Mascot Public School

Annual Report

2018

2499

Introduction

The Annual Report for **2018** 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 Te Rata

Principal

School contact details

Mascot Public School
King St
Mascot, 2020
www.mascot-p.schools.nsw.edu.au
mascot-p.school@det.nsw.edu.au
9667 4301

School background

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–serviced 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 76% 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 are well–placed for 21st Century learners via our well–resourced library, dedicated computer room, connected classrooms, access to iPads and laptops, and flexible classrooms and learning spaces.

Our school grounds are extensively grassed with sports facilities and vegetable gardens included.

Involvement and participation of our families 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

On 27/09/2018 our school participated in an external validation. In preparation for this meeting, the required body of evidence was been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

Mascot Public School's external validation school submission was presented as the result of a comprehensive process of consultation and self–assessment referencing the School Excellence Framework, the 2018–2020 School Plan and the School Review (completed Term 2, 2018). A broad range of evidence sources were used to support the self–assessment including planning documents, artefacts that illustrate the school's growth and data reports. In completing the self–assessment and compiling the submission the following processes took place:

- The leadership team worked with staff to analyse the descriptors of practice in each element of the SEF, make a judgement about whether the descriptor was representative of current practice and identify multiple sources of evidence to support this assessment. Teachers were involved in extensive discussions regarding each element and as a result an on–balance judgement was made regarding the school's overall progress against the element. Future directions were also identified as part of this process.
- The leadership team aligned the school plan strategic directions and a recent School Review (completed and presented in Term 2, 2018) to the SEF domains and elements and identified a set of core initiatives which represented significant evidence of the school's practice. Organising the evidence around these core initiatives, several artefacts were identified and the evidence was annotated to highlight its relevance, alignment with the SEF and demonstration of growth.
- The processes and work completed by staff was shared with the parent community. A summary of these processes, the on–balance judgements made and the supporting evidence identified can be found in the Mascot Public School Self–Assessment and Evidence Summary.

Learning Domain

Within the Learning domain, the school's practice has been self–assessed as Working Towards Delivering in Wellbeing, Assessment and Student performance measures and Delivering in Learning culture, Curriculum and Reporting. The school's self– assessment and analysis indicates the school has made some progress in Reporting due to the reviewing and revising of the school reports. These now contain personalised information about individual student learning progress and achievement, and offer plans for meeting future learning goals.

Future Directions in this domain include reviewing all current practices in learning support and ensuring the new structure reflects NSW Department of Education expectations and best practice models. Teachers will use data to identify students requiring additional support and design appropriate tiered interventions, systematically tracking and monitoring student progress through Personalised Learning Plans, student reports and funding reviews where necessary. Teachers will ensure differentiated learning occurs within the classroom with a targeted use of resources and personnel and high quality Individual Learning Programs, including Gifted & Talented programs, emphasizing differentiation of curriculum and pedagogy that reflects the Department of Education Quality Teaching Framework.

Teachers will review student assessment results to build consistent and comparable judgement of student learning and progress, in order to reflect on teaching effectiveness and inform future school directions. Teaching and learning programs do not describe student progression in knowledge, understanding and skill and the school needs to put in place a system to monitor and review curriculum progression.

All teachers need to use formative assessment strategies to provide them with feedback which isthen used to inform teaching. Practice will be adapted as required. The school needs to create an assessment toolkit and revise the assessment and reporting timeline and teachers need to build capacity to implement assessment tools in the toolkit. Comprehensive implementation of learning intentions and success criteria, along with an enhanced understanding of what works best, will further enhance student achievement. Systematic tracking of student progress using learning progressions also needs to be undertaken.

The school will revisit and revive the Positive Behaviour for Learning program and any other evidenced based approaches that identify, monitor and review individual student learning needs and result in measurable improvements in wellbeing and engagement to support learning. Planning will then be informed by information about student's wellbeing and learning needs in consultation with parents/carers.

Teaching Domain

Within the Teaching domain, the school's practice has been self–assessed as Working Towards Delivering in Effective classroom practice, Data skills & use and Learning & development, and Delivering Professional standards.

Following a school review conducted in Term 2, concerns over effective classroom practice were identified. In reviewing the effectiveness of programs for the teaching of reading, a number of systemic issues were recognized. Some programs lack specificity in detailing curriculum expectations such as teaching strategies. Assessment (formative & summative) is not consistently embedded in the teaching and learning cycle.

