

Mosman Public School

Annual Report



2017



7430

Introduction

The Annual Report for 2017 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 large school in a vibrant suburb of Sydney's lower north shore. In 2017, there are 717 [32% non-English speaking background] students placed in 29 classes taking the school to full capacity with all permanent homebases occupied.

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 on teaching and learning programs that were reflective of student data and achievement with necessary adjustments being made to meet individual student need. Students reflected on their learning using the literacy and numeracy continua to develop personal learning goals. Teacher feedback was an integral part of this process. We assessed ourselves as:

sustaining and growing in the elements of learning culture; wellbeing; curriculum and learning; assessment and reporting; and student performance measures.

Teaching

All teaching staff participated in professional learning through the Spirals of Inquiry process, facilitated by 2 instructional leaders. A move towards explicit teaching in reading and reading comprehension, daily literacy sessions featuring guided reading, and a consistent approach to teaching reading strategies. We assessed ourselves as:

excelling in effective classroom practice; and collaborative practice,

sustaining and growing in data skills and use; learning and development; and professional standards.

Leading

Distributed leadership is a focus with many staff holding leadership positions, both formal and informal. We assessed ourselves as:

excelling in school planning, implementation and reporting; school resources; and management practices and processes, ***sustaining and growing*** in leadership.

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

Quality Teaching & Learning

Purpose

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

Key Areas:

Teaching & learning

Assessment & reporting

Spirals of Enquiry

Learning environment

Overall summary of progress

The focus for 2017 was in the curriculum area of English, notably in Reading and Reading Comprehension. Through the Spirals of Inquiry process, whole school professional learning targeted effective literacy group implementation, including explicit teaching strategies, the development of 'I can' statements, informed plotting of PLAN data and a focus on overall pedagogical growth. Teachers reviewed data including PLAN, NAPLAN and formative and summative assessment tasks to enable them to fully engage in the Spirals process.

The impact for teachers came from developing a deeper understanding of the literacy continuum, explicit teaching strategies and the pedagogy behind implementing quality literacy sessions.

The impact for students came from developing specific learning goals and focusing on targeted feedback to enable them to become self-regulated learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are within or beyond grade appropriate cluster on the literacy and numeracy continua and at or above National Minimum Standard [NAPLAN].	\$72,000	<p>All teachers using PLAN assessment tool for plotting Reading and Reading Comprehension</p> <p>Teacher professional learning on PLAN(Reading and Reading Comprehension)</p> <p>Increased teacher professional learning in collecting, analysing and using data to inform teaching & learning programs</p> <p>Continued focus on formativeassessment</p> <p>Continued focus on contemporary teaching practices</p> <p>Parent workshops on supporting your child with literacy and numeracy</p> <p>MPS reading comprehension strategies developed to bring about consistency across the school</p> <p>Readers accessioned to the library and cross-reference with MPS reading comprehension strategies.</p>

Next Steps

- Build on learning goals, explicit teaching, feedback, data collection and deeper analysis in Reading and Reading Comprehension
- Continue to develop literacy resources aligned to the Literacy Continuum to support teaching and learning in the classroom
- Engage students in developing a deeper understanding of the MPS Decoding and Comprehension strategies
- Focus on teacher professional learning innumeracy, specifically in the areas of Place Value and Early Arithmetic Strategies to ensure students have a conceptual understanding of these concepts
- Develop a school wide scope and sequence for problem solving
- Continue to build on the implementation and use of Treasure Boxes throughout the school
- Ongoing assessment data will be used to monitor and track student progress and achievement
- Implement modern learning environments into theMPS culture

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.

Key Areas

Organisation

Staffing

Policy

Overall summary of progress

All teachers engaged with the Performance and Development Framework [PDF] to ensure continued professional growth. All Teacher Professional Learning is responsive to teacher need as identified in their Performance and Development Plan.

School policy and procedures are reviewed regularly and implemented across the school to ensure consistency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$41,500	School procedures aligned with departmental policy Community Engagement Group worked on communication procedures, end of year presentation day organisation, uniform survey design and analysis for the P&C Instructional leader funded to support teacher learning across the school through the Spirals of Inquiry process.

Next Steps

The Performance and Development Plans of each teacher will continue to act as the impetus for differentiated professional learning.

