

Mosman Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Mosman Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

As school staff, we accept the challenge to empower the students of today with the skills, knowledge and confidence that will enable them to rise to the challenges of their tomorrows.

As students, we accept the challenge to take pride in our school and see it as a place of learning, making friends, developing resilience and developing the skills and confidence to be successful in our future endeavours.

As parents and community members, we accept the challenge to work in partnership to support the learning objectives of the school, nurturing an environment where our children can receive a well-rounded education, and flourish as individuals.

School context

Mosman Public School is a growing school in a vibrant suburb of Sydney's lower north shore. In 2016, there are 717 [32% non-English speaking background] students placed in 29 classes taking the school to full capacity with all permanent homebases occupied. The enrolment trend is expected to continue, which will impact on the limited playgrounds, making creative use of all available spaces essential.

Our school continues to focus on the development of quality outcomes in all key learning areas and caters for a broad range of activities for the performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our staff strives to provide students with the skills, knowledge and values necessary for success in education and in life with a focus on changing pedagogy to engage our twenty-first century learners.

Strong community involvement complements the high parent expectations, and students are provided with a diverse learning program.

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.

Learning

In the domain of learning, our main focus was to teaching and learning programs were reflective of student data and achievement, with relevant adjustments being made. A move towards more responsive and reflective formative assessment practices witnessed all teachers clearly articulating the learning intentions and success criteria for all lessons thereby enabling all students to clearly understand what was expected of them. We assessed ourselves as: Sustaining and Growing in the elements of learning culture, and wellbeing; Delivering in the elements of curriculum & learning, and assessing & reporting; Working Towards Delivering in the elements of student performance measures.

Teaching

All staff participated in professional reading and learning on effective assessment practices with the prime aim of getting the balance between formative and summative assessment practices. Mosman PS has seen a significant move away from traditional pen and paper tests, favouring practices that allow teachers to understand what a student can do as they are doing it. We assessed ourselves as: Sustaining and Growing in the elements of data skills & use, collaborative practice, learning & development, and professional standards; and Delivering in the element effective classroom practice.

Leading

Distributed leadership is a focus at Mosman PS. Many staff hold leadership positions, both formal and informal. Clear procedures have been established to fill vacancies in formal leadership positions. The executive has also ensured that procedures have been created for the consistency of school expectations including data collection and use. Many policies have been reviewed to ensure alignment with Departmental expectation as well as to ensure their currency. We assessed ourselves as: Excelling in the element of school resources; and Sustaining and Growing in the elements of leadership, school planning, implementation and reporting, and management practices and processes

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

Quality Teaching & Learning

Purpose

To enable all students to become literate, numerate, creative & productive participants in our constantly changing world.

Overall summary of progress

This focus for 2016 was on embedding formative assessment practices across all KLAs. All teachers planned explicitly ensuring the learning intention and success criteria were clearly communicated to students in all lessons. Success criteria were differentiated in English and Mathematics programming.

The impact for student learning came from a clear understanding of the learning that was expected in lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students are within or beyond grade appropriate cluster on the literacy and numeracy continua and at or above National Minimum Standard [NAPLAN].		

Next Steps

Continued focus on formative assessment with an extension of strategies.

A focus on professional learning through the Spirals of Inquiry model, with a specific focus on reading & comprehension.

Continued focus on modern teaching and effective pedagogies to ensure 21st century learners are being appropriately catered for, with a particular focus on integrating KLAs.

Strategic Direction 2

Quality Systems

Purpose

To build quality systems and organisational practices that enable effective communication and support of students and teachers in order to remain a high-achieving school.

Overall summary of progress

Through increased knowledge of quality systems and operating procedures, teachers have been able to deliver programs and practices with greater consistency.

The implementation of professional development plans have been a productive way of leading staff in engaging with and taking ownership of their own professional learning. Regular and effective monitoring has allowed for personal professional growth.

The formation of the Community Engagement Group enabled parent input on key operational matters and provided an effective conduit to garner the views, opinions and aspirations of the wider parent body.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased leadership and mentoring opportunities for students and staff. Consistent understanding and implementation of school policies and procedures. Heightened engagement with the wider school community.	8 school procedures were reviewed to ensure they were in line with Departmental policy. Community Engagement Group formed to increase parent voice in school operational matters. Leadership skills were developed through attendance at professional learning courses. Skills in turn were shared with aspiration members of staff.	28,000

Next Steps

Continue to align school procedures with relevant Departmental policy.