Future Directions in this domain include the development of a whole school data collection schedule to regularly collect and use data so as to inform key decisions such as resourcing and implementing new programs and to build the capacity of teachers to analyse, interpret and use student data in order to reflect on teaching effectiveness and future school directions. Staff will collaboratively develop a K–6 reading framework that is reflective of high expectations and all teachers will engage with the Learning Progressions and Effective Reading K–2 professional learning. Opportunities will be given to build capacity to ensure all teachers are proficient at consistency in teacher judgement. Another future direction will be the implementation of learning intentions and success criteria, as evidence based teaching practice, across all KLA's in all lessons, ensuring students know what is expected, where they are and what they need to learn to progress. Teachers will participate in rigorous goal setting and classroom observation as core school practices in improving teacher practice and fostering a proactive improvement culture which puts teacher quality at the centre. All staff are yet to complete negotiated observations of colleagues to observe best practice, offer feedback and improve professional knowledge and practice. Systems need to be put in place. Professional learning is currently more aligned to the School Review document than the School Plan. Our School Plan will need to be revised to reflect the School Review recommendations.

Leading

Within the Leading domain, the school's practice has been self–assessed as Working Towards Delivering in educational leadership, School planning, implementation & reporting, School resources and Management practices & processes.

The school's self–assessment and analysis allowed us to reflect on the importance placed on leadership development within our overall school improvement practice and allowed us to identify our gaps in building leadership capacity.

Future Directions in this domain include developing clearly defined roles, responsibilities and accountabilities for leaders ensuring these are documented, regularly reviewed and understood by all staff. Leadership will develop and maintain a culture of evaluative mindset for ongoing improvement and collaboratively establish goals and high expectations that are time framed and achievable.

The executive team will lead the school in reviewing and modifying the 2018–2020 school plan to align more with the school review recommendations. The plan will be well–conceived, effectively implemented and will result in improved student outcomes. Executive will collaboratively complete the NSW Public School Leadership and Management Credentials to build leadership capacity. Opportunities will be given for aspiring teachers across the school to build leadership capacity through leading projects and professional learning committees.

SASS capacity will be built through professional learning offered by SALM Financial Support.

Strategic Direction 1

Whole School Wellbeing

Purpose

To build on a positive school culture, underpinned by respectful relationships, a strong sense of connectedness, quality community partnerships and characterised by high levels of student, staff and community wellbeing.

Overall summary of progress

Our whole school focus this year has been on community 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The range and quality of parent, local community and wider community partnerships is strengthened.		
Students, staff and parents indicate a high level of understanding and satisfaction with the redevelopment and implementation of the school's student wellbeing strategy, practices and supporting programs, including Positive Behaviour for Learning		
Staff understanding of current practice in fostering high levels of student wellbeing and strategies to support this is strengthened.		
Tell Them From Me survey results indicate improvements on measures of student wellbeing and engagement.		
Increased understanding, recognition and appreciation of the cross–curriculum priority –Aboriginal and Torres Strait Islander histories and cultures		

Next Steps

Continued community connection through forums, events and positive engagement.

Strategic Direction 2

Critical and Creative Learners

Purpose

To inspire a learning community who think critically and creatively in designing learning experiences that ensure our students are well prepared for the challenges of future learning and work environments. Our learning culture will be driven by current educational research, innovation, open–ended problem solving and authentic learning strategies.

Overall summary of progress

We have begun to implement strategies to inspire a learning community who think critically and creatively in designing learning experiences that ensure our students are well prepared for the challenges of future learning and work environments. Our learning culture has be driven by current educational research, innovation, open–ended problem solving and authentic learning strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the school mean across the eight drivers of student learning (*Tell them From Me* Teacher Survey).		
Increased understanding and use of STEM strategies, inquiry based learning and digital technologies to enhance the general capabilities of creative and critical thinking.		
Strengthened systems, processes and learning programs to support all learners and implementation of a broader range of enrichment programs across the school.		
Increase of teachers using flexible learning spaces and implementing E–learning practices resulting in greater engagement in learning		

Next Steps

Strategies and program implementation will continue to be implemented and reviewed, modifying where needed.

Strategic Direction 3

Data–Informed Best Practice

Purpose

To foster a culture of life–long learning and high expectations for all in an environment where challenging goals are established, monitored and critically reflected upon. Learning is evidence–based and data systematically monitored to inform our practice. Collaboration, the established shared language for learning and feedback are used as effective tools to achieve a year's growth for a year's learning.

