending a leadership conference;
- buddying Year 6 with Kindergarten students; and
- giving responsibility to students for various jobs and leadership roles.

Robotics and Rocketry Clubs
An after school robotics club for 3-6 students ran during Term 4 and 12 students in teams used LEGO Mindstorms NXT kits to design, build, program and test standard and custom designs. Robotics promotes scientific thinking and incorporates the engineering design process, test and retest procedures, mathematical programming and team work.

A model rocketry club ran during Term 3 and 10 students investigated rocketry, physics of flight and the engineering design process. Students built and flew a model rocket to heights of over 80m and the whole school was able to participate in the excitement of the launches.

Amateur Radio on the International Space Station
A highlight of the year was a community space night in which 11 K-6 students spoke via amateur radio to Commander Kevin Ford on the ISS as it passed over Europe. Students asked a range of questions from “How do I become an astronaut?” to “How does the work benefit mankind?” The family event was combined with an astronomy viewing and sausage sizzle, and was attended by a large number of parents, staff, students and community including the Lord Mayor. Media coverage by WIN TV, the Illawarra Mercury and local radio stations ensured that the event was positively publicised.

Research Group
Research group students spent time each week undertaking a self-directed research project focused on the higher order thinking elements of Bloom’s Taxonomy. Topics included marine debris, cosmology, engineering and ornithology. Visits to the local beach to survey marine debris contributed to citizen science and an enhanced appreciation of environmental issues. Students made connections to scientists and teachers through Skype, email and direct visits.
Chess Club
In 2013, a group of ten students in classes K-6 participated in a lunchtime Chess Club. Students learnt how to play chess and those who already knew were engaged in competition matches in these sessions. The Chess Club gave students an opportunity to learn about the game and develop skills in a friendly setting.

Band
Eleven students from Years 2 to 6 participated in the school band in 2013. Children learned to play flute, clarinet, saxophone, trombone, trumpet, bass guitar and drums. The band performed at various school and community functions.

Enrichment Groups
In 2013 Enrichment Groups included all children K-6. Groups were held each week for six weeks in terms 2 and 3. Students had the opportunity to be enriched in an area of their choice. Children could choose from drama, dance, art, photography, sport, music and science.

Environmental Education
One of the school’s focus areas in 2013 was environmental education. Significant achievements included:
- maintaining a Green Team to monitor environmental initiatives and plan new ways of becoming more environmentally friendly as a whole school;
- maintaining a compost bin and a system for collecting food scraps from Crunch & Sip;
- maintaining a recycling program for paper, cardboard and lunchtime containers;
- maintaining the vegetable gardens and worm farm;
- participating in Earth Hour;
- participating in the annual Schools Clean Up Day;
- monitoring bird species in the school grounds, and collecting and submitting data to Birds Australia; and
- involvement in Nude Food Day, to reduce lunch wrapping and packaging.

Progress on 2013 Targets
Target 1:
- To sustain average school growth in all aspects of NAPLAN at or above the NSW average.
- To differentiate learning for all students and improve student attainment.
- To achieve learning outcomes for Aboriginal students that are consistent with or better than those of non-Aboriginal students.
- To provide learning that is free from all forms of discrimination and disadvantage.

Our achievements include:
- average school growth in reading and grammar and punctuation above the state average;
- learning differentiation continuing to be a whole school focus in teacher professional development;
- Aboriginal students in Years 1-6 performing at appropriate stage benchmarks; and
- an ongoing focus on student welfare.

Target 2:
- To provide teaching and learning experiences for all students to be successful learners, confident and creative individuals, and active and informed citizens.
- To integrate ICT into classroom activities, enabling students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate.
- To develop responsibility as local and global citizens.

Our achievements include:
- each class making meaningful online connections to extend learning opportunities;
- ICT being used in ways that engage students in activities that would not be possible without ICT; and
- students demonstrating an increased motivation and ability to create change in their world.
**Target 3:**
- To have all staff using the metalanguage of quality teaching and demonstrating evidence of its use in teaching practice.
- To have new initiatives, including the Australian Curriculum, effectively implemented and woven into the fabric of our school culture.
- 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 achievements include:**
- using the Quality Teaching Framework as a benchmark for lesson observations in the mentoring initiative;
- the new English K-6 syllabus used for programming; and
- positive feedback on school blogs from many parents indicating how happy their children are.