Continue the work of the Community Engagement Group and formalise their role in the operation of the school.

Continue to access leadership opportunities for staff aspiring to formal leadership positions.

Strategic Direction 3

Enhanced Engagement Levels

Purpose

To develop strong relationships as an educational community through leadership opportunities, respectful behaviour and creative utilisation of the school environment.

Overall summary of progress

Feedback from all stakeholders indicated the need for a consistent approach to responding to student behaviour. The school established a wellbeing team to investigate Positive Behaviour for Learning. A whole-school system was developed in consultation with the community. Students have participated in explicit teaching of the school's expectations to ensure consistent understanding by all. Throughout the year, refinements were made as a result of data analysis and feedback from teachers, students and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole-school student wellbeing practices formalised in policy and embedded consistently. The learning environment and pedagogy is adapted to meet the learning needs of 21st century learners.	PBL implemented across the school. Matrix of expectations devised and taught Learning Support team [LST] refined processes NCCD embedded and consistent in class programs and monitored by LST Review of effective use of playground spaces to ensure effective and safe utilisation	25,000

Next Steps

Introduce clubs at playtime to reduce playground congestion and incidence of inappropriate behaviours.

Continue to implement PBL and education of community.

New student leadership procedure to be introduced to remove the popularity contest aspect of the current system

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a personalised learning plan that is written by the teacher, student and carer. The program targets both literacy and numeracy skill development.	878
English language proficiency	The EAL/D teachers developed and delivered professional learning opportunities for all staff to enhance their understanding of EAL/D learning progression. The EAL/D teacher is funded from this source to support identified students in classrooms to enhance their attainment of the English language.	120,525
Low level adjustment for disability	All students requiring adjustments and accommodations are catered for at both class level and through the support of the Learning Support Team. The Learning and Support Teacher is funded through this program to provide specialist support to students, and professional advice to teachers.	79,990
Quality Teaching, Successful Students (QTSS)	All teachers received additional release from face to face teaching to observe the teaching skills of expert colleagues. Teachers reported that this assisted them in improving their understanding of student learning and effective lesson delivery.	0.531 FTE
Socio-economic background	This funding is utilised to support families experiencing financial hardship, enabling students to access teaching and learning programs through the provision of resources and additional support.	2,366
Support for beginning teachers	Three beginning teachers were released from class for 2 hours each week to participate in a range of activities to support their professional development. These included mentoring and coaching sessions, lesson observation, classroom management, student engagement and curriculum. Teachers were also provided time to gather and annotate evidence to support their accreditation.	30,836
Targeted student support for refugees and new arrivals	The EAL/D teachers support a large number of New Arrivals students, attracting an extra 4 days per week of New Arrivals Program [NAP] funding. NAP students receive daily intensive English language support with an additional program to support the student at home.	0.8 EFT

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	337	350	366	332
Girls	339	346	344	355

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.3	97	96.3
1	96	95.9	96.2	95.2
2	96.2	96.7	95.5	96.1
3	95.1	96.6	96.1	96
4	95.1	96.1	96.1	95.9
5	95.6	96	96.3	96.6
6	94.5	94.4	95.5	93.8
All Years	95.7	96.1	96.1	95.7
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.46
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	1
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. Five classroom teachers were appointed permanently to our school during the year. At the end of 2016, one Deputy Principal and two classroom teachers retired. The high level of staff turnover is due to the high number of permanent classroom teachers on part-time or full-time leave, meaning the school is unable to offer permanent employment. One member of staff identified as being of Aboriginal descent.

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	10

Professional learning and teacher accreditation

Significant hours of professional learning were undertaken by all staff in 2016. Weekly professional learning sessions and five School Development Days covered a wide range of aspects in our School Plan.

The major focus in 2016 has been on the

- literacy & numeracy continua;
- implementing the NSW History & Geography syllabus documents;

- embedding Formative Assessment practices in to classroom practices;

- reading comprehension;

- Positive Behaviour for Learning;

- using PLAN software;

- writing; and

- growth mindset.

Teachers at the beginning of their careers attracted additional funding which afforded them time with a mentor and additional release from face to face teaching. The Quality Teaching Successful Students funding enabled all teachers the opportunity to team teach, observe expert practitioners at school and across schools in our professional network.

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.