Overall summary of progress

We have begun to foster a culture of life–long learning and high expectations for all in an environment where challenging goals are established, monitored and critically reflected upon. Learning is evidence–based and data systematically monitored to inform our practice. Collaboration, the established shared language for learning and feedback are used as effective tools to achieve a year's growth for a year's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will consistently achieve or exceed, a year of growth for a year of learning as measured by comprehensive literacy and numeracy assessments.		
At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy		
Improved teacher survey data on formative assessment knowledge, skills, understanding and use		
Increased number of participants in Professional Learning Communities(PLCs) as practitioner–researchers, with the findings of each iteration shared with all staff to improve change		
Improved measures of parent satisfaction related to school assessment and reporting strategies.		

Next Steps

We will continue to implement the determined strategies, reflecting and reviewing as we move along our path of success.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio–economic background		
Support for beginning teachers		
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	188	197	186	176
Girls	167	173	162	151

Our enrolment numbers have been increasing steadily over the last three years, particularly in preschool where we now have a waiting list..

Throughout 2018, student enrolment numbers remained steady although, within this enrolment amount, students left our school to move elsewhere mainly due to the cost of living whilst other students moved into the area and our school in their place.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	93.9	92	94.3
1	93.5	93.9	94.8	93.4
2	95.4	94.9	93.3	93.8
3	94.2	95.6	97	94.1
4	95	96.6	94.3	94.9
5	93.5	95	94.7	94.2
6	93.9	95.5	94.7	92.6
All Years	94	95	94.4	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In 2018, 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. T 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.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.02
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	5.22

*Full Time Equivalent

There were two teachers who identified as Aboriginal at our school in 2017.

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 aligned to the school Review in 2018. 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.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	-153,589
Revenue	3,814,658
Appropriation	3,586,584
Sale of Goods and Services	66,619
Grants and Contributions	157,876
Gain and Loss	0
Other Revenue	2,181
Investment Income	1,397
Expenses	-3,497,316
Recurrent Expenses	-3,497,316
Employee Related	-3,120,489
Operating Expenses	-376,827
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	317,342
Balance Carried Forward	163,753

Current principal inherited a negative balance.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,480,762
Base Per Capita	70,009
Base Location	0
Other Base	2,410,752
Equity Total	411,071
Equity Aboriginal	7,993
Equity Socio economic	33,084
Equity Language	204,452
Equity Disability	165,542
Targeted Total	29,974
Other Total	565,546
Grand Total	3,487,352

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 NAPLAN results reflect Stage 1 teaching and learning programs.

Year 5 NAPLAN results are generally believed to be a reflection on Stage 2 teaching and learning programs.
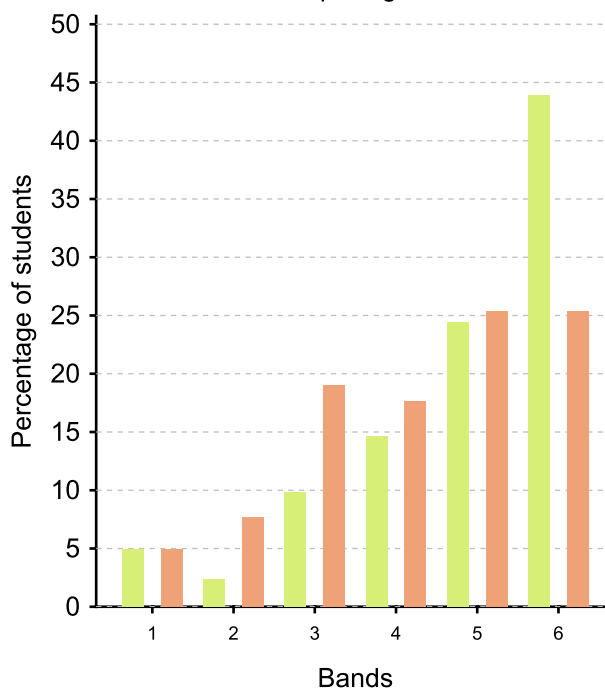
Year 7 NAPLAN results are generally believed to be a reflection on Stage 3 teaching and learning programs.

