

# Mosman Public School

## Annual Report



2018



7430

## Introduction

The Annual Report for **2018** 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.

Steve Connelly

Principal

## School contact details

Mosman Public School

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Mosman, 2088

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9969 9325

# School background

## School vision statement

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

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

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

## School context

Mosman Public School is a growing school in a vibrant suburb of Sydney's lower north shore. In 2018, there are 707 [36.7% non-English speaking background] students placed in 29 classes taking the school to full capacity with all permanent homebases occupied. The enrolment trend is expected to continue, which will impact on the limited playgrounds, making creative use of all available spaces essential.

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning domain:

1. **LEARNING CULTURE** – We have placed our school at *sustaining and growing* due to the effective procedures implemented to develop strong collaborations between parents, students and the community in supporting all students at the transition points.
2. **WELLBEING** – We have placed our school at *sustaining and growing* due to the comprehensive behaviour systems and structures in place to support students and teachers across the school. Our PBL team actively works to evaluate and review current processes and procedures to ensure the teachers in our school are equipped with accurate information in regards to student behaviour.
3. **CURRICULUM** – We have placed our school at *excelling* due to our highly effective and responsive approaches to teaching and learning programs. Our programs are dynamic, showing evidence of revisions based on feedback of teaching practices and describe expected student progression in knowledge, understanding and skill.
4. **ASSESSMENT** – We have placed our school at *sustaining and growing*. This is because teachers routinely use evidence of learning to inform their teaching and adapt their practices to meet the learning needs of students. Teachers also share criteria for student assessments with colleagues and students to identify the learning progress of individual students and student cohorts. The school has processes in place to support teachers consistent evidence based judgement of student learning.

5. REPORTING – We have placed our school at *excelling*. We have explicit processes to collect, analyse and report on our students. Our reports are comprehensive and include personalised information about individual student learning, growth, next steps and improvement measures, based on collected data from anecdotal records, student I can statement cards, differentiated open-ended tasks and literacy and numeracy continuum data which is recorded in tracking booklets. There is a consistent approach to delivering student reports as a result of the MPS Report Writing Style Guide.

6. STUDENT PERFORMANCE MEASURES – We have placed our school at *sustaining and growing* due to our performance in NAPLAN. Trend data [2015–2017] shows that, with the exception of year 5 writing [30%], our performance at or above proficiency in all NAPLAN areas in years 3 & 5 is above 43%. We have undertaken extensive professional learning in writing to employ strategies to ensure our future writing performance is above the 35% excellence indicator.

Teaching domain:

1. EFFECTIVE CLASSROOM PRACTICE – We have placed our school at *sustaining and growing*. We have explicit processes in identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Our teaching and learning programs are comprehensive, embed differentiated instruction and activities are informed by student progress and achievement data].

2. DATA SKILLS AND USE – We have placed our school at *sustaining and growing*. Whilst teachers understand, develop and apply a full range of internal assessment *for*, *as* and *of* learning we need to have greater access and time to analyse and act upon external data.

3. PROFESSIONAL STANDARDS – We have placed our school at *sustaining and growing* as we have a whole school approach to developing professional practice. We identify staff expertise as well as areas for development, build capabilities and source teachers with particular expertise to improve student outcomes.

4. LEARNING AND DEVELOPMENT – We have placed our school at *sustaining and growing* due to the coaching, mentoring and leadership opportunities available to staff.

Leading domain:

1. EDUCATIONAL LEADERSHIP – We have placed our school at *sustaining and growing* as we have well-developed processes in place that support a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

2. SCHOOL PLANNING, IMPLEMENTATION AND REPORTING – We place our school at *sustaining and growing* as our school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is collaboratively developed with key stakeholders, well-conceived, effectively implemented and affects whole school improvement.

3. SCHOOL RESOURCES – We place our school at *sustaining and growing* as our resources are strategically used to achieve improved student outcomes and quality service delivery.

4. MANAGEMENT PRACTICES AND PROCESSES – We place our school at *sustaining and growing* as our administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of key stakeholders.

Our self-assessment and the external validation 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

### Core Teaching & Learning

#### Purpose

To work towards excellence in teaching and learning by using an integrated approach to quality teaching, curriculum planning and delivery, incorporating assessment which promotes excellence in meeting 12 months of growth in learning in a 12month period.

#### Key Areas:

Curriculum, planning, assessing & reporting;

Contemporary learning environments & pedagogy

#### Overall summary of progress

The focus for 2018 was in the curriculum area of Mathematics, notably in Place Value and Early Arithmetic Strategies. Through the Spirals of Inquiry process, whole school professional learning targeted effective numeracy 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. A school scope and sequence was developed to ensure problem solving strategies were taught explicitly across the school.