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	901 308.96
(2a) Appropriation	827 254.42
(2b) Sale of Goods and Services	1 746.00
(2c) Grants and Contributions	70 108.75
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 199.79
Expenses	-302 735.06
Recurrent Expenses	-302 735.06
(3a) Employee Related	-147 386.71
(3b) Operating Expenses	-155 348.35
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	598 573.90
Balance Carried Forward	598 573.90

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.

Financial summary equity funding

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

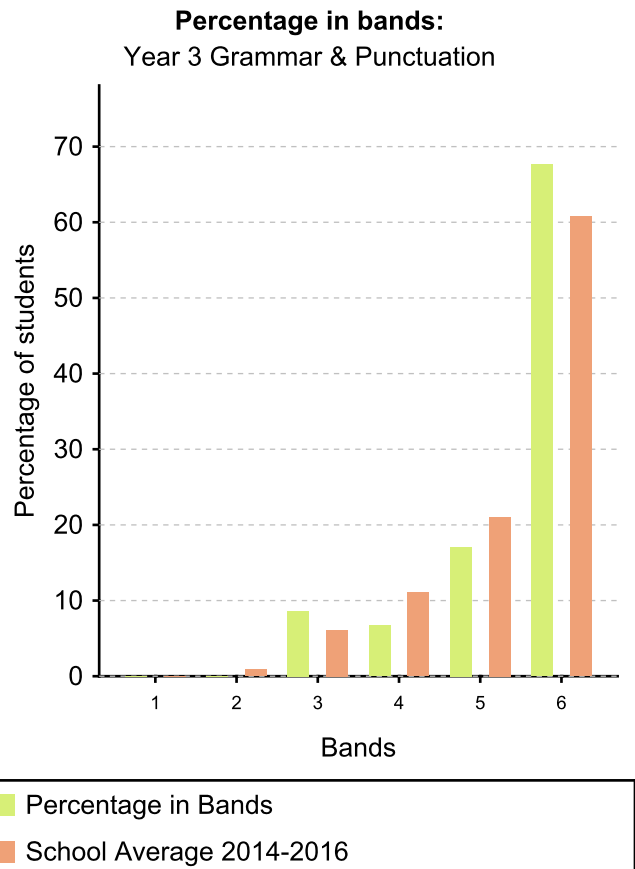
	2016 Actual (\$)
Base Total	4 403 389.51
Base Per Capita	38 577.01
Base Location	0.00
Other Base	4 364 812.50
Equity Total	203 830.83
Equity Aboriginal	878.39
Equity Socio economic	2 366.05
Equity Language	120 595.96
Equity Disability	79 990.44
Targeted Total	8 400.00
Other Total	1 882.00
Grand Total	4 617 502.34

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.

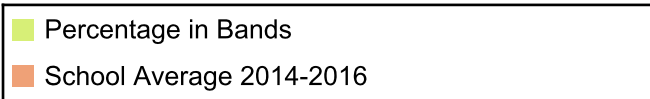
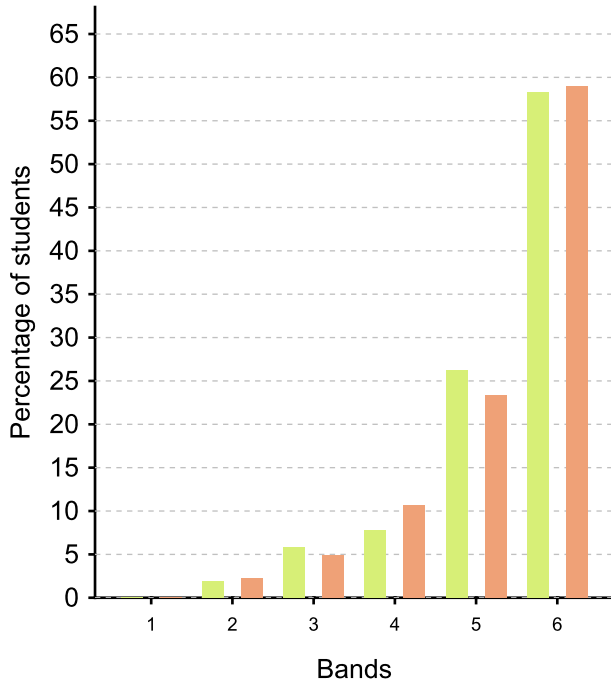
School performance