**Key Evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2013 our school carried out evaluations of connected learning and numeracy.

**Educational Management & Practice: Connected Learning**

**Background**

Staff at Mount Ousley believe there is an ongoing need to continually reflect and improve upon what we do as teachers. We believe that students need to be equipped with 21st century learning skills and that involves students connecting with others beyond their classroom in order to deepen and broaden learning. We have facilitated easy access to connected devices through the 1:1 laptop initiative and the use of iPads. We are constantly seeking to find new ways of utilising technology in the classroom to deliver learning activities that are meaningful and authentic.

**Findings and conclusions**

Staff and students at Mount Ousley Public School have embraced the concept of connected learning. This involves making connections beyond the school environment to support student learning. In the 21st century, the teacher is no longer the sole provider of information. Through the internet, students are able to interact with experts from any field to receive first-hand knowledge of concepts and ideas. This has been such an exciting opportunity, and students have been eager to make the most of these connections. Relationships have been established with students from around the world via class blogs. These activities have supported students as they become responsible global collaborators. It has been wonderful to see students being not only users of content on the internet, but also content creators, demonstrating their understandings through the creation of websites that can then be utilised by others. Students Skyped, blogged, emailed, tweeted and video-conferenced to gain specific information that supported their learning. All of these activities helped to flatten our classrooms, taking us beyond the four walls and into the global learning community. Students have become increasingly more self-directed in their efforts to make connections outside the school. Teachers have become the facilitators of learning, rather than merely the providers of knowledge.

**Future directions**

In 2014 we plan to:
- include a new group of students in the Research Group and guide them to create change within a specific issue;
- introduce Genius Hour, where students select their own area of learning to investigate; and
- continue to provide opportunities for all students to connect with individuals and agencies outside the school to extend learning.

**Curriculum: Numeracy**

**Background**

Staff collaboratively reviewed and reflected on 2013 NAPLAN data. The mathematical strands of data, space and measurement were identified as syllabus areas deserving of additional teacher focus. Teaching strategies and syllabus understandings were reviewed by staff and 2014 will be a year of targeted improvement in these areas.
Findings and conclusions

Year 3 numeracy shows a pleasing continuing uptrend as shown below.

K-2 tracking of students using Best Start has been implemented since 2011 and teachers have found the process valuable. In Term 4 2013 Best Start evolved into PLAN software and became available K-6. All students are now tracked on the literacy and numeracy continuums and this will prove invaluable in the long term monitoring of student growth across multiple aspects, planning for groups and differentiated learning. One teacher attended professional learning on the implementation of PLAN and has worked with staff teaching Years 3-6 to ensure the tool is used effectively. Another teacher attended professional learning on the teaching of patterns and algebra and then informed staff of resources and strategies to support teaching in this area. Eight mentoring sessions were held over Terms 2 and 3 with pairs of teachers engaged in teaching and observing lessons, and then reflecting together. Elements of the Quality Teaching Framework formed the basis of mentoring sessions. Many sessions focused on mathematics, utilising the mathematics syllabus, interactive whiteboard resources and NAPLAN material to prepare and reflect upon lessons. Our learning and support teacher worked one day per week with small groups of students to provide additional mathematics support through differentiated activities developing and consolidating basic skills, problem solving and thinking mathematically abilities.

Future directions

In 2014 we plan to:

- focus on PLAN data to support teachers’ understanding of students’ mathematical needs;
- extend mathematical thinking through the use of a “maths problem of the day” in each class; and
- introduce the new Australian Curriculum in mathematics.

Parent, Student & Teacher Satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school. The Principal’s Blog attracted a great deal of positive comments, revealing a widespread level of satisfaction.

Professional Learning

All teachers participated in various professional learning activities throughout 2013. Training occurred in ICT, literacy, numeracy, quality teaching, environmental education, library, administration and English as a Second Language. A total of over $30,000.00 was spent on professional learning, representing an average expenditure of approximately $3,000.00 per teacher. Six days were designated as School Development Days, where staff shared with colleagues and participated in a broad range of professional learning activities. Topics included the Australian Curriculum, Aboriginal education, literacy, numeracy, administration, child protection, first aid, laptop use, NAPLAN, student reports, mentoring and departmental initiatives such as Empowering Local Schools.