The impact for teachers came from developing a deeper understanding of the numeracy continuum, explicit teaching strategies and the pedagogy behind implementing quality numeracy 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
1. Students are within or beyond entitlement as per learning progressions & DoE: Increased proportion of students in the top 2 NAPLAN bands for writing, reading & numeracy.	\$ 5000 Jann Farmer Hailey PL  \$12 000 Planning Days each term  \$96 000 additional teacher  \$ 300 catering	All staff using PLAN assessment tool to plot all aspects of numeracy and literacy  Professional learning sessions with Jann Farmer Hailey on using big and ideas focussing on purpose and audience when writing  In Terms 1, 2 and 3 teachers have the opportunity to collaboratively plan and program for the following term.  Employment of an additional classroom teacher to reduce the size of Stage 3 classes.  School wide scope and sequence for problem solving developed  Parent Workshops on supporting your child with literacy and numeracy
2. 100% of teachers engaged and accountable in Spirals of Inquiry, and developing evidence of pedagogical enhancement through PDF processes.	\$18 720 SISA supervision of students in order for teachers to attend Spirals	Grade/stage meetings time allocated to discuss Spirals professional learning  Executive meetings time allocated to discuss Spirals professional learning  Greater understanding of Quantifying Number on the learning progressions through the Spirals of

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. 100% of teachers engaged and accountable in Spirals of Inquiry, and developing evidence of pedagogical enhancement through PDF processes.		Inquiry process  All identified amber students met entitlement
3. Contemporary pedagogy evident in all learning spaces throughout the school [learning styles].	\$3800 teacher release days  \$5000 flexible furniture	Teachers gaining and implementing best practice ideas from observing colleagues from other schools  Programming review at stage/grade level to ensure 3 levels of differentiation, with targeted activities linked to learning  Two Kindergarten classrooms implemented a co-teaching model in a open learning environment  Google classroom was implemented in Stage 3 alongside project based learning  Inquiry learning was modelled to staff through ongoing professional learning in Spirals of Inquiry

## Next Steps

Build on learning goals, explicit teaching, feedback, data collection and deeper analysis in numeracy

Continue to develop numeracy resources aligned to the learning progressions to support teaching and learning in the classroom

Whole school implementation of problem solving strategies taught explicitly

Focus on teacher professional learning in numeracy, specifically in the areas of Place Value and Early Arithmetic Strategies to ensure students have a conceptual understanding of these concepts

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 on the learning progressions

Provide all staff with professional learning on future focused classroom environments

Implement modern learning environments into the MPS culture

## Strategic Direction 2

### Beyond the Core

#### Purpose

To enhance the core curriculum and well being of students by providing high quality learning opportunities in order to remain a high-achieving school.

#### Key Areas

Extra-curricular learning:

HL: sport / Stage 3 events

BT: music, dance, drama, choir, recorder ; Instrumental Program liaison

Contemporary learning:

SD: Technology / STEM

#### Overall summary of progress

2018 saw Mosman Public School further expand its extra curricula program of clubs during break times to give students enrichment opportunities within the school day. Students engaged in a variety of activities and learning experiences through this program including dance, drawing and gardening clubs. Students were surveyed early in the year to identify what areas of interest they would like to pursue in club time. An audit was conducted to confirm the number of students participating in these programs. This audit reflected a high up take of these programs with over 50% of students attending a club throughout 2018.

To expand the core learning opportunities through the integration of innovative learning, Mosman Public School teachers engaged in professional learning with STEM kits provided by the DEC and in the use of Google Classroom. The outcome of this was that students had the opportunities to investigate existing technologies and create digital solutions. Planning was also conducted to engage the services of SCOPE IT to deliver a coding program to all students in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased learning opportunities for students and staff in core curricular and extra-curricular learning.	Funds on casual relief for teacher to attend PDHPE syllabus familiarisation course. \$5,000  Specialist teaching staff support in music & technology – \$20,000	Extra Curricular activity (clubs) established throughout each term. Audit of attendance indicating over 35% of student participation.  PDHPE syllabus familiarisation TPL delivered to staff.
2. Teaching & learning programs incorporate future focussed learning opportunities.	Finances for external IT support – \$23,929.00  Finance for Stage 3 Chromebooks – \$12,163.20  Finances for Early Stage 1 iPads – \$14,367.24	Curricular learning opportunities for staff to develop STEM/Coding/Google Classroom knowledge.  Coding lessons planned across 2019 for all students with Scope IT.

#### Next Steps

A whole school Scope and Sequence developed in line with the new PDHPE Syllabus.

Survey of club participants to be conducted and analysed to identify interest and participation levels.

Increase school percentage of student involvement in extra-curricular activities (clubs, dance, choir, drama) by ensuring that clubs are of interest to students.

Evaluate the program delivered by Scope IT to ascertain future engagement.

STEM/coding embedded into Science and Technology/Mathematics programs school-wide. Seesaw and Edmodo phased out to be replaced by Google.

## Strategic Direction 3

### Engaged Stakeholders

#### Purpose

To develop strong relationships as an educational community through staff and student leadership opportunities, clear communication with parents and creative utilisation of the school environment.

#### Key Areas

Enhancing Community Participation

Leadership [student, staff, parent]

Wellbeing [student & staff]

#### Overall summary of progress

Access to the Sentral Parent Portal Parents has given greater access to school and student information. Parents are frequently invited to the school to gain an insight into their child's school life (information evenings, teacher interviews, literacy groups, numeracy and literacy workshops) and specific events such