NAPLAN

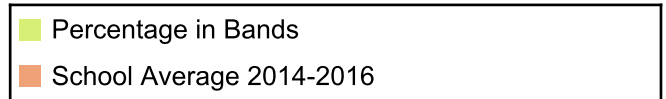
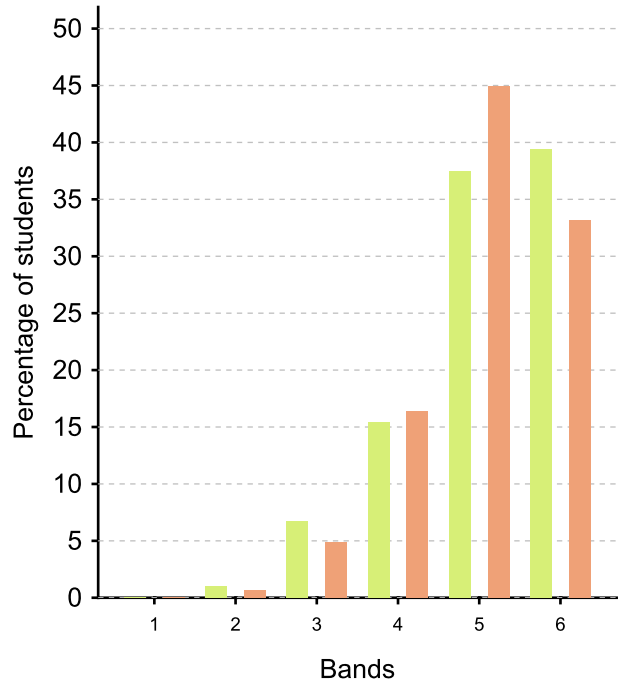
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



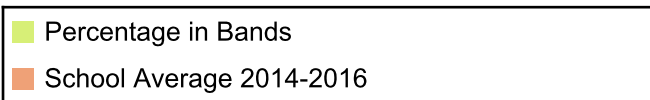
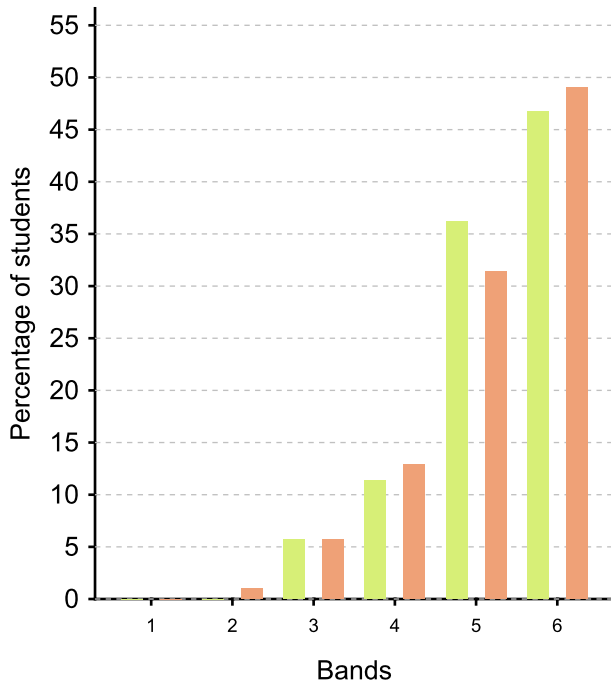
Percentage in bands:
Year 3 Reading



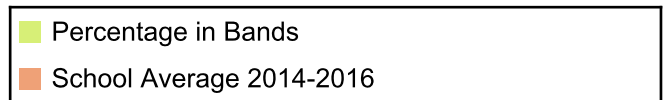
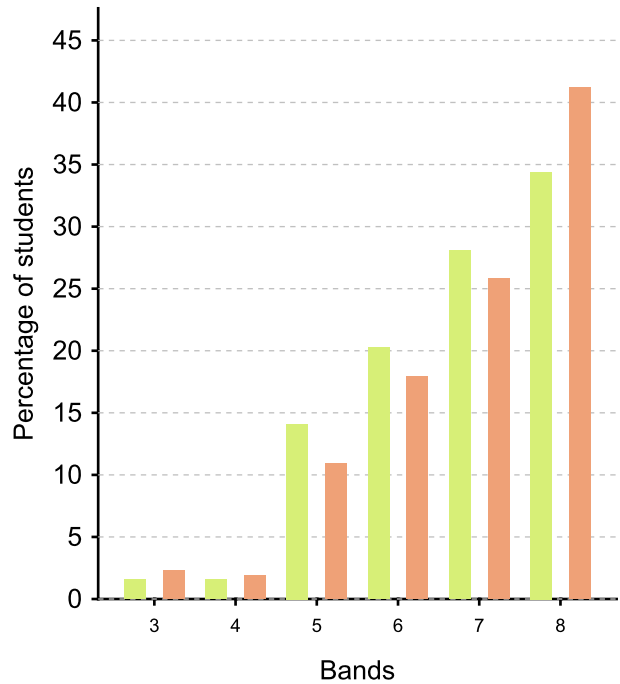
Percentage in bands:
Year 3 Writing