School procedures will continue to be updated in a cyclic nature or as Departmental policy changes. All school procedures will be centrally stored on GoogleSuite, and where required, uploaded to the Department's AZT site.

Strategic Direction 3

Enhanced Engagement Levels

Purpose

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

Key Areas

Learning environment

Student well-being

Overall summary of progress

Manage and/or adapt the learning environment is used to meet the needs of 21st century learners, teachers and the community.

The Student Leadership in Primary Schools [SLiPS] program was introduced to bring more rigor in to the school captaincy development and election processes.

Student voice heard in whole-school decision making through the Student Representative Council.

The Community Engagement Group or parent representatives from each grade met twice per term to discuss issues arising in the playground. The CEG assisted in the P&C Uniform Review team's deliberations and analysis of a parent survey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$32,000	Clubs established at play breaks to reduce playground congestion PBL implementation continued School Leadership in Primary Schools introduced as the learning pathway for students aspiring to formal leadership roles. Wellbeing week for staff introduced to take place in week 5 of each term Buddy bench installed in Belmont Playground.

Next Steps

Two teachers will create an open learning environment by physically opening 2 classrooms and establishing teaching and learning structures that are dynamic and differentiated to meet the learning needs of their students.

The SLiPS program will continue following slight adjustments resulting from the first year of implementation.

The Community Engagement Group will continue to meet twice per term and have taken over the welcome morning tea sessions each term at which parents new to the school are provided with information about the school and local community from a parent perspective.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$0	Whilst there were no Aboriginal students enrolled, a continued focus on Aboriginal perspectives was integrated in to all teaching and learning programs, and acknowledgement of country at all events.
English language proficiency	English language teacher – \$81,259 – 4 days per week. Flexible funding – \$12,669 used to support 187 students with English as a second language.	The EAL/D teacher is funded from this source to support identified students in classrooms, to enhance their attainment of the English language. The EAL/D teachers developed and delivered professional learning opportunities for all staff to enhance their understanding of EAL/D learning progressions.
Low level adjustment for disability	\$50,787 to employ the LaST for 3 days per week. \$37,486 flexible funding to employ the LaST for an additional day per week. \$12,000 of P&C funding to employ additional SLSO. \$49,515.20 integration funding to employ SLSOs.	All students requiring adjustments and accommodations are catered for at both class level and through the Learning Support Team. The Learning and Support Teacher [LaST] is funded from these funds to provide specialist support to students and professional advice to teachers.
Quality Teaching, Successful Students (QTSS)	0.531 teacher entitlement	All teachers received additional release from face to face teaching to observe the teaching skills of expert colleagues. Teams of teachers visited local schools who were delivering programs of interest. Teachers reported that this assisted them in improving their understanding of student learning and effective lesson delivery.
Socio-economic background	\$2,501	This funding is utilised to support families experiencing financial hardship, enabling students to access participate in co-curricular activities.
Support for beginning teachers	\$35,026 for teachers in their first 2 years of teaching.	Beginning teachers were provided with a mentor to support them in developing a deeper understanding pedagogy and teaching practice. Teachers were allocated two hours every fortnight to complete a range of tasks, ie observing colleagues, developing assessment tasks, creating resources, completing accreditation requirements. Some beginning teachers attended a two day conference to deepen their understanding of contemporary literacy and numeracy practices and to broaden network of other colleagues new to the profession.
Targeted student support for refugees and new arrivals	0.6 staffing allocation	The EAL/D teachers supported new arrival students attracting an extra 3 days per week of NAP funding. NAP students receive daily intensive English language support with an additional program to support the students at home.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	350	366	332	334
Girls	346	344	355	358

Student enrolments have remained the same, with 29 classes formed.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	97	96.3	96.7
1	95.9	96.2	95.2	95.2
2	96.7	95.5	96.1	96.3
3	96.6	96.1	96	96.1
4	96.1	96.1	95.9	95.8
5	96	96.3	96.6	95.9
6	94.4	95.5	93.8	95
All Years	96.1	96.1	95.7	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored by the classroom teacher and concerns referred to the Learning Support Team who work in partnership with the family to resolve issues.

The NSW Department of Education Attendance Policy is followed to ensure the correct procedures are followed to support students and their family when concerns arise.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	25.99
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

No staff members identify 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	25

Professional learning and teacher accreditation

Professional learning is linked to the school plan and strategic directions for 2017. All teachers complete a professional development plan that supports and monitors individual goals and links professional learning to the individual.

Professional learning programs for 2017 included:

linking effective literacy & numeracy resources to pedagogy

Grammar

Reading

Numeracy

Spirals of Inquiry

In 2017, five teachers gained accreditation at the level of proficiency, with 17 teachers working towards maintenance of their accreditation.

The aim of all professional learning program is to improve student learning outcomes through further development of teacher capacity, strengthening teacher collaboration and inspiring, challenging and enriching teaching & learning programs.

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	598,574
Revenue	5,540,262
Appropriation	4,897,423
Sale of Goods and Services	3,702
Grants and Contributions	627,792
Gain and Loss	0
Other Revenue	0
Investment Income	11,346
Expenses	-5,383,801
Recurrent Expenses	-5,383,801
Employee Related	-4,777,956
Operating Expenses	-605,845
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	156,461
Balance Carried Forward	755,035

School funding is monitored and a budget is developed by the Finance Committee. This committee includes the senior executive and the School Office Manager.

The financial summary above includes teacher salaries and administration staff salaries.

Funds are committed for expenditure in 2018 to purchase large technology items including IWB

replacement, relocation of the computer lab, and upgrade of the hall sound system.

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	4,517,537
Base Per Capita	104,992
Base Location	0
Other Base	4,412,546
Equity Total	184,703
Equity Aboriginal	0
Equity Socio economic	2,501
Equity Language	93,929
Equity Disability	88,273
Targeted Total	37,758
Other Total	55,540
Grand Total	4,795,538

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

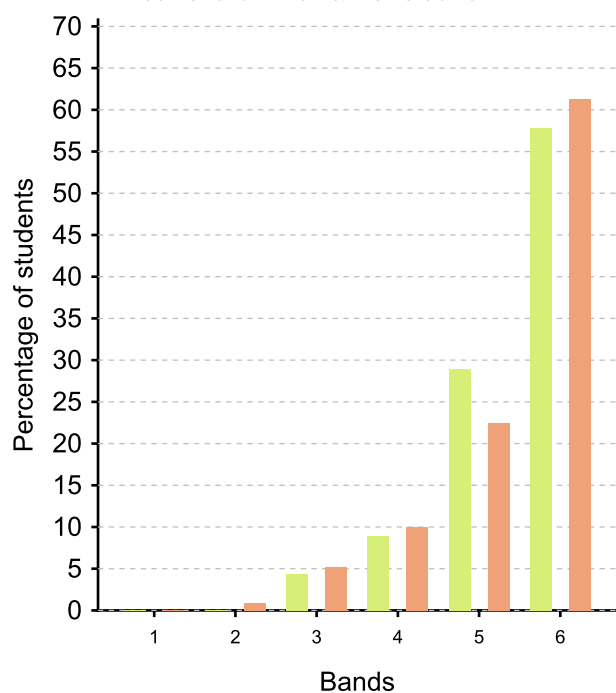
NAPLAN

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.

Students achieved at or above national minimum standard in the following areas:

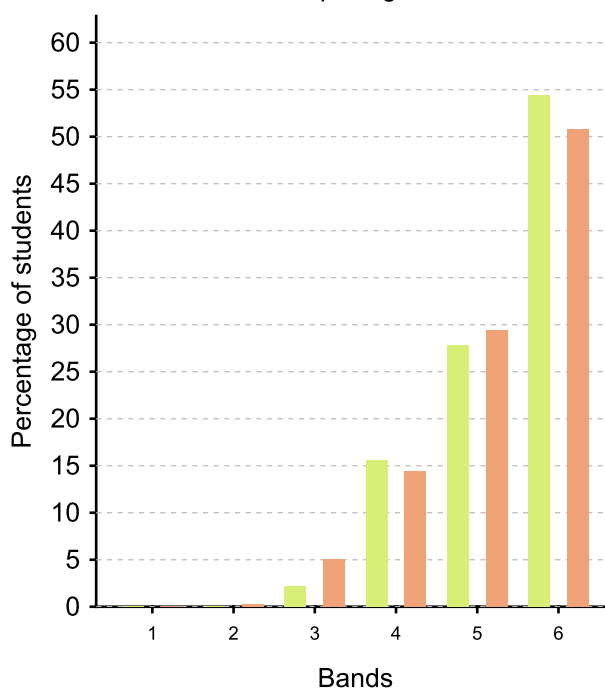
Reading:	Year 3 – 99%, Year 5 – 99%
Writing:	Year 3 – 100%, Year 5 – 95%
Spelling:	Year 3 – 100%, Year 5 – 100%
Grammar:	Year 3 – 100%, Year 5 – 96%

Percentage in bands:
Year 3 Grammar & Punctuation



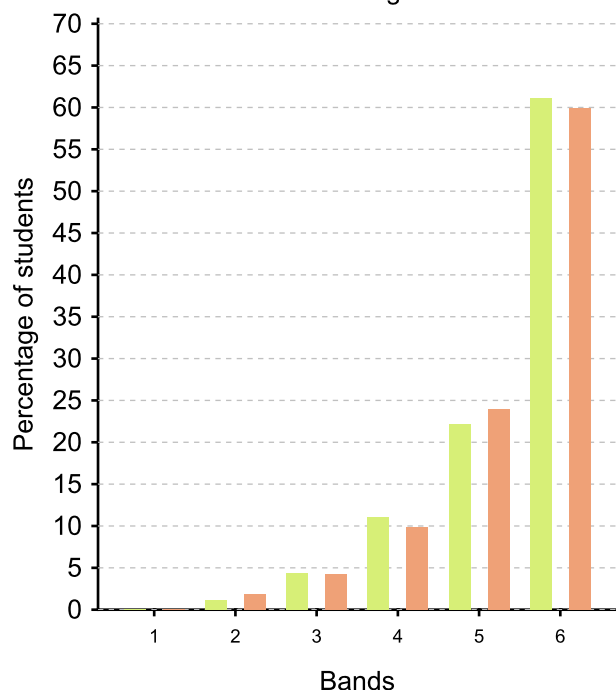
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



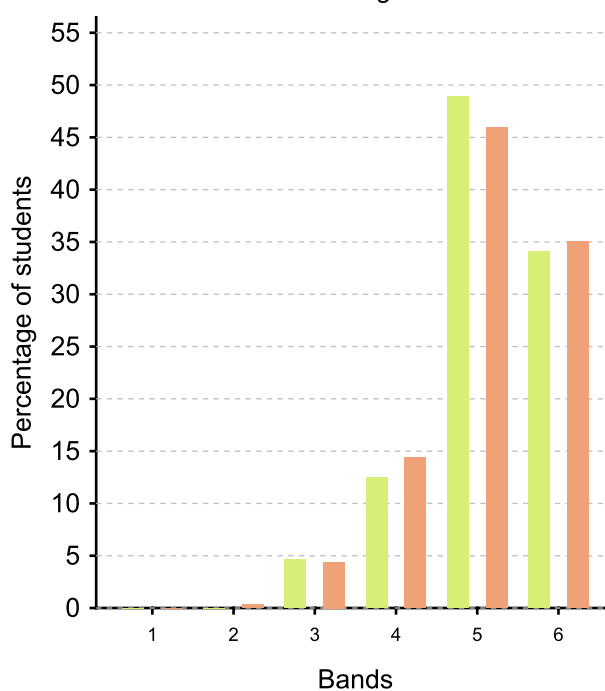
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



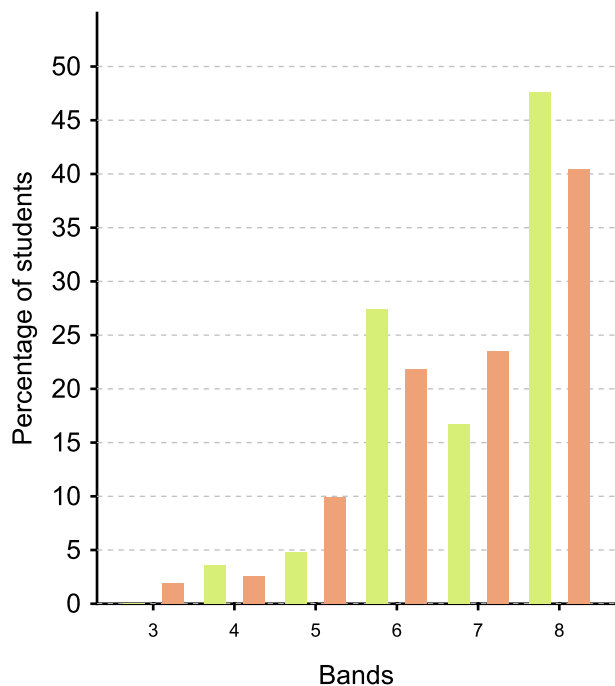
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