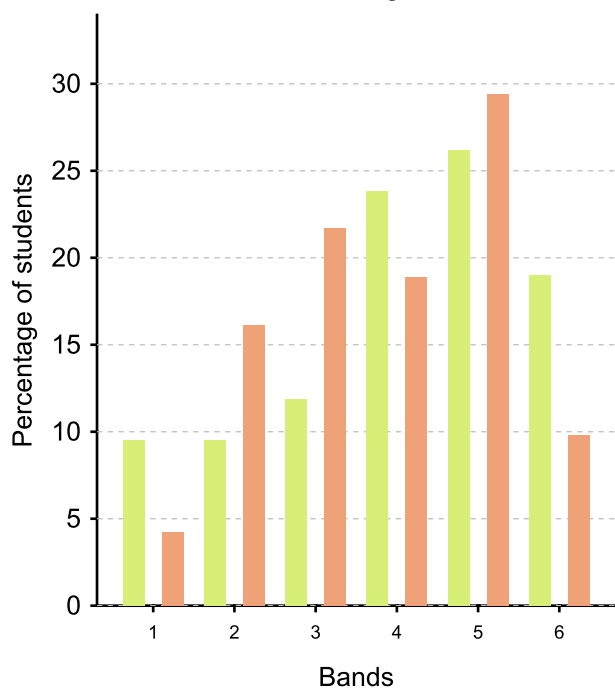## Percentage in bands:
Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
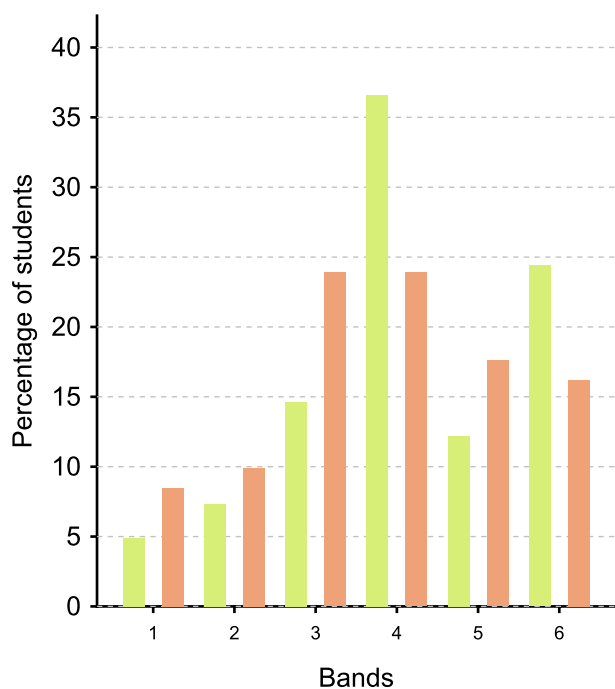
Percentage in bands:
Year 3 Spelling
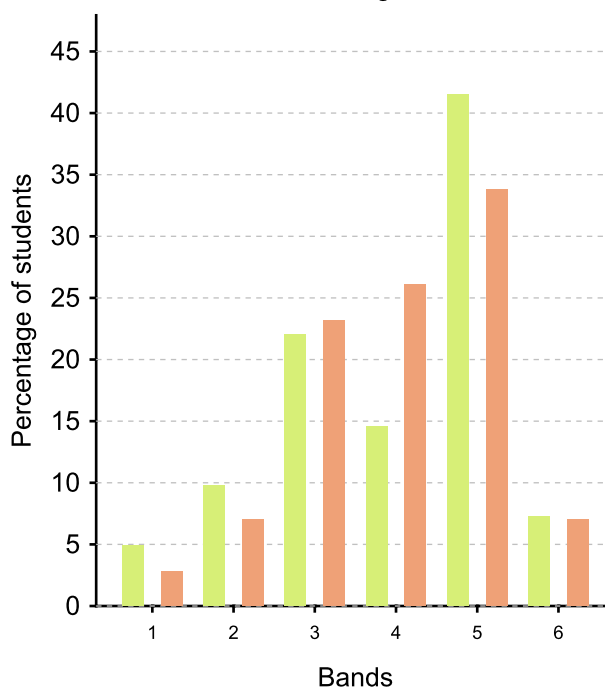