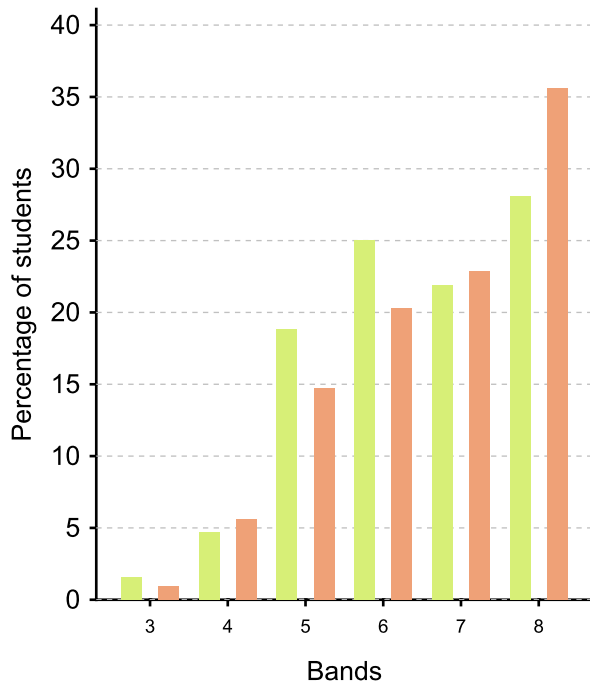
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

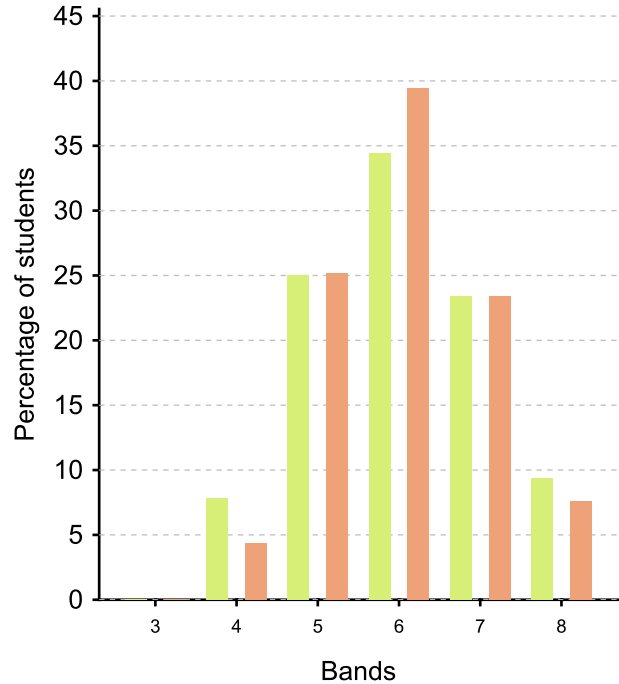


Percentage in bands:
Year 5 Reading



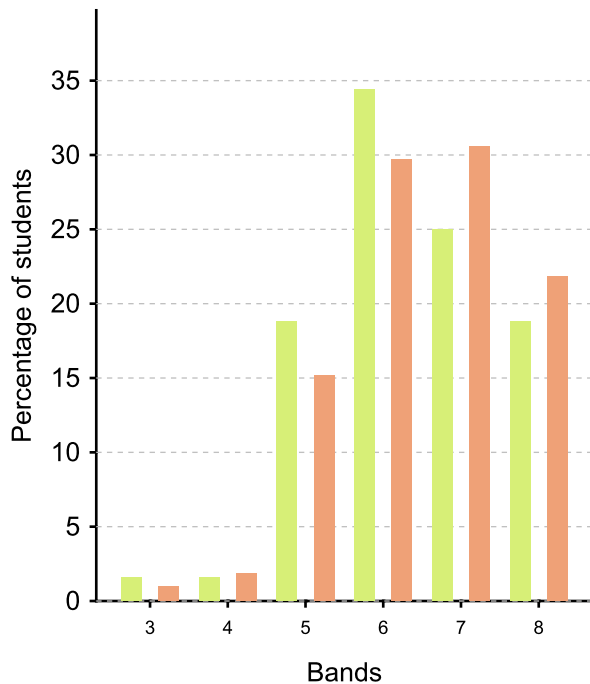
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