School Development 2012-2014

Mount Ousley Public School has a three year plan, focusing on three strategic directions:

- equity and excellence for all students;
- 21st century teaching and learning; and
- leadership and management.
The Department of Education and Communities has six priority areas: Aboriginal Education; Literacy & Numeracy; Curriculum & Assessment; Leadership & Management; Student Engagement & Attainment, and Organisational Effectiveness. These focus areas are incorporated into our plan. Our plan may be downloaded from the school website or requested from the school office.

School Planning: 2012-2014

Target 1: Equity and Excellence For All Students
- To sustain average school growth in all aspects of NAPLAN at or above the NSW average.
- To differentiate learning for all students and improve student attainment.
- To achieve learning outcomes for Aboriginal students that are consistent with or better than those of non-Aboriginal students.
- To provide learning that is free from all forms of discrimination and disadvantage.

Strategies to achieve this target:
- NAPLAN analysis focused on numeracy and writing.
- Extensive teacher professional development in using numeracy and literacy assessments to develop student learning.
- Whole school focus on curriculum differentiation.
- Staff engagement in No Gap No Excuse training.
- Learning adjustments made for all students requiring support or extension.

Our success will be measured by:
- Quality teaching and learning practices evident across the school, demonstrated through differentiated literacy and numeracy lessons, leading to improved student achievement.
- All students supported and extended through greater teacher understanding of curriculum, increased awareness of individual needs, involvement in a range of support programs, and use of data analysis.

Target 2: 21st Century Teaching and Learning
- To provide teaching and learning experiences for all students to be successful learners, confident and creative individuals, and active and informed citizens.
- To integrate ICT into classroom activities, enabling students to think and act creatively, think critically, solve problems, make decisions, communicate and collaborate.
- To develop responsibility as local and global citizens.

Strategies to achieve this target:
- Extension of the iPad program, with a particular focus on writing.
- Introduction of Genius Hour and Inquiry Based Learning.
- Students using online media to communicate and link with others beyond the school.
- Expansion of involvement in environmental initiatives, both locally and globally.
- Upgrading of ICT hardware, software and training.
- Upgrading of the school library.

Our success will be measured by:
- Evidence of further integration of ICT across the school, resulting in increased self-confidence, more relevant feedback to students and improved student learning outcomes.
- Broadened opportunities in the creative and performing arts that provide scope for increased confidence, creativity and motivation.
- Learning practices across the school demonstrating a connectedness with outside individuals and agencies, and children able to effect change in their world through these interactions.
- Quantifiable savings made in the school’s power and water usage.
- Integrating the library more seamlessly into the curriculum and school ethos.

Target 3: Leadership and Management
- To have all staff using the metalanguage of quality teaching and demonstrating evidence of its use in teaching practice.
- To have new initiatives, including the Australian Curriculum, effectively implemented and woven into the fabric of our school culture.
To maintain a caring, nurturing school environment, in which every member of the school community feels valued and every child reaches their full potential.

**Strategies to achieve this target:**
- All teaching staff involved in a mentoring program.
- Staff training on the Australian Curriculum.
- Reviewing opportunities for change to existing structures through Empowering Local Schools.
- Induction of new staff.
- Consistently benchmarking our work on progressive pedagogy, high expectations, creative thinking and the school’s Dignity & Respect Charter.

**Our success will be measured by:**
- Strengthening the existing culture of open door classrooms, where teachers help each other to reflect on practice.
- Raising awareness of all mandatory curricula and the expectations associated with teaching them.
- Implementing flexibilities in how the school is managed and organised, through consultation with the school community.
- Enjoying a culture where staff want to come to work, children want to attend school and parents are happy with their children’s education.

**About This Report**
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Peter Holmes, Principal
Neil Bramsen, Assistant Principal
Jane Lieschke, Assistant Principal (relieving)

**School Contact Information**
Mount Ousley Public School
McGrath Street, Fairy Meadow, NSW, 2519
Ph: 02 4285 4211
Fax: 02 4284 3142
Email: info@mops.nsw.edu.au
Web: www.mops.nsw.edu.au
School Code: 4095

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: