

Mascot Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Mascot 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.

Helen Empacher

Principal

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Message from the Principal

I am extremely proud to be the leader and manager of Mascot Public School for a number of reasons but mostly because of the sense of pride that our teachers and non-teaching staff, students and parent community have in our school. I am also proud to be the leader and manager of a group of teachers and non-teaching staff who bring together a range of experiences, skills and knowledge in a collaborative, supportive and professional manner.

We strive to achieve at Mascot Public School. We pride ourselves on providing numerous and various opportunities that develop the *whole* child – intellectually, socially, emotionally, physically, mentally and spiritually. At times, one area of development overrides another due to individual, group or whole school need but we work hard to rebalance as quickly as we can. We continue to be involved in quality professional learning, collaborative programming and planning, and demonstrating a genuine desire to provide a nurturing and supportive learning environment for the children that we serve.

Our teachers work in action research teams to meet the needs in other areas of our school. This year, we had teams of teachers working on: curriculum implementation, information and communication technology, student wellbeing, the playground, creative arts programs, gifted and talented programs, engaging our community and environmental education. This work involved strengthening our ties with our school community and/or between a community of schools. The results achieved by each team is testament to the effort of our staff members, students and parents/caregivers.

This document highlights some of those achievements and more, as well as further areas for development.

School background

School vision statement

Mascot Public School strives to achieve excellence and the provision of high quality educational opportunities for every child.

We aim to develop the academic, social, emotional, mental and physical wellbeing of each child.

We aim to maximise learning in each of these areas to enable students to become successful, lifelong learners with confidence, creativity and an ability to be active and informed citizens of Australia and the world.

We promote student achievement and wellbeing through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students and empower them to become self-reflective individuals who consider the rights of others.

School context

Mascot Public School is situated in the cosmopolitan suburb of Mascot which is well-served by public transport, near Sydney's main domestic and international airports and adjacent to retail areas and industrial estates.

We are a dynamic, friendly school that caters for preschool to Year 6 students with a Before and After School Care Centre on site. We offer extracurricular activities to ensure that our students' interests and talents are catered for.

With almost 80% of our students from language backgrounds other than English, we value cultural diversity, respect and tolerance and a strong EAL/D (English as an Additional Language/Dialect) basis to our teaching and learning programs.

We have a well-resourced library, a computer room and two connected classrooms. Our school grounds are extensively grassed with sports facilities and vegetable and indigenous gardens included.

Parent involvement and participation is valued and both a P&C and a School Council exist to encourage and nurture this.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Within the domain of Learning, our school has primarily focused on delivering student wellbeing programs and sustaining and growing curriculum planning, delivery and assessment which promotes and is responsive in meeting the learning needs of all students. We have identified the following strengths:

- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning
- The school encourages students to recognise and respect cultural identity and diversity
- Curriculum provision meets community needs and expectations and provides equitable academic opportunities
- School plans elaborate on what all students are expected to know, understand and do
- The school provides a range of extra-curricular offerings for student development

Within the domain of Teaching, our school has primarily focused on delivering effective classroom practice, sustaining and growing collaborative practice, and sustaining and growing learning and development. We have identified the following strengths:

- Teachers regularly review and revise teaching and learning programs
- Teachers work together to improve teaching and learning in their year groups, stages or for particular student groups

- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice
- The school identifies expertise within its staff and draws on this to further develop its professional community
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas
- Teachers are actively engaged in planning their own professional development to improve their performance

Within the domain of Leading, our school has primarily focused on delivering leadership, sustaining and growing school planning, implementation and reporting, and delivering management practices and processes. We have identified the following strengths:

- Parents and community members have the opportunity to engage in a wide range of school-related activities
- The school is committed to the development of leadership skills in staff and students
- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations
- There are opportunities for students and the community to provide constructive feedback on school practices and procedures

Our self-assessment 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

Build a strong school culture

Purpose

To create a culture where staff, students and parents are committed to continuous improvement through being leaders and learners.

Overall summary of progress

In 2016, our school-wide focus has been on sustaining and growing our school culture, in particular the relationships within and between staff, students and parents/caregivers. This has involved: developing programs that explicitly teach students the appropriate skills and behaviours that improve learning, timetabling weekly collaborative planning sessions for each stage team, holding regular parent information sessions, extending our professional learning communities beyond our own school and into communities of schools for both our preschool and K-6 sections.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are proactively involved in everyday school events.	<p>Ninety-five percent of our students had a high rate of participation in sports at school at the end of 2016 compared to ninety-two percent at the beginning of 2016.</p> <p>Fifty-eight percent of our students had a high rate of participation in extracurricular activities such as art, drama, music and dance compared to fifty-two percent at the beginning of 2016.</p> <p>Eighty-four percent of our students report feeling interested and motivated at school. The NSW government schools norm for this was seventy-eight percent.</p>	
100% of staff utilise professional learning and collaborative planning and assessment to improve teaching and learning programs.	Our estimate indicates that eighty-five percent of staff are currently utilising professional learning and collaborative planning and assessment to improve teaching and learning programs. We have been unable to achieve one hundred percent due to the number of teachers who work part-time. This is something that will need to be considered in 2017.	\$18000 from initiative funding for professional learning
Action research projects drive change within the school for identified needs.	<p>In 2016, twenty-five staff members were involved in one or more action research projects. Together, we have achieved:</p> <ul style="list-style-type: none">• purchase and improved use of technology to support teaching and learning programs• establishment and maintenance of a Passive Play Zone for students who do not wish to be involved in vigorous games and play at recess and lunch time• wider and more appropriate use of assessment strategies• improved reporting to parents• introduction of Positive Behaviours for Learning to support the Student Wellbeing Policy which was revised in 2015• participation in the Wakakirri program in which we made it to the Finals and won two awards: Best Health and Wellbeing Story Award and The Spirit of Wakakirri Award• establishment of vegetable and sensory gardens	\$5000 from school and community sources

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Action research projects drive change within the school for identified needs.	and integration of teaching and learning programs with these	
100% of our teachers rate our school culture as a 4 or 5 (out of a possible 5) for all elements on the <i>School Culture Triage Survey</i> , as opposed to a baseline of 60%.	Eighty-two percent of our teachers rate our school culture as a 4 or 5 for all elements on the School Culture Triage Survey compared to seventy-five percent in 2015.	
95% of students attend school for the required percentage of time, from a baseline of 93.7%.	Ninety-five percent of students attended school for the required percentage of time compared to ninety-four percent in 2015.	

Next Steps

1. Continue to seek feedback from students about engagement, wellbeing and effective teaching from their perspective, using tools such as Tell Them From Me surveys.
2. Consider options for delivering professional learning and collaborative planning opportunities to staff in order to be more inclusive of part-time staff members. Doing so would enable a more cohesive approach to achieving strategic direction one.
3. Provide more regular opportunities for action research teams to review and revise action plans. Seek financial support for the implementation of these plans, if funds are not available from school resources.
4. Continue to seek feedback from staff about elements that affect school culture such as professional collaboration, affiliative collegiality and self-determination/efficacy. Act on this feedback in appropriate and effective ways.
5. As per point 1 as student engagement, motivation and interest levels strongly correlate to student attendance.
6. Strengthen the implementation of the Positive Behaviours for Learning program to incorporate a teaching and learning program that explicitly teaches students the appropriate skills and behaviours required for success at school, resources to support this program and workshops for parents.
7. Leaders to adopt a reflective and 360 degree feedback and evaluation process to review their own performance.

Strategic Direction 2

Build staff capacity and quality teachers and leaders

Purpose

To build positive, professional relationships to enhance school culture and empower staff to achieve potential through collective efficacy; and to provide quality and innovative teacher education within our school and across our community of schools so that students can achieve their highest potential in the changing global context of the 21st century.