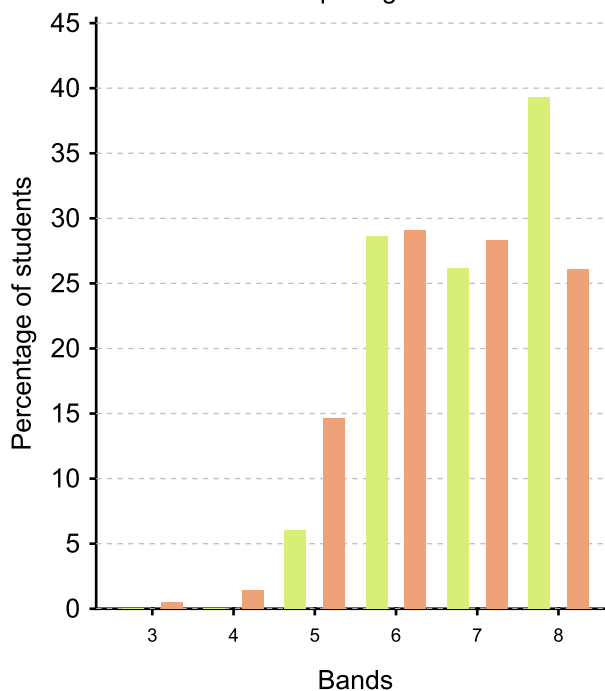


Percentage in Bands
School Average 2015-2017

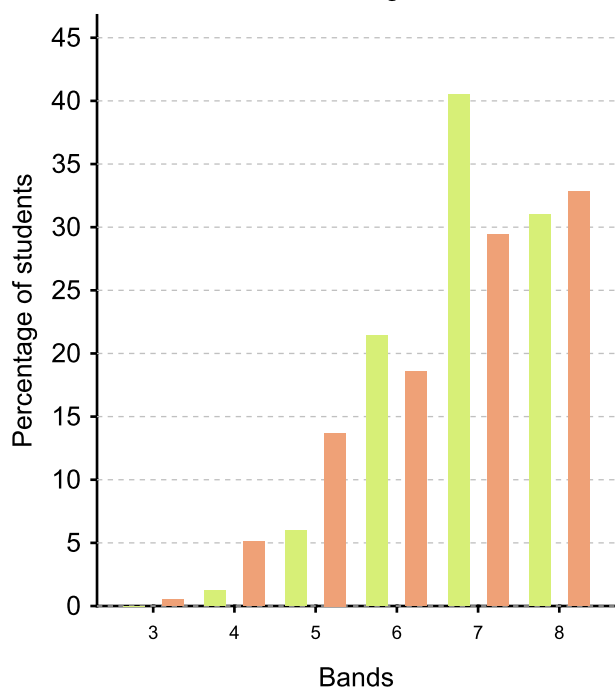
Percentage in bands:
Year 5 Grammar & Punctuation



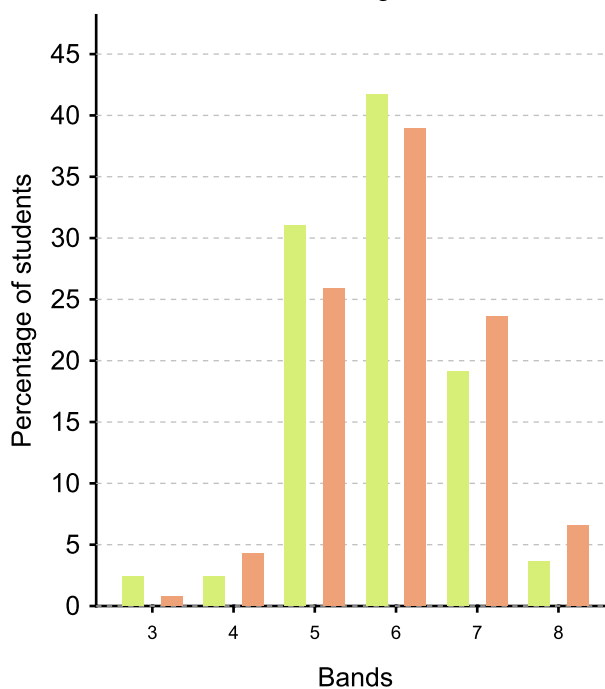
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