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Reading

Legend:
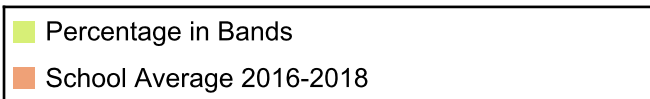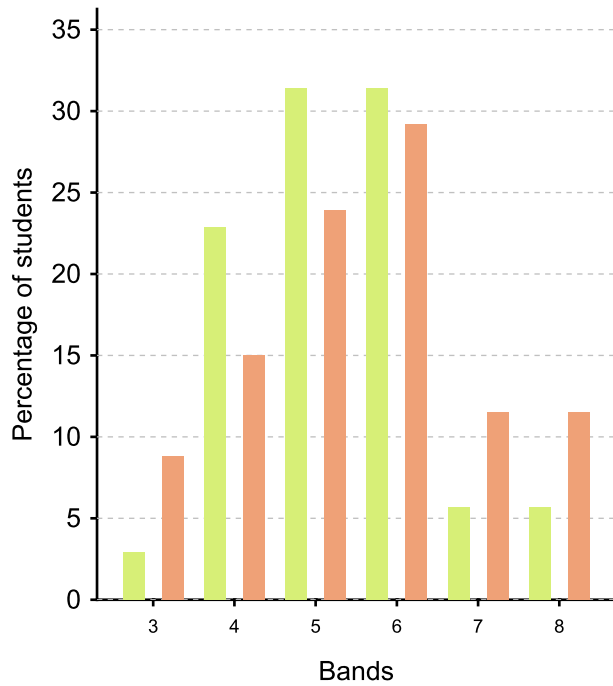- Percentage in Bands
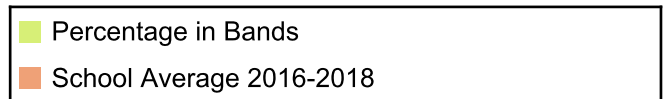- School Average 2016-2018

Percentage in bands:
Year 3 Writing

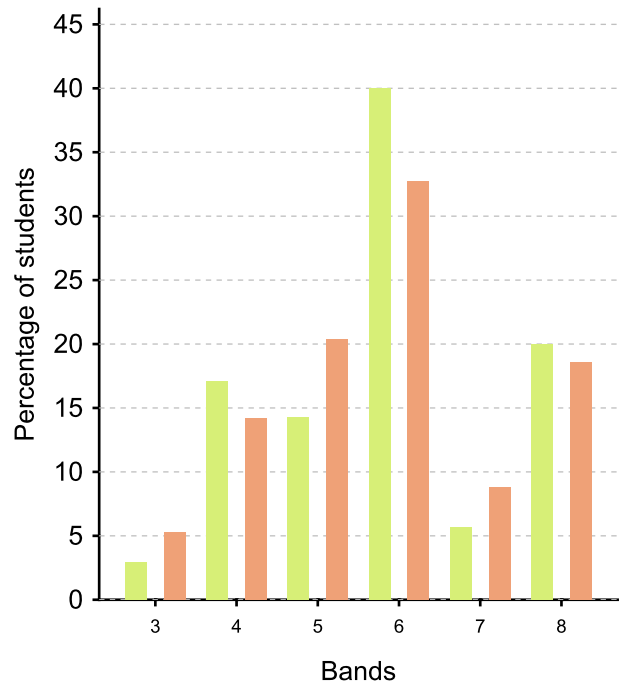Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Reading
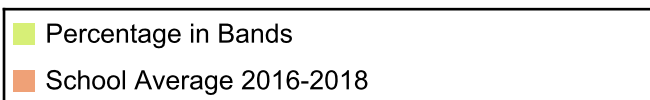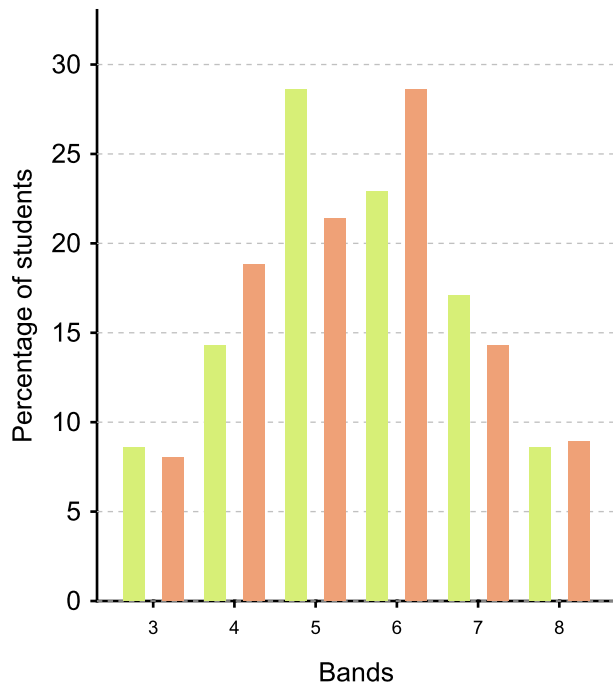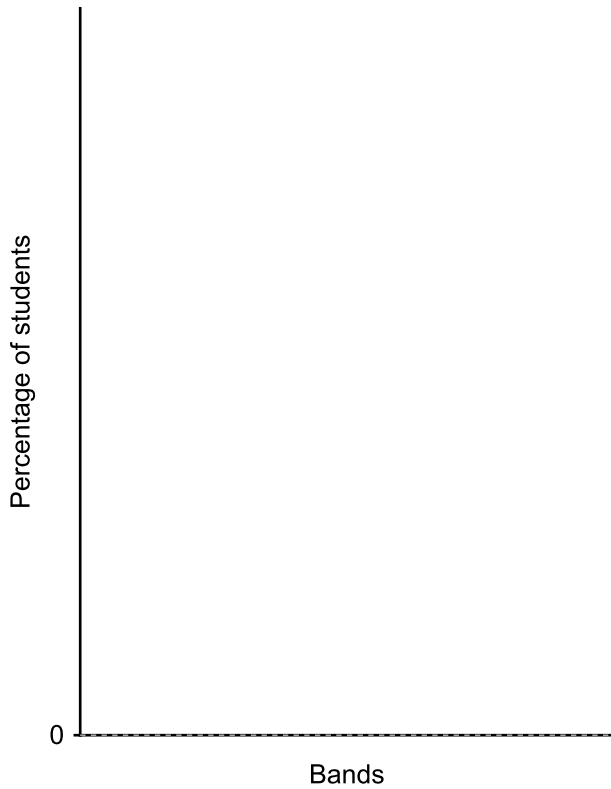