50% of year 5 students at proficiency in Reading
[compared to 39% of State & up from 48% in 2012]

58% of Year 3 students were in the top band, which is
higher than our similar school group by 5%

84% of year 3 students at proficiency in Reading
[compared to 52% of State & up from 82% in 2012]

33% of year 5 students at proficiency in Writing
[compared to 19% of State & up from 30% in 2012]

77% of year 3 students at proficiency in Writing
[compared to 54% of State & down from 80% in 2012]

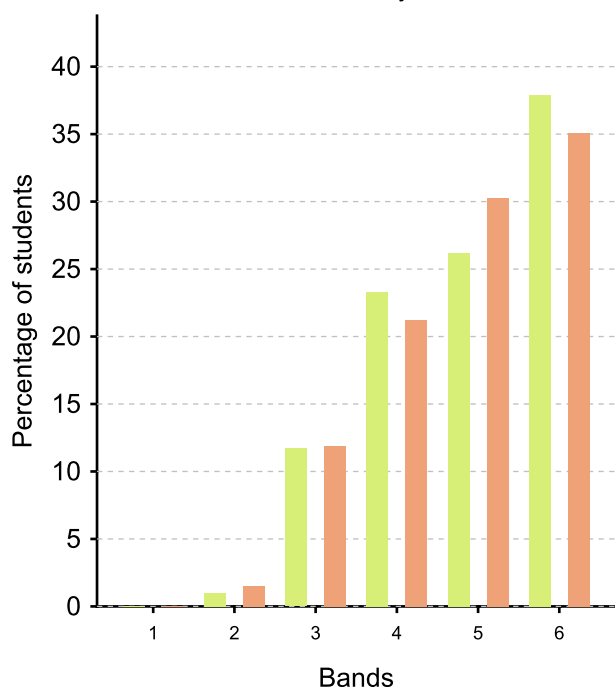
44% of year 5 students at proficiency in Spelling
[compared to 33% of State & down from 45% in 2012]

83% of year 3 students at proficiency in Spelling
[compared to 55% of State & up from 76% in 2012]

63% of year 5 students at proficiency in Grammar &
Punctuation [compared to 41% of State & up from 52%
in 2012]

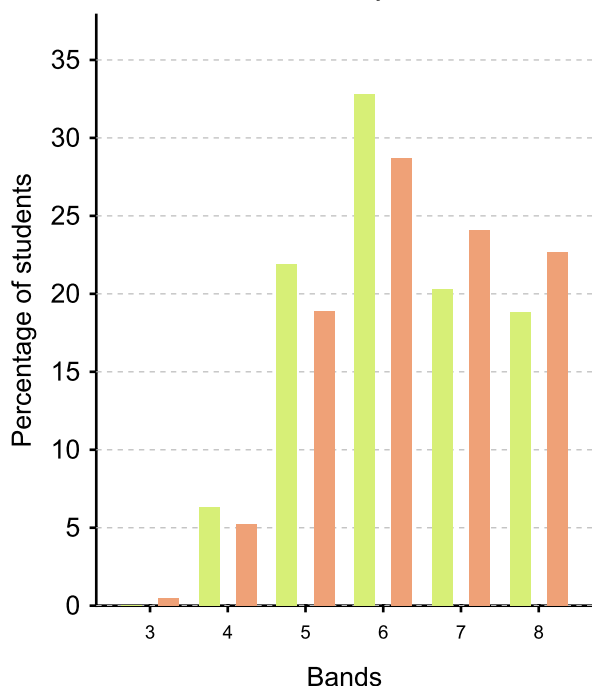
85% of year 3 students at proficiency in Grammar &
Punctuation [compared to 53% of State & up from 86%
in 2012]

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

64.1% of year 3 students were in the top two bands of numeracy, compared to 38.7% of state
58.3% of year 3 students in top 2 bands of data, measurement, space & geometry compared to 35.8% of state

61.2% of year 3 students in top 2 bands of number,

patterns & algebra compared to 38% of state
39.1% of year 5 students were in the top two bands of numeracy, compared to 30.5% of state
39.1% of year 5 students in top 2 bands of data, measurement, space & geometry compared to 30.5% of state
46.9% of year 5 students in top 2 bands of number, patterns & algebra compared to 35.9% of state
24.6% of year 5 students had greater than expected growth.