Overall summary of progress

In 2016, our school-wide focus has been on:

- investing resources, time and effort to make sure that staff have regular opportunities to share their experiences, skills and knowledge with their colleagues
- embedding best practice into teaching and learning programs including using assessment data 'for learning' and 'as learning'
- sustaining and growing our professional learning communities beyond our own school and into communities of schools for both our preschool and K–6 sections.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers work collaboratively to plan and program in all key learning areas, from a baseline of 60%.	<p>Our estimate indicates that eighty-five percent of staff are currently involved in collaboratively planning and programming. We have been unable to achieve one hundred percent due to the number of teachers who work part-time. This is something that will need to be considered in 2017.</p> <p>According to the <i>Tell Them From Me</i> survey for teachers, they strongly agree that collaborative planning is a strong focus for our school. Within this, they identified contributing factors such as teachers:</p> <ul style="list-style-type: none">• sharing their lesson plans and other materials with each other• working with other teachers in developing cross-curricular or common learning opportunities• talking with other teachers about strategies that increase student engagement• discussing assessment strategies with other teachers• discussing learning problems of particular students with other teachers• discussing learning goals with other teachers.	
80% of teachers rate our achievement of differentiated teaching and learning as high to outstanding in the <i>National School Improvement Tool</i> (chapter 7) as opposed to low.	<p>According to the teachers' survey as part of the <i>Tell Them From Me</i> program, seventy percent of our teachers strongly agree that we provide an inclusive school which includes differentiating teaching and learning. Contributing factors include:</p> <ul style="list-style-type: none">• striving to understand the learning needs of students with special learning needs• making sure that students with special learning needs receive meaningful feedback about their work and progress• making an effort to include students with special learning needs in class activities• using individual education plans to set goals for students with special learning needs	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of teachers rate our achievement of differentiated teaching and learning as high to outstanding in the <i>National School Improvement Tool</i> (chapter 7) as opposed to low.	<ul style="list-style-type: none"> • creating opportunities for all students to succeed at their level of need 	
80% of teachers rate our achievement of effective pedagogical practices as high to outstanding in the <i>National School Improvement Tool</i> (chapter 8) as opposed to medium.	<p>According to the teachers' survey as part of the <i>Tell Them From Me</i> program, seventy percent of our teachers strongly agree that we provide effective pedagogical practices. Contributing factors include:</p> <ul style="list-style-type: none"> • when presenting a new concept, teachers link it to previously mastered skills and knowledge • making it clear to students about what they are expected to learn • using a variety of teaching strategies within lessons to cater for the variety of learning needs and styles • giving students feedback on their work to bring them closer to achieving their goals • discussing with students ways of seeking help that will increase learning 	
Use of the <i>School Excellence Framework</i> to self-assess.	Executive staff members complete this as a team at regular intervals throughout the year. Data collected is used in conjunction with other data to ensure an evidence-based approach to whole-school planning and student achievement.	

Next Steps

1. Provide teachers with regular opportunities to give helpful feedback to their colleagues about their teaching and for teachers to share their learning goals for students. Implement the Teacher Proficiency Project, led by a non-teaching executive staff member incorporating aspects such as critical constructive observations, development of Professional Development Plans, co-teaching, deconstructive observations, reflective conversations and review of proficiency.
2. Creating teaching and learning programs that better cater for students who are identified as gifted and/or talented. Restructure the way that support staff are utilised to meet the needs of students on the Learning and Support Team caseload.
3. Help students set challenging learning goals. Provide students with written feedback on their work at least once every week. Help teachers to identify and omit unproductive learning strategies.
4. Continue to use self-assessment tools to inform future planning.

Strategic Direction 3

Build a high performing, dynamic learning school

Purpose

To provide a collective commitment to nurture, guide, inspire and challenge students; to build students' skills and understandings; to develop self-motivated learners and to assist every student towards achieving their individual potentials.

Overall summary of progress

In 2016, our school-wide focus has been on utilising the expertise of our own and external teaching staff to improve student engagement and performance, using change management processes to effect improvements in identified areas of need for all stakeholders, creating an awareness of the implications of students' non-attendance at school and working in stage teams to plan, deliver and assess school-wide programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students are at or above national minimum standards and are showing expected growth on external performance measures, as opposed to 65%.	<p>Year 3 reading means have remained relatively steady however numeracy mean scores have declined. In fact, the percentage of students in the bottom two bands in 2016 is the highest on record, rising from 32% in 2010 to 34% in 2016.</p> <p>Year 5 reading mean results have remained relatively steady whilst numeracy mean results have generally improved. In fact, the percentage of Year 5 students in the bottom two bands for numeracy in 2016 is the lowest on record.</p> <p>Value-added results for student progress from Year 3 to Year 5 show that the school is adding value to student learning to the same extent as the average school.</p>	
80% of surveyed students rate our school programs as meeting their interests, talents and learning needs, from a baseline of 70%	<p>Ninety-five percent of our students had a high rate of participation in sports at school at the end of 2016 compared to ninety-two percent at the beginning of 2016.</p> <p>Fifty-eight percent of our students had a high rate of participation in extracurricular activities such as art, drama, music and dance compared to fifty-two percent at the beginning of 2016.</p> <p>Eighty-four percent of our students report feeling interested and motivated at school. The NSW government schools norm for this was seventy-eight percent.</p>	
100% of teachers embed assessment practices into teaching and learning programs to guide differentiation for students, from a baseline of 50%.	<p>Seventy-five percent of our teachers feel very strongly about embedding assessment practices into teaching and learning programs to guide differentiation. Some practices are:</p> <ul style="list-style-type: none">• discussing assessment strategies with other teachers• collaboratively planning assessments with stage team colleagues and support staff• using assessment data to understand where students are having difficulty	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers embed assessment practices into teaching and learning programs to guide differentiation for students, from a baseline of 50%.	<ul style="list-style-type: none">• regularly using data from formal assessment tasks to decide whether a concept should be taught another way• using results from formal assessment tasks to inform lesson planning	

Next Steps

1. Continue to seek feedback from students about engagement, wellbeing and effective teaching from their perspective, using tools such as Tell Them From Me surveys. Improve the purpose and structure, and frequency of meetings for our Student Representative Council to enable it to be more student-led rather than teacher-led.
2. Be more consistent with sharing information about student needs via avenues such as the Learning and Support Team.
3. Implement the Teacher Proficiency Project, led by a non-teaching executive staff member incorporating aspects such as critical constructive observations, development of Professional Development Plans, co-teaching, deconstructive observations, reflective conversations and review of proficiency.
4. Involve parents and caregivers in student learning, for example reviewing and commenting on their child's work

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students with an Aboriginal identity have a Personalised Learning Pathway (PLP) and are making progress in literacy and numeracy outcomes. A School Learning Support Officer (SLSO) position was made an Aboriginal-identified position so as to provide a positive role model to our Aboriginal and Torres Strait Islander students and to support parents and caregivers of our Aboriginal and Torres Strait Islander students. This SLSO worked closely with teachers to provide support with the implementation of the students' PLPs and cultural awareness programs and to develop culturally appropriate resources and community contacts. Parents and caregivers of our Aboriginal and Torres Strait Islander students needing support were offered financial assistance with uniforms, school fees and excursions, upon application.</p> <p>An improvement in attendance for our Aboriginal and Torres Strait Islander students</p>	\$7086
English language proficiency	<p>EAL/D (English as an Additional Language/Dialect) students were supported across the school through our staffing entitlement of 2 full-time teachers and 1 part-time teacher (2 days per week). In addition, we received ELP (English Language Proficiency) Equity Flexible Funding which enabled us to employ an additional EAL/D teacher on a part-time basis to support EAL/D programs across the school.</p>	\$17,979
Low level adjustment for disability	<p>All students requiring adjustments and accommodations are catered for within the school. Approximately sixty-five students were referred for learning and support throughout the year. This included students with a disability confirmation who were placed on the caseload automatically.</p> <p>The great majority of these students were provided with supplementary or substantial adjustments and five with extensive adjustments.</p> <p>All students were catered for via the implementation of individual education plans and with the support of SLSOs, Learning and Support Teachers, the classroom teachers, itinerant support teachers and external support agencies, where applicable.</p>	\$126,627
Socio-economic background	<p>Parents needing support were offered free uniforms, school fees, camps and other excursions or subject fees, upon application. Students in financial need who were unable to participate in extra-curricular programs such as Wakakirri were also offered support, upon application.</p>	\$20,407

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	199	185	188	197
Girls	174	169	167	173

Our enrolment numbers have been increasing steadily over the last three years, peaking in 2016 after a dip in enrolment numbers between 2013 and 2014.

Throughout 2016, student enrolment numbers remained steady although, within this enrolment amount, students left our school to move elsewhere mainly due to the cost of living whilst other students moved into the area and our school in their place.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	92.7	93.3	93.9
1	93.6	93.3	93.5	93.9
2	95.1	93.7	95.4	94.9
3	94.1	92.5	94.2	95.6
4	95.6	94.3	95	96.6
5	93.4	94.7	93.5	95
6	96	95.4	93.9	95.5
All Years	94.3	93.7	94	95
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

attendance reports generated, and information to parents about legal requirements and the impact on students not attending school regularly was provided on a regular basis via newsletters, news items on the school's website and via formal and informal presentations and conversations. Students who fell below the expected rate of attendance (85%) were issued with a letter highlighting this. Students who did not improve their attendance rate were referred to the Home School Liaison Officer program and attendance improvement plans were created as a result. Students who attended school for 100% of the time that school was open were acknowledged publicly and rewarded via programs such as lunch with the Principal.

At the same time, teaching staff focused strongly on providing an engaging and supportive environment to encourage our students to attend school regularly.

Class sizes

Class	Total
KA	20
KM	22
KD	22
1/2K	24
1S	20
1K	22
2PG	24
2D	24
3Y	23
3E	23
4W	25
4FG	25
5H	21
5M	20
6J	29
6A	30

Management of non-attendance

In 2016, the Learning and Support Team and Executive Team targeted student attendance. Together, students' attendance was monitored very closely with fortnightly

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.4
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	5.22
Other Positions	0.15

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. Mascot Public School has 1 Aboriginal Principal, 2 Aboriginal teachers and 1 Aboriginal SLSO.

Workforce retention

Our workforce remained steady during 2016 with all teaching and non-teaching staff employed in 2015 returning in 2016. Two teachers on a temporary engagement contract for the year left at the end of Term 1, 2016 due to unforeseen circumstances. Replacing these teachers was done with little disruption to school programs and teaching and learning.

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	40

Professional learning and teacher accreditation

A significant amount of professional learning was undertaken by teaching staff in 2016. The professional learning on offer ranged from school-wide focus areas to stage-based focus areas and individual teacher

focus areas based on their Professional Development Plans. Most of this professional learning was provided by staff within our own school who had recognised skills and knowledge.

Our partnership with the University of Sydney focused on the skills required for students to become competent, effective and fluent readers and writers. This led to focused reading programs K–6 particularly for students who were referred to the Learning and Support Team for needs in English.

In 2016, five teachers gained accreditation at proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	603 320.09
Global funds	332 056.86
Tied funds	209 489.32
School & community sources	117 591.87
Interest	10 475.54
Trust receipts	167 505.65
Canteen	0.00
Total income	1 440 439.33
Expenditure	
Teaching & learning	
Key learning areas	63 190.09
Excursions	31 590.21
Extracurricular dissections	48 280.04
Library	6 578.13
Training & development	21 223.00
Tied funds	177 182.02
Short term relief	141 612.90
Administration & office	65 238.47
School-operated canteen	0.00
Utilities	54 826.74
Maintenance	22 273.40
Trust accounts	166 849.24
Capital programs	0.00
Total expenditure	798 844.24
Balance carried forward	641 595.09

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	703 851.32
(2a) Appropriation	663 018.09
(2b) Sale of Goods and Services	24 585.00
(2c) Grants and Contributions	15 585.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	662.45
Expenses	-229 202.42
Recurrent Expenses	-229 202.42
(3a) Employee Related	-132 620.26
(3b) Operating Expenses	-96 582.16
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	474 648.90
Balance Carried Forward	474 648.90

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions include:

- New playground equipment
- New resources for mathematics and English
- Airconditioning units in two blocks
- Preventative methods for birds nesting outside and inside the school hall
- New turf for the preschool
- Purchase of new technology devices, software and hardware
- Furniture for each classroom
- Repairs to buildings containing termite damage

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 433 278.62
Base Per Capita	20 129.48
Base Location	0.00
Other Base	2 413 149.13
Equity Total	416 948.93
Equity Aboriginal	7 086.04
Equity Socio economic	20 407.15
Equity Language	262 828.95
Equity Disability	126 626.79
Targeted Total	31 530.00
Other Total	517 491.34
Grand Total	3 399 248.88

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.

The NAPLAN results for literacy show that our Year 3 Reading results in recent years (2013–2016) are somewhat better than in the years prior to 2012. Our results in 2016 remained steady in Reading compared to previous years. Our Year 3 results in Persuasive Writing decreased as they did in Spelling, and Grammar and Punctuation. Our Year 5 results show that we remained relatively steady in Reading, Spelling, and Grammar and Punctuation. Our Year 5 Persuasive Writing results were somewhat better than in 2014 and 2015. The average for Year 5 Spelling achievement across 2014–2016 are higher than results achieved from 2008 to 2013.

The NAPLAN results for numeracy show that our Year 3 results are the lowest on record since 2010 although the average for 2014–2016 remains steady compared to previous years. Year 5 numeracy mean results have generally improved in recent years. In fact, the results achieved between 2014–2016 are the highest on record.

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.

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. One Aboriginal student in Year 3 sat the NAPLAN test. This student did not achieve in the top two bands for either reading or numeracy. Zero Aboriginal students in Year 5 sat the NAPLAN test.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- The majority of parents felt welcome when they visited the school and believed that, if there were any problems, they were able to address these

with relevant teaching staff who dealt with their concerns in a timely and respectful manner.

- Both parents and students indicated that they believed that teachers encourage children to do their best and to achieve.
- Both parents and students indicated that they felt that teachers were responsive to student needs and encouraged independence, resilience and a democratic approach.
- Both parents and students indicated that they felt as though the school culture had improved significantly enabling higher levels of achievement academically and non-academically.

Policy requirements

Aboriginal education

Aboriginal education is embedded within teaching philosophies and programs, and school spirit at Mascot Public School. Aboriginal histories and cultures are respected and represented in as many ways as possible.

Effective implementation of the Aboriginal Education and Training Policy and the Aboriginal Education Strategy is reflected in all priority areas.

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education. Some contributing factors include:

- 100% of Aboriginal students have Personalised Learning Pathways developed and implemented.
- Aboriginal perspectives are incorporated into units of work.
- Student attendance is supported through school and HSLO support structures.
- Increase in staff understanding of Aboriginal culture and history through professional learning and experiences.
- NAIDOC was acknowledged through an exploration of dance, music and stories from Aboriginal members of our school community.

Multicultural and anti-racism education

Mascot Public School continues to promote multicultural education through a range of initiatives, including:

- Recognising and responding to the diverse cultural needs of the school community.
- Implementation of teaching strategies as per the TELL (Teaching English Language Learners) program.
- We seek parents and family members of all cultures to visit our school to share their stories, histories and cultures.
- Inclusive teaching practices are incorporated into teaching and learning programs.
- Tolerance, respect and awareness of different cultures is promoted.
- One staff member is trained as an Anti-Racism

Contact Officer.

- Celebration of our diverse multicultural school community through special school events such as Harmony Day and Multicultural Food Days.

Other school programs

Preschool

We reached full capacity in our preschool thanks in part to the implementation of an enrolment policy that allowed for full-time enrolments if the community demands were met in the first instance and vacancies remained.

We achieved meeting requirements in our ACECQA accreditation process.

Staff attended regular professional development programs throughout the year and have taken part in all Staff Development Days either at school or by attending preschool-relevant staff development at other venues. All preschool staff attended an Early Years Learning Conference which focused on quality learning for everyone.

Transition statements were completed at the end of the year enabling smooth transfer of knowledge to each child's Kindergarten setting.

Creative Arts

Our action research project team for this area worked diligently to increase the profile of creative arts in our school and to offer a wider variety of extracurricular activities to our students. Our music program continued with all students K–6 attending a dedicated music lesson with our RFF Music teacher. Band was reintroduced after a hiatus in 2015 with Directions in Music supplying the tuition and conducting. We entered a number of performance competitions including Showcase and Wakakirri. We made it to the finals of Wakakirri, eventually winning the Best Health and Wellbeing Story Award and the Spirit of Wakakirri Award. The number of students involved in these programs in 2016 increased steadily compared to student involvement in 2015.