Percentage in bands:
Year 5 Writing
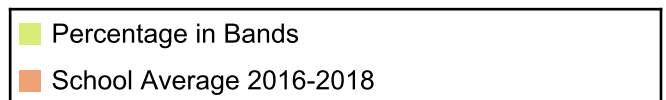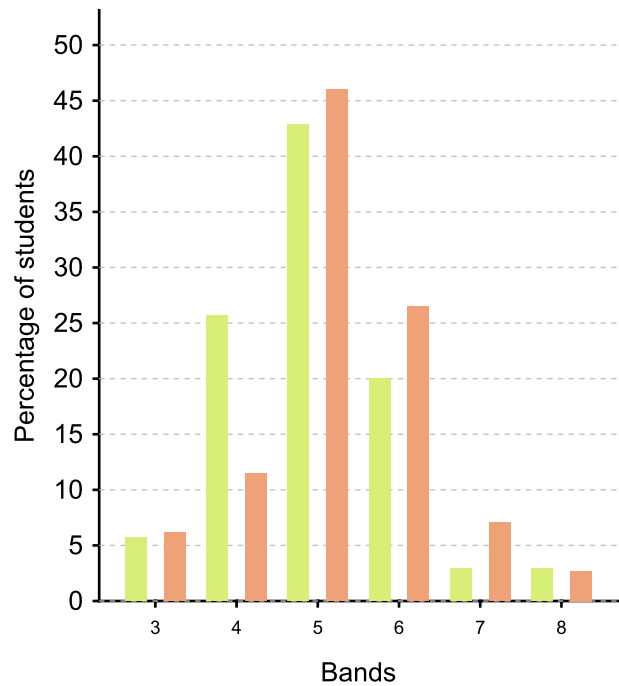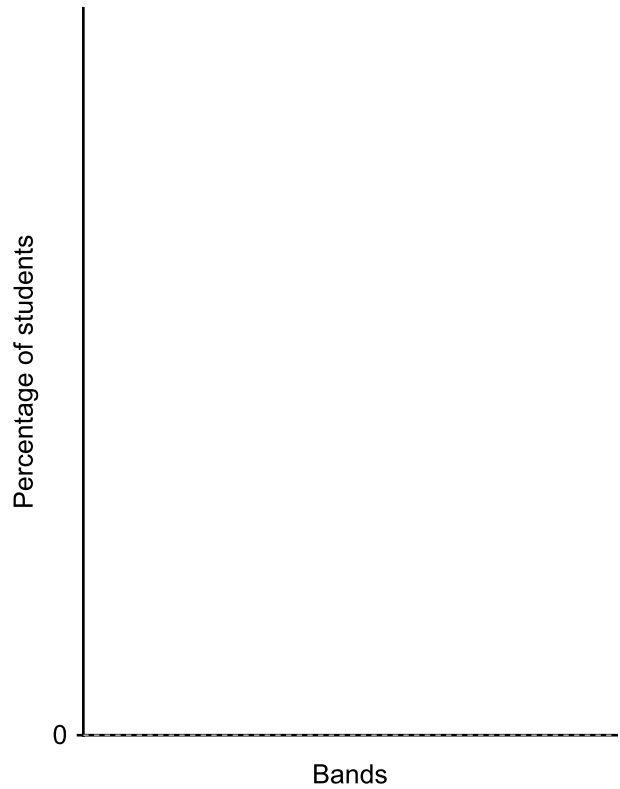
Percentage in bands:
Year 7 Grammar & Punctuation

Percentage of students

0
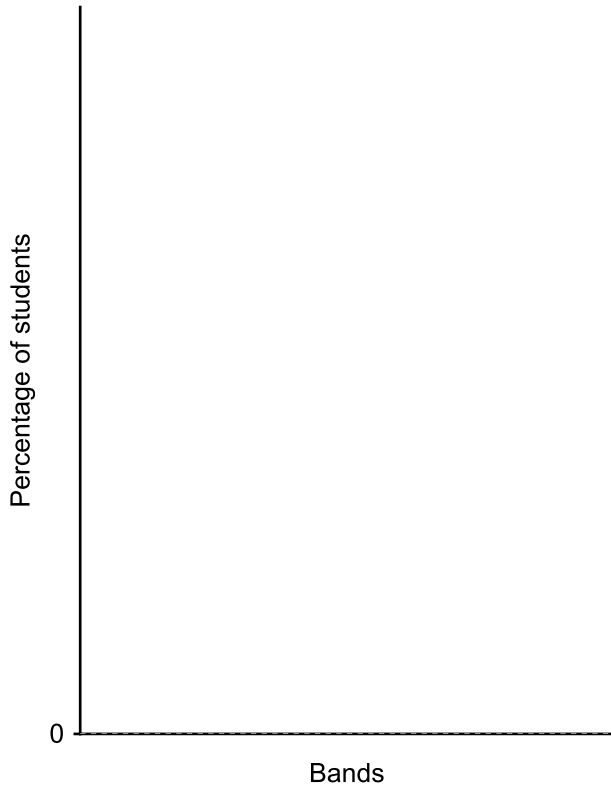
Bands

Percentage in bands:
Year 7 Spelling

Percentage of students

0
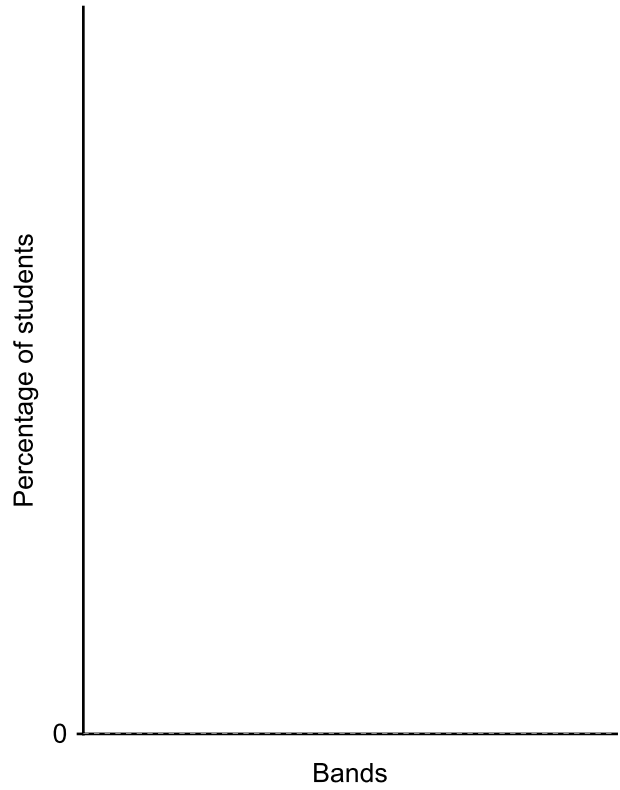
Bands

Percentage in bands:
Year 7 Reading

Percentage of students

0

Bands

Percentage in bands:
Year 7 Writing

Percentage of students

0

Bands

Year 3 NAPLAN results reflect Stage 1 teaching and learning programs.
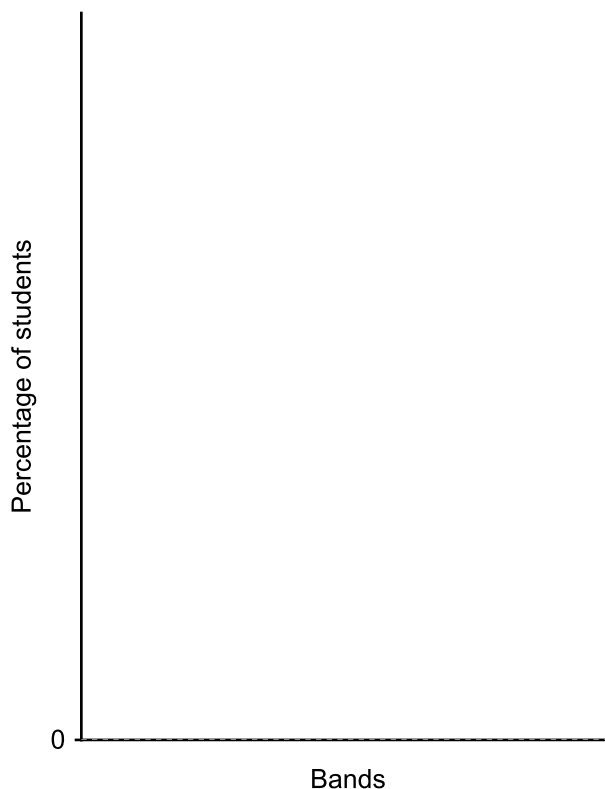
Year 5 NAPLAN results are generally believed to be a reflection on Stage 2 teaching and learning programs.

Year 7 NAPLAN results are generally believed to be a reflection on Stage 3 teaching and learning programs.
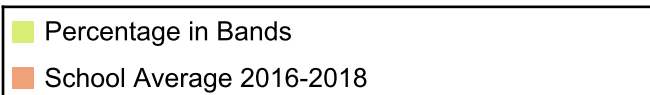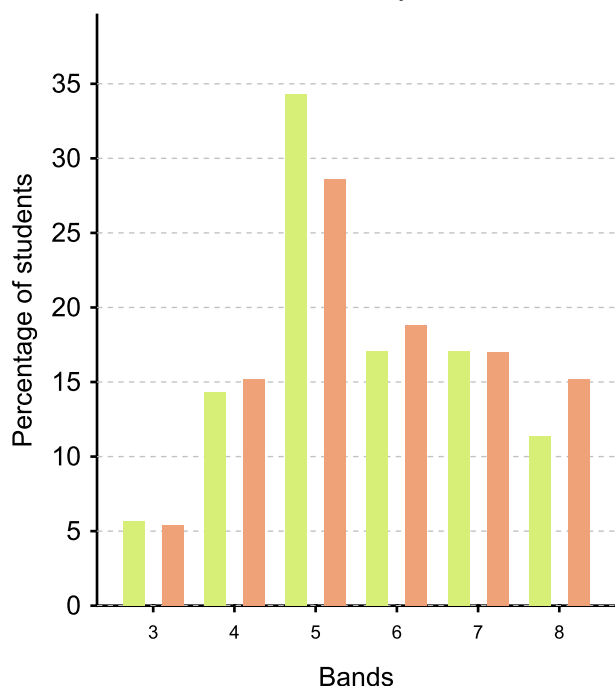
Percentage in bands:
Year 3 Numeracy

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Numeracy

- Percentage in Bands
- School Average 2016-2018
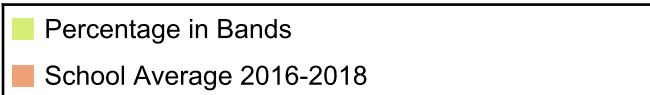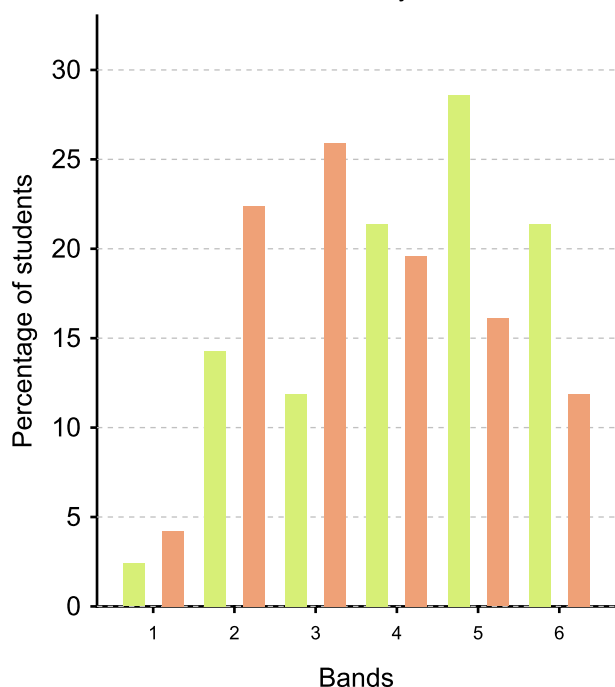
Percentage in bands:
Year 7 Numeracy

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

ach 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.

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

Policy requirements

Aboriginal education

Throughout 2018, 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.