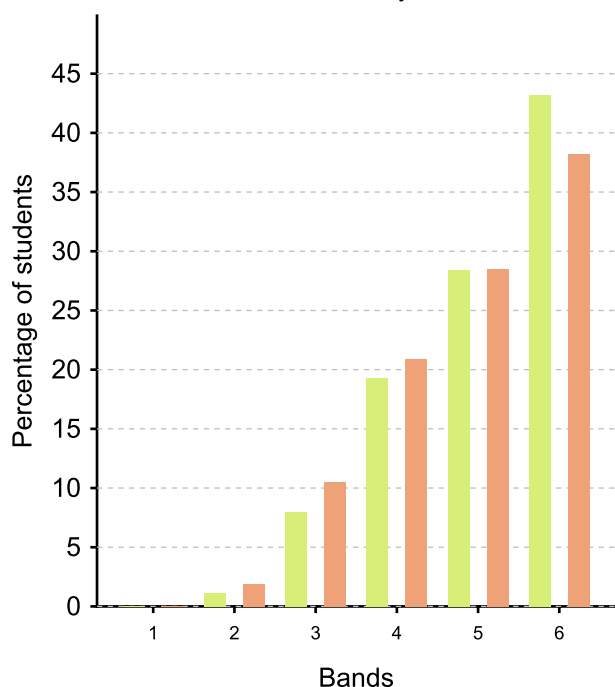
Percentage in bands:
Year 5 Writing



Students achieved at or above national minimum standard in the following areas:

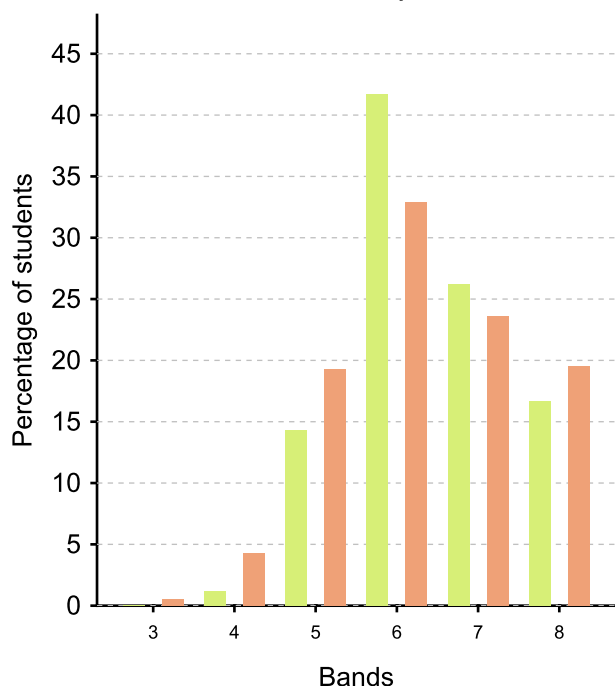
Numeracy: Year 3 – 99%, Year 5 – 99%

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.>

Parent/caregiver, student, teacher satisfaction

Focus teams of students, staff and parents were involved in an evaluation of school programs and planning for the new school plan triennium.

Key areas of discussion included:

- differentiated teaching and learning
- student wellbeing
- future focussed learning opportunities
- engaging parents/ carers as well as the broader school community

This has led to the following strategic directions for 2018 – 2020:

- Core Teaching & Learning
- Beyond the Core
- Engaged Stakeholders

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 of country out of respect for the first Australians.

Multicultural and anti-racism education

Mandarin

The Mandarin program at Mosman Public School continues to grow from strength to strength. All students from Year 1 to Year 6 study Mandarin in one 40 minute session with extension classes for identified Year 3, Year 4 and Stage 3 students. This enrichment program has enabled background speakers and students who have demonstrated a particular aptitude for the learning of Mandarin to be extended.

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.

Multicultural Education and Anti-racism

Culturally inclusive teaching and learning programs are embedded in all curriculum areas and practices. Grade programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a multicultural society.

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 and access to the school's EAL/D (English as an Additional Language or Dialect) teacher. The school was also entitled to an additional 3 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.