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.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers. We conducted parent surveys and meetings to enable reflection on systems and structures. The majority of parents believe that teachers here have high expectations for their children to thrive and succeed and teachers take account of the students' needs, abilities and interests. Parents believe that teachers take an active role in school activities [debating, drama, performing arts, etc.] and that teachers are approachable and encouraging of students. Our school enjoys strong support and participation from the community, with many parents volunteering their time to assist in educational and social programs [literacy groups, excursions, MiniMos, etc.].

Staff at Mosman PS collaborate with each other to develop common learning opportunities and strategies to increase student engagement. Teachers set clear classroom expectations following the Positive Behaviour for Learning framework and differentiate learning to cater to individual needs.

Students feel supported in their learning and report that the learning intentions and success criteria provided in lessons helps them better understand the purpose for learning. Stage 2 students enjoyed learning about growth mindset and this will be extended across the school in 2017.

Policy requirements

Aboriginal education

As a school, we recognise the importance of our heritage and acknowledge the importance of Aboriginals within that heritage. Mosman Public School did not receive any funding for Aboriginal Education but continued to ensure that Aboriginal Perspectives were incorporated into our teaching and learning programs. Wherever possible, perspectives have focused on raising student awareness of Aboriginal culture, arts, history, geography and contemporary Aboriginality. All school functions commence with acknowledgement and

welcome to country out of respect for the first Australians.

Multicultural and anti-racism education

Annual School Report – Mandarin

The Mandarin program at Mosman Public School continues to grow from strength to strength. All students from K–6 continue to study Mandarin in one 40 minute session with 2016 seeing us introducing Mandarin extension classes to Year 3, Year 4 and Stage 3 students. This program has enabled background speakers and students who have demonstrated a particular aptitude for the learning of Mandarin to be extended.

The beginning of 2016 saw us hosting a delegation of teachers from our sister school Beijing Jingshan School. This was a wonderful opportunity for MPS staff to meet with their teaching staff and members of their leadership team.

We have continued to foster our strong relationship with Mosman High School, with the Stage 2 students engaging in a collaborative learning project with a Year 7 class. Finally, a highlight for the year was the Stage 2 Extension class excursion to the Sydney Chinese Gardens, Chinatown and a Yum Cha restaurant. This gave students the opportunity to engage with Sydney's Chinese history and to put into practise their understanding of Chinese language and customs.

Multicultural Education and Anti-racism

Mosman Public School has culturally inclusive school practices that are embedded across the school. With the implementation of new syllabus documents, professional learning and the school's Positive Behaviour for Learning policy, Mosman Public School promotes a positive learning environment where teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship.

A range of strategies have been incorporated in the school's communication with parents and community members from culturally diverse backgrounds including the use of interpreters, a community noticeboard and access to the school's full time EAL/D (English as an Additional Language or Dialect) teacher. The school was also entitled to an additional 4 days per week of EAL/D time to cater for the needs of our new arrivals students, most of whom arrived at Mosman Public School with little or no English language skills.

All students at Mosman Public School participated in Harmony Day, a celebration of cultural diversity and inclusivity. Students were encouraged to wear cultural clothes or orange (the official Harmony Day colour). Teaching and learning activities were planned across the school prior to Harmony Day to raise awareness of acceptance and celebrate the different cultures within our school community.

EAL/D

The EAL/D teacher is funded to work fulltime to assess English language proficiency of all new arrivals and monitor EAL/D students so that programs can be developed for intensive language lessons. The EAL/D Team delivered professional learning opportunities for staff to implement scaffolding techniques in writing groups and how to use a new online EAL program to assist students in developing their English language skills in the classrooms and at home. The EAL/D program supports a large number of students attracting an additional 4 days per week of New Arrivals Program funding.