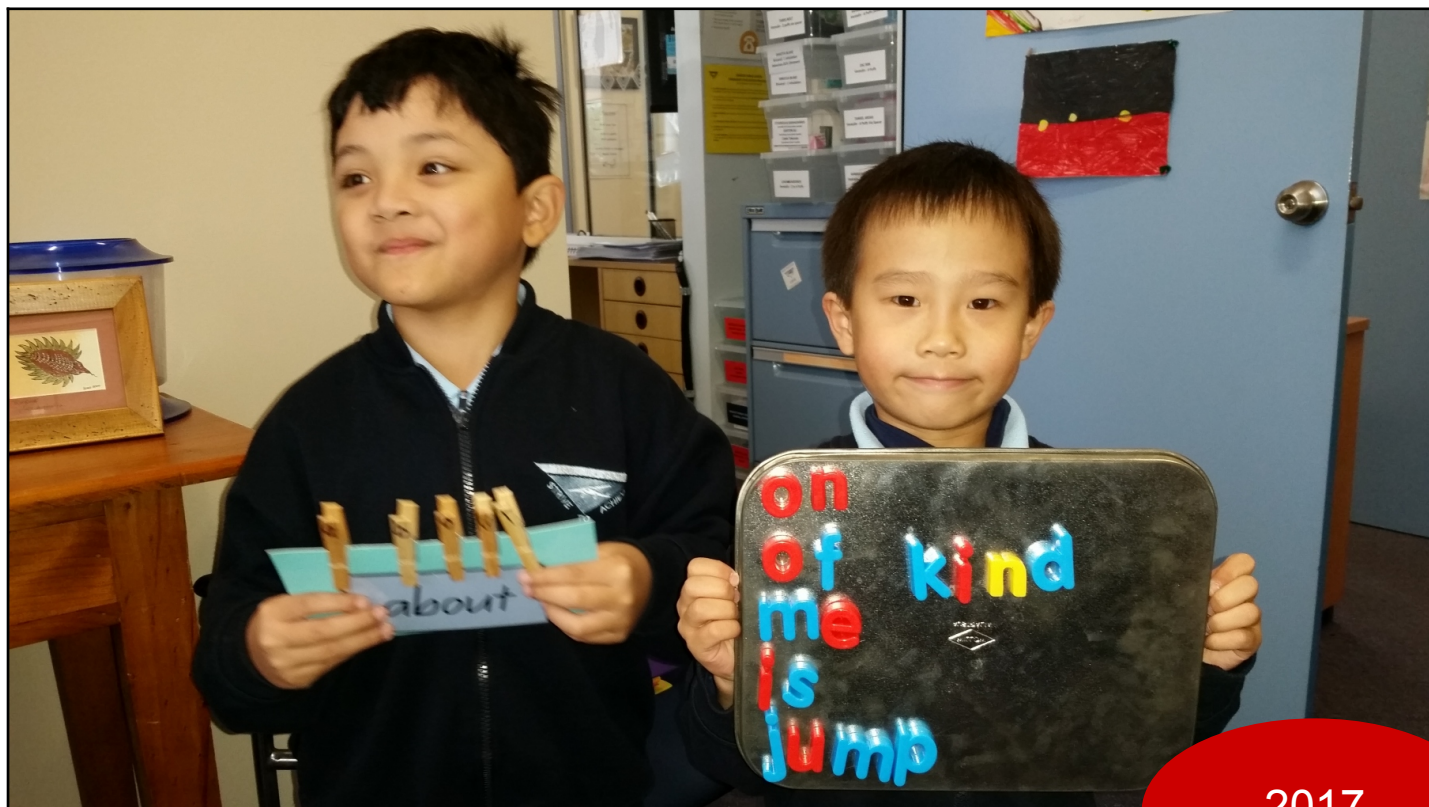


Mascot Public School

Annual Report



2017



2499

Introduction

The Annual Report for 2017 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

School contact details

Mascot Public School

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Mascot, 2020

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Message from the Principal

A school community includes educators, students, their families and community partners working together to improve the school and enhance students' learning opportunities. In 2017, I had the pleasure of working with all of these stakeholders to continue to build a strong school culture, staff capacity and quality teachers and leaders, and a high performing, dynamic learning school. Due to the hard work of all involved, 2017 has been a year of continued growth in these strategic directions.

Practices that lead to a positive school culture such as collaboration, communication and consultation were supported by structures that maximised opportunities for teachers to work together in our school setting and others, and with community groups, with student outcomes at the forefront. The relationship between curriculum and pedagogy is fundamental. Professional learning in this respect was supported by programs such as our teacher proficiency program, and the strengthening of our knowledge and use of the Australian Professional Standards for Teachers. Our students directed our work in the provision of diverse curricula and extra-curricula activities by letting us know exactly what they were interested in, what worked for them and what didn't work for them. We were compelled to respond appropriately if we were to prove that they are at the core of everything that we do as a school.

Strive to achieve is our school motto and strive to achieve is exactly what we did in 2017. This document highlights some of the ways in which we did that and some of our achievements. With a growth mindset, this document also outlines future directions for our wonderful school.

Message from the school community

2017 was an eventful year for the school community. The school's focus areas for 2017 included:

1. School culture: collaborative planning and engagement with parents
2. Building staff capacity: achieving proficiency and creating professional development plans for staff
3. High performing and dynamic school: in all aspects of learning, including sports, performing and creative arts, science and technology, literacy and numeracy.

In the framework of the 2017 focus areas, a number of initiatives were undertaken this year by staff and the P&C. Furthermore, several matters arose for the School Council to address, including: school uniform dress code; the SunSmart policy, the introduction of BYOD (Bring Your Own Devices) for Stage 3 students in 2018 and the associated school-based policy which needed to be written prior to implementation; student wellbeing, in particular the associated PBL (Positive Behaviours for Learning) program and anti-racism policy; planning for the implementation of the Healthy

School Canteen Strategy; reviewing and updating the Presentation Day Policy; and determining future directions for the before and after school care facilities and service provider.

What a fantastic year at Mascot Public School with many positive changes occurring in 2017.

Inja Stracenski

President of the School Council

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

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 assessment, reporting and student performance measure by building knowledge of these themes and providing opportunities for shared efficacy and consistent teacher judgement to inform teaching so that learning is positively impacted.

Within the domain of Teaching, our school has primarily focused on data skills and use, and professional standards by building knowledge of these themes and providing professional development and structures to support best practice.

Within the domain of Leading, our school has primarily focused on school resources in particular structuring a systematic annual staff performance and development review cycle, and using school and other facilities to meet a broad range of student learning interests and needs.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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 2017, our school-wide focus has been on sustaining and growing our school culture, in particular the relationships within and between staff, students and their families. This has involved explicitly teaching appropriate skills and behaviours that improve learning, and our executive staff members adopting a reflective teaching and management process including feedback from non-executive staff members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are proactively involved in everyday school events.		<p>Ninety-six percent of our students had a high rate of participation in sports at school which is above the state norm of eighty-three percent and an increase of one percent since 2016.</p> <p>Fifty-three percent of our students had a high rate of participation in art, drama or music groups, extracurricular activities or a school committee compared to the state norm of fifty-five percent. This is an increase of one percent for our school since 2016.</p> <p>Eighty-five percent of our students felt accepted and valued by their peers and by others at the school, compared to the state norm of eighty-one percent. This is an increase of one percent since 2016.</p>
100% of staff utilise professional learning and collaborative planning and assessment to improve teaching and learning programs.	\$73, 408 from professional learning funds, beginning teachers funds and general consolidated funding	Our estimations indicate that approximately ninety percent of staff utilise professional learning and collaborative planning and assessment. We have been unable to achieve one hundred percent due to the number of teachers who work part-time. With the introduction of the Teacher Proficiency Project in 2017, we were able to accommodate for this by providing opportunities for teachers to align courses and visits to other schools with their performance and development plans, meaning that their timing for involvement in professional learning was more flexible. This meant an overspend in budget but it was a necessary step to engage <i>all</i> teaching staff.
Action research projects drive change within the school for identified needs.	\$150, 000 from school and community sourced funding	With our action research teams working together, we have purchased the following resources: 2 class sets of iPads, a class set of laptops, 1 iPad per teacher, 2 laptops for staff use to enable flexibility in work space, flexible furniture for Stages 1–3, playground equipment for student use, shade structure over the sandpit, storage containers for our gardening program and sports equipment, and involvement in performing arts programs such as Wakakirri.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%.	\$31, 589 from QTSS (Quality Teaching Successful Students) funding and general consolidated funding	Ninety-one percent of our teachers rate our school culture as a 4 or 5 out of 5 from a baseline of sixty-percent. This is an increase of nine percent since 2016. Ninety-two percent of our teachers rated our professional dialogue as of a high quality at the end of 2017, thanks to our Teacher Proficiency Project, from a baseline of seventeen percent at the beginning of 2017.
95% of students attend school for the required percentage of time, from a baseline of 93.7%.		94.4% of students attended school for the required percentage of time in 2017. We have remained above the baseline throughout the 2015–2017 school plan period and above the average for all NSW Department of Education schools in the same timeframe.

Next Steps

As this is the end of the 2015–2017 school plan, our school will shift focus to whole school wellbeing which will continue to sustain and grow our school culture where all members of the school community feel respected, valued, supported and connected in order for our students to succeed and thrive. Our plan is to:

- embed a whole school approach to wellbeing
- grow our partnerships and connections whereby all key stakeholders are partners in students' educational journeys
- embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

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 2017, our school-wide focus has been on providing structures and support with teachers' performance and development plans, providing teachers with professional learning on future-focused teaching and learning including technology, providing Student Learning Support Officers with targeted professional learning to meet the needs of students that they support and proactively managing staff non-performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers work collaboratively to plan and program in all key learning areas, from a baseline of 60%.	\$60, 000 from school and community sourced funding	Our estimate indicates that ninety percent of our teachers worked collaboratively to plan and program in all key learning areas. This is an increase from eighty-five percent in 2016 and is thanks to the structuring of collaborative planning and assessment sessions into the weekly timetable and the implementation of the Teacher Proficiency Project.. For example, at the beginning of 2017, eight percent of teachers reported being involved in professional dialogue with colleagues at a basic level, seventy-five percent of our teachers at a sound level and seventeen percent at a high level. By the end of 2017, zero percent reported doing this at a basic level and eight percent at a sound level with ninety-two percent of our teachers reportedly being involved in professional dialogue with colleagues at a high level.
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.		We maintained a rate of approximately seventy-five percent of our teachers rating our achievement of differentiated teaching and learning as high to outstanding. Whilst this did not increase since 2016, a broader range of teaching practices to deliver differentiation was employed.
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.		Fifty-eight percent of our teachers rated their understanding of best practice pedagogy as high to outstanding. Whilst this was a decrease since 2016, the understanding deepened thanks to our Teacher Proficiency Project, with teachers who displayed effective pedagogical practices sharing their expertise more readily with colleagues thanks to mentoring and coaching processes.
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 evidence-informed approaches to whole-school planning and student achievement.

Next Steps

As this is the end of the 2015–2017 school plan, our school will shift focus to future–focused teaching and learning so that learning reflects how the best teachers teach and how today's students learn, and data–informed best practice so that there is a school–wide collaborative approach to planning, assessment, feedback and reporting. This includes:

- embedding an evaluative culture of future–focused flexible teaching practices
- embedding STEM teaching and learning practices to improve student outcomes and enterprise skills
- implementing effective processes and practices in digital technologies across the whole school
- establishing and embedding a whole school systematic approach for staff to collect, analyse, interpret, track, evaluate and feedback on student progress
- developing processes to give and receive feedback and reflect on teaching and learning practices to inform current and future education.

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 2017, our school-wide focus has been on expanding the use of technology into our administrative processes to better enable communication between school and home. This has included the use of the SkoolBag app for sharing information and reminders about school events, and the use of an online booking system for parent/teacher interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students are at or above national minimum standards and are showing expected growth on external performance measures, as opposed to 65%.		<p>In Year 3, the following percentages of students were at or above national minimum standards:</p> <ul style="list-style-type: none">• Reading = 78%• Writing = 94%• Spelling = 89%• Grammar and Punctuation = 80%• Numeracy = 72% <p>In Year 5, the following percentages of students were at or above national minimum standards:</p> <ul style="list-style-type: none">• Reading = 71%• Writing = 85%• Spelling = 69%• Grammar and Punctuation = 67%• Numeracy = 72% <p>In Year 7, the following percentages of students were at or above national minimum standards:</p> <ul style="list-style-type: none">• Reading = 77%• Writing = 62%• Spelling = 84%• Grammar and Punctuation = 79%• Numeracy = 88% <p>The following percentages show the percentage of students experiencing expected or greater than rates of growth:</p> <p>Year 3 to Year 5:</p> <ul style="list-style-type: none">• Reading = 61.8%• Writing = 73.5%• Spelling = 51.4%• Grammar and Punctuation = 68.6%• Numeracy = 60% <p>Year 5 to Year 7:</p> <ul style="list-style-type: none">• Reading = 48.4%• Writing = 60.7%• Spelling = 48.4%• Grammar and Punctuation = 56.5%• Numeracy = 74.2%
80% of surveyed students rate our school programs as meeting their interests, talents and learning needs, from a baseline of 70%		<p>Ninety-six percent of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future.</p> <p>Seventy-eight percent of our students report that</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of surveyed students rate our school programs as meeting their interests, talents and learning needs, from a baseline of 70%		<p>they do not get into trouble at school for disruptive or inappropriate behaviour.</p> <p>Seventy-four percent of our students report feeling interested and motivated in their learning with eighty-seven percent reportedly trying hard to succeed in their learning.</p> <p>Thirty-five percent of our students reported that they felt that they had high skills that were met with a high challenge in English and mathematics. Thirty-one percent reported that they were confident of their skills but were not finding classes challenging. Twenty-eight percent reported that they were not confident of their skills and found English, mathematics and science challenging.</p>
100% of teachers embed assessment practices into teaching and learning programs to guide differentiation for students, from a baseline of 50%.	As part of our Teacher Proficiency Project, outlined elsewhere	At the beginning of 2017, thirteen percent of our teachers reported that they had limited understanding and use of assessment practices such as PLAN (Planning Literacy and Numeracy) and success criteria. Fifty-one percent reported that they had a basic understanding and use. By the end of 2017, this had reduced to eight percent for both limited and basic understanding and use, with ninety-two percent rating themselves as having a sound to outstanding understanding and use.

Next Steps

As this is the end of the 2015–2017 school plan, our school will shift focus to data-informed best practice where the diverse learning needs of all students will be addressed in an effort to build and promote school excellence. We will do this by:

- embedding collaborative practices for all staff
- modelling best classroom practice via our observation, reflection and feedback processes
- embedding a whole school systematic approach to collection, analysis, interpretation, tracking, evaluating and feeding back on student progress
- developing processes to give and receive feedback and reflect on teaching and learning practices to inform current and future education

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8, 508	<p>A School Learning Support Officer 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 build partnerships with their families.</p> <p>Aboriginal cultural awareness has increased as a result of the above.</p> <p>ATSI students were financially assisted with uniforms, subject fees and/or excursions, if needed and upon application.</p>
English language proficiency	\$214, 501	<p>This enabled the employment of two full-time and one part-time English as an Additional Language/Dialect Teachers who supported professional learning for our teachers in their field of expertise and targeted learning programs and in-class support based on students' level of English language proficiency.</p>
Low level adjustment for disability	\$134, 935	<p>This enabled the employment of additional teachers to work within a Learning and Support capacity, and additional School Learning Support Officers by supplementing integration funding.</p> <p>With approximately a third of our students referred to the Learning and Support Team, this was deemed a necessary avenue so that students' needs were met, teachers were supported with these students in one capacity or another, and families of these students were supported financially to enable inclusion in programs such as school-based speech therapy and occupational therapy.</p>
Socio-economic background	\$38, 080	<p>As well as enabling the employment of additional staff, as above, families needing financial support were offered an opportunity to apply for subsidised uniforms, subject fees, camp and other excursions, and sport and other programs for example.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	185	188	197	186
Girls	169	167	173	162

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.7	93.3	93.9	92
1	93.3	93.5	93.9	94.8
2	93.7	95.4	94.9	93.3
3	92.5	94.2	95.6	97
4	94.3	95	96.6	94.3
5	94.7	93.5	95	94.7
6	95.4	93.9	95.5	94.7
All Years	93.7	94	95	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

school was open were recognised at events such as school assemblies.

Staff were tasked with ensuring that they provided engaging and supportive learning environments to encourage our students to attend school regularly.

Class sizes

Class	Total
CLASS 1	21
CLASS 3	20
CLASS 2	21
CLASS 4	17
CLASS 6	20
CLASS 5	21
CLASS 8	23
CLASS 7	24
CLASS 10	28
CLASS 9	27
CLASS 12	26
CLASS 11	22
CLASS 13	27
CLASS 14	25
CLASS 15	29

Management of non-attendance

In 2017, the Learning and Support Team and executive team worked together to monitor, track and address non-attendance issues. Attendance reported were regularly analysed and letters to parents and carers about concerns for their child's attendance at school, along with information about parental legal requirements and the impact on students not attending school regularly was provided. This was supported by regular inclusion of articles such as *Every Minute Counts* in our school newsletters. 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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.67
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	5.22
Other Positions	0

*Full Time Equivalent

There were three teachers who identified as Aboriginal at our school in 2017, including our Principal, and one School Learning Support Officer.

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

Professional learning was better aligned to performance and development plans in 2017. Opportunities were provided to all staff based on individual, stage team or whole school priorities. The majority of our professional learning was conducted on site by teachers who were identified as having the expertise in the field required. At the same time, professional learning was conducted via our weekly collaborative planning and assessing sessions, our Coaching for Classroom Change program and our Teacher Proficiency Project.

Two teachers received beginning teacher funding which

they utilised to work alongside their individual supervisor and mentor, and to complete online training such as *Great Teaching Inspired Learning* and *Strong Start, Great Teachers* and to participate in observations of best practice within our school and in our partnership schools. These teachers subsequently submitted and gained proficiency in their accreditation requirements.

Pre-2004 teachers were accredited at proficient level at the end of the school year, as required.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	474,649
Revenue	3,562,606
Appropriation	3,401,669
Sale of Goods and Services	22,491
Grants and Contributions	130,914
Gain and Loss	0
Other Revenue	0
Investment Income	7,533
Expenses	-4,190,844
Recurrent Expenses	-4,190,844
Employee Related	-3,731,962
Operating Expenses	-458,882
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-628,238
Balance Carried Forward	-153,589

Our closing balance reflects unexpected expenditure for teacher short-term relief due to extended illnesses for one of our staff members. We applied for compensation for this expenditure which should be reflected in our 2018 financial records.

We employed additional staff to support our Teacher Proficiency Project and additional School Learning Support Officers to support students who are not eligible for integration funding. Some of the benefits of this extra expenditure are highlighted throughout this report.

Additionally, we elected to purchase furniture and technology items at the end of 2017 to prepare for the 2018–2020 school plan, in particular Strategic Direction 2 – Future-focused Teaching and Learning. Again, this overspend is expected to be recouped in 2018.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,393,234
Base Per Capita	59,526
Base Location	0
Other Base	2,333,708
Equity Total	396,024
Equity Aboriginal	8,508
Equity Socio economic	38,080
Equity Language	214,501
Equity Disability	134,935
Targeted Total	28,315
Other Total	516,920
Grand Total	3,334,494

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

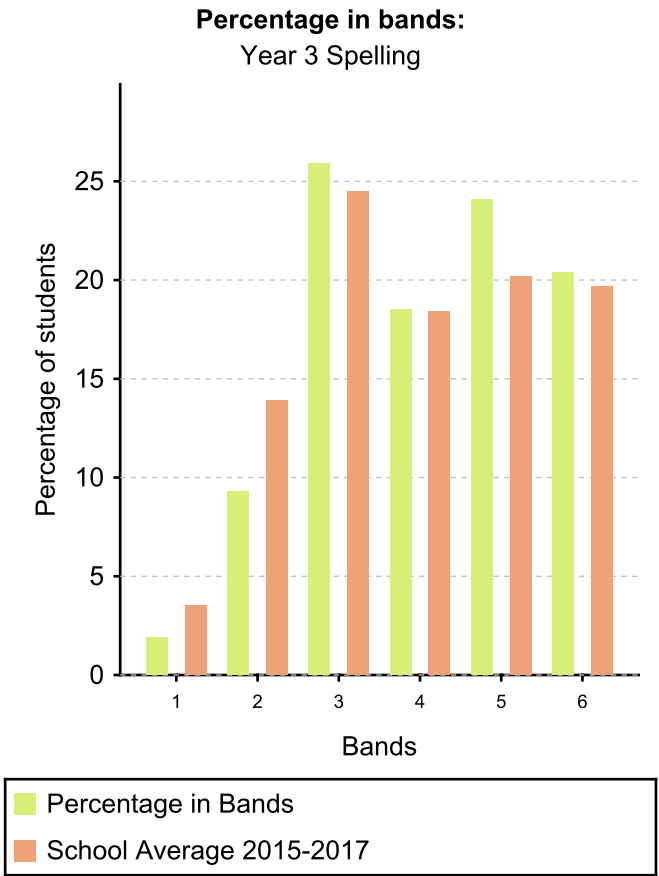
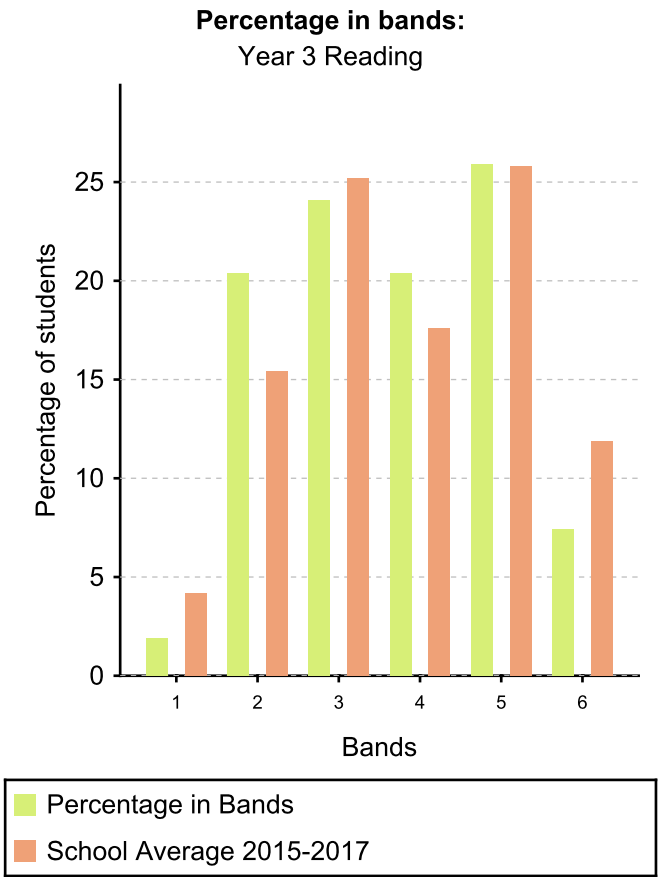
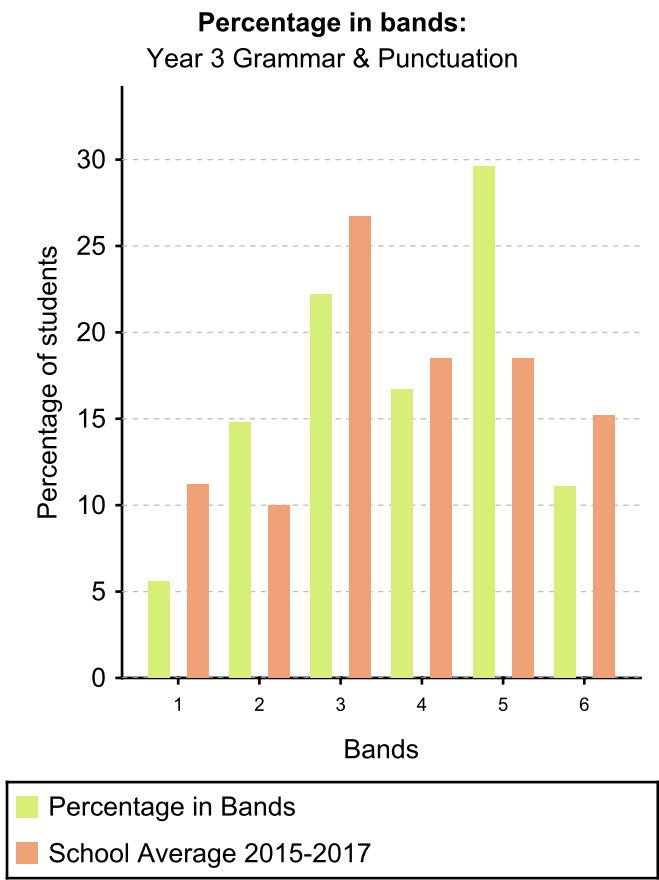
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 NAPLAN results are generally believed to be a reflection on Stage 1 teaching and learning programs. In 2017, our writing results are the second highest average score since 2014, our spelling results are the highest score since 2014 and our results in grammar and punctuation show the first upward trend since 2014.

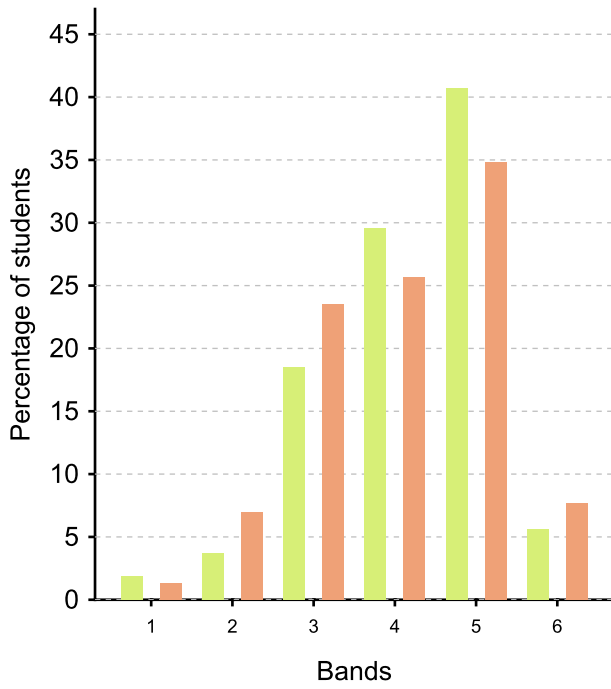
Year 5 NAPLAN results are generally believed to be a reflection on Stage 2 teaching and learning programs. In 2017, our reading results hold steady on our 2016 results in reading. Growth data shows that 100% of students experienced growth in reading from Year 3 to Year 5 with 61.8% of them experiencing equal to or greater than expected growth. In writing, 91% of students experienced growth in writing with 73.5% equal to or greater than expected growth. In spelling, 100% of students experienced growth with 51.4% equal

to or greater than expected growth. In grammar and punctuation, 89% experienced growth with 68.6% equal to or greater than expected growth.

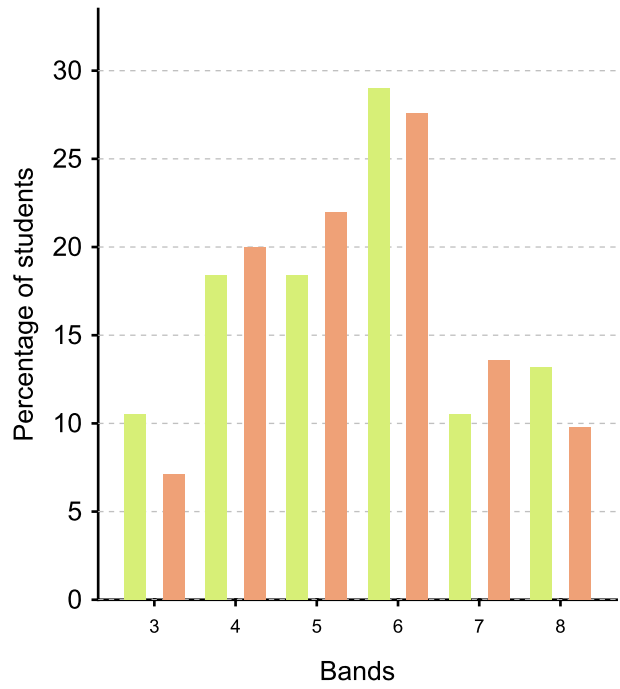
Year 7 NAPLAN results are generally believed to be a reflection on Stage 3 teaching and learning programs. In 2017, our reading results held steady since 2014. Our writing results were the second highest since 2014. Our spelling results were also the second highest since 2014 with our students performing above the average for NSW Department of Education schools and just below the state average for all schools. Our grammar and punctuation results held steady since 2014 with our students performing above the average for NSW Department of Education schools and not far behind the average for all schools in NSW. Growth data shows that 60.7% of our students experienced growth equal to or greater than expected rates of growth since Year 5 in writing.



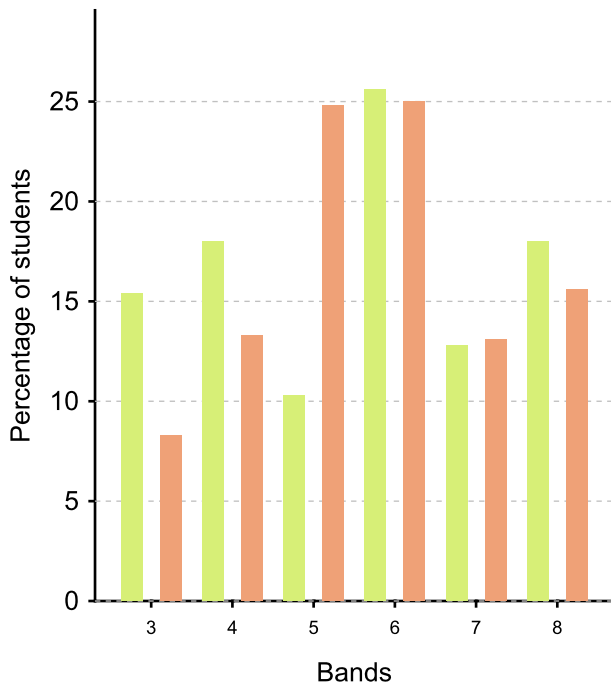
Percentage in bands:
Year 3 Writing



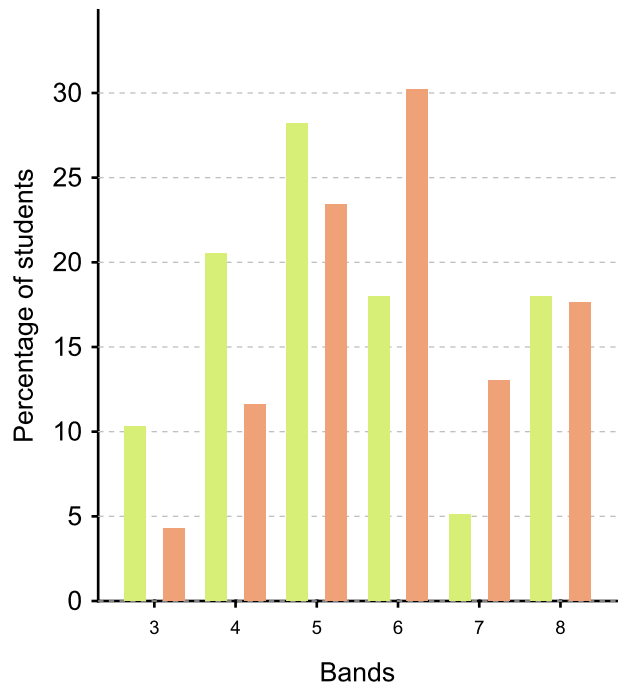
Percentage in bands:
Year 5 Reading



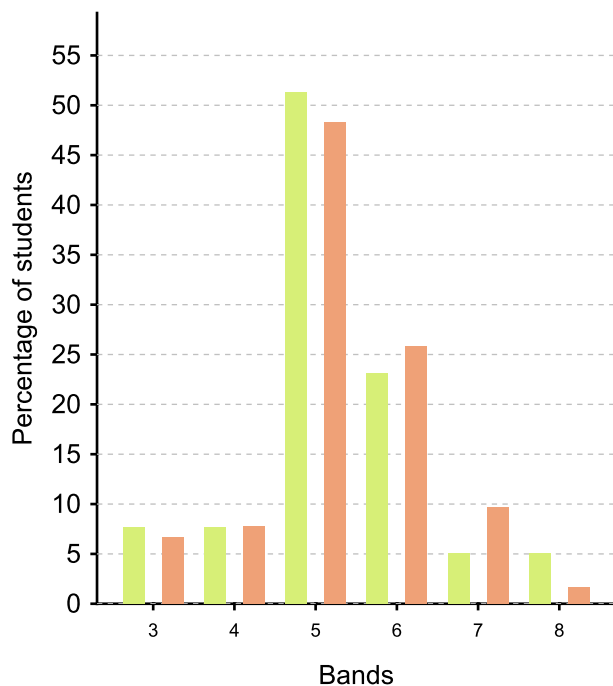
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



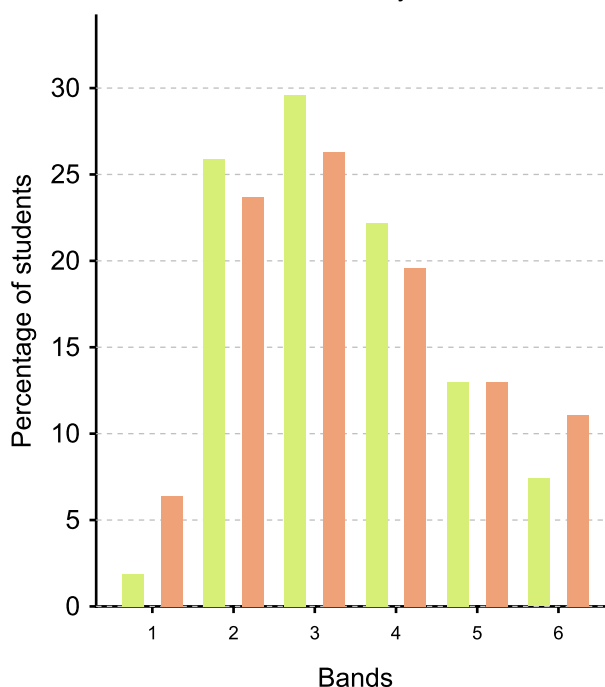
Percentage in Bands
School Average 2015-2017

In 2017, our Year 3 NAPLAN results in numeracy showed the first upward trend since 2014 with less students in Band 1 and more in Band 4, whilst holding steady with our average in Band 5 since 2014.

Our Year 5 results in numeracy show that 97% of students experienced growth with 60% equal to or greater than expected rates of growth.

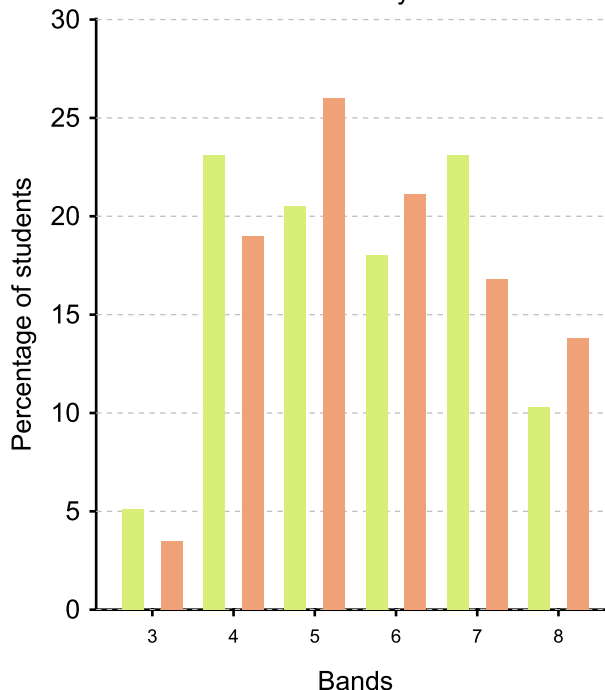
Our Year 7 results in numeracy show that we had our second highest results since 2014 with students performing above both the average for NSW Department of Education schools and all other schools. Growth data shows that 74.2% of our students experienced growth equal to or greater than expected rates of growth since Year 5 in numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Mandatory reporting requirements 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 enable us to decline comment as we had only one student in Year 3, one in Year 5 and one in Year 7 sit the tests.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents/caregivers, students and teachers about the school. Their responses are presented below.

A high number of parents reported that they felt welcome at school evidenced by our teachers conversing with them during school drop off and pick up. Parents felt that teachers fostered positive relationships with them and generally kept them informed about their child's academic progress, behaviour and social development. The majority of parents surveyed reported that they believed that teachers encourage their children to do their best and to achieve at school. Parents also reported that they felt as though the school culture continued to hold strong with changes noted within school programs having a positive effect.

Students reported that they feel as though they too have positive relationships at school especially with their friends, with 84% of our students stating that they have friends at school who encourage them to make positive choices. This holds steady with the state norm of 85%. Thirty-two percent of our students, compared to the state average of 36%, report feeling victims of bullying. Our Year 6 students report higher incidents of cyberbullying. Students report feeling that teachers are responsive to their needs and that the response is done in a democratic way. Sixty-four percent of our students report feeling good about their culture when they are at school with 27% of students reporting that they don't really think about that as it is a non-issue. Fifty-five percent of our students expect to go to university and report that learning time at school supports them with this thanks to important concepts being taught well, class time being used efficiently, homework supporting class learning objectives, classroom instruction being relevant to their everyday lives, and the classroom instruction being well-organised with a clear purpose and with immediate feedback that helps them learn.

Teachers reported that our Teacher Proficiency Project was the most useful way for them to increase their awareness and understanding of their impact on learning, underpinned by their own professional learning and development and the need to adapt teaching design to cater for today's students in preparation for their futures. For example, 100% of our teachers felt that they had basic to sound understanding of best pedagogy at the beginning of 2017 compared to 100% of them feeling as though they had a sound to outstanding understanding by the end of 2017.

Policy requirements

Aboriginal education

Throughout 2017, all classes continued to have cross curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs with particular emphasis in the key learning areas of history, geography and English. These perspectives were taught in line with the NSW syllabus for the Australian curriculum.

This year, one of our teachers attended the Aboriginal Education network meetings and created closer links with the Aboriginal Education and Wellbeing Team. One of these team members was a regular visitor to our school, providing mentoring for our identified Aboriginal students, in her capacity in that role as well as in her capacity as a local Aboriginal elder.

Students were offered opportunities in educational programs such as Yarn Up which are workshops designed to teach public speaking skills such as speech writing, body language, poise and voice projection. Another opportunity presented to our students was in the Koori Art competition in which two of our students were winners.

The whole school attended our NAIDOC Week celebrations which included a dedicated assembly and a performer who extended our knowledge and understanding of the diversity of Aboriginal cultures. This supported the work of our Aboriginal-identified School Learning Support Officer.

One of our Aboriginal-identified students was awarded a Deadly Kids Award for consistent effort and outstanding attendance at school.

Multicultural and anti-racism education

Our school promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school. With a significant percentage of our students from language backgrounds other than English (47 different languages in addition to English are spoken by our students), we strive to achieve harmony, respect and acceptance. Eighty-two percent of our students feel that we do that well.

Maintenance of first language is promoted through our enrolment interviews, Kindy orientation programs and Best Start assessments, for example. EAL/D (English as an Additional Language/Dialect) teachers are available at the time of enrolment of new students. The telephone and face-to-face interpreter services have been utilised as needed. EAL/D teachers program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access academic language of class programs. EAL/D teachers work closely with class teachers to support class programs by team-teaching

or withdrawing students with language needs.

One of our EAL/D teachers is the contact for the local EAL/D Connect Network where her role is to upskill EAL/D teachers on current pedagogy and best practice. Our school's teachers have been invited to participate in that upskilling.

Our school has an anti-racism policy, supported by an anti-racism contact officer.

We celebrated community programs such as Harmony Day and NAIDOC Week, and embedded cross-curriculum priorities into teaching and learning programs.

We offered students opportunities such as the Multicultural Public Speaking Competition where they spoke about a range of topics that aimed to heighten awareness of multicultural issues within Australian society and local communities.

Other school programs

Preschool

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

Our preschool educators and our Principal continued to network with local Department of Education (DoE) primary schools who had a DoE preschool on site. This enabled all parties to build and broaden knowledge, understanding, values and skills in early childhood education. All permanent and temporarily-engaged employees within the preschool attended the annual Early Years Learning Conference which focused on quality learning for everyone.

Transition to Kindergarten statements were completed, ensuring a smooth transfer of knowledge to each child's Kindergarten setting.

Wakakirri

Wakakirri is now a well-established program at Mascot Public School. In its third year of running and with 46 students in the team in 2017, registration numbers were the highest they had been since the program started.

As a Wakakirri Artist in Residence (AIR) school, a teacher from Wakakirri Headquarters assisted in the choreographing and running of the performance. Students rehearsed weekly, at lunch times, to produce a seven minute story dance depicting a story that was collaboratively written by the students and teachers involved.

In 2017, the title of our performance was *Technologic* and focused on the very relevant issue of technology taking over our daily lives. The story followed a lead child and the well known children's book character, *The*

Cat in the Hat, on their journey to restore imagination to students at Mascot Public School. The Wakakirri team performed to a sold out audience at NIDA Parade Theatre where they won the awards for "Best Minimal Use of Props and Costumes" and "Most Creative Use of the Signature Item." They were so successful that they were also asked to perform at the State Awards Night at Sydney Olympic Park Sports Centre. There, the team won the State Award for the Best Social/Current Affair Story. In reference to the performance, Wakakirri panel member, Josh Horner, stated that *Technologic* was "A magical strong performance about the importance of keeping our imaginations alive."

Music Education

This year, we continued to employ a music specialist teacher as part of our release from face-to-face (RFF) program. Students from Preschool to Year 6 participated in music education as per syllabus requirements for 30–45 minutes each per week.

Resources such as keyboards, djembe drums, glockenspiels and other percussion instruments were purchased to support this and to further engage students.

Students completed music-based units of work which complemented class programs where possible. Students were introduced to sight singing using the Curwen Hand Signals and Kodaly approach. They used the percussion instruments to play a variety of rhythm cards with quarter notes, eighth notes, sixteenth notes and rests, and also composed their own pieces incorporating an ostinato. All students played simple tunes on the keyboards.

Students performed music and songs from their music lessons at various school assemblies.

Students from Year 2 and above were exposed to formal recorder lessons, with an invitation to all students to audition for involvement in the Festival of Instrumental Music program with twelve students selected to perform at the Sydney Opera House in this capacity.

Our school band was temporarily revived thanks to our educational partnership with JJ Cahill Memorial High School. Student engagement in a traditional style of band was low so an alternative band program will be considered in 2018.

Teacher Proficiency Project

The aim of the Teacher Proficiency Project was to provide professional learning opportunities for our teachers in order to build upon their professional knowledge, practice and engagement, and to positively impact student outcomes. Some highlights of this project included:

- establishing a teacher observation cycle within our school and/or across our partner schools
- supporting the Performance and Development Framework

- driving a collective need across the school to develop proficiency in digital technology
- building staff capacity in, for example, the Australian Professional Standards for Teachers, best practice, understanding and use of assessment standardised programs such as PLAN (Planning for Literacy and Numeracy) and success criteria, and future-focused teaching and learning
- developing a school induction program to support our beginning teachers
- investigating and investing in flexible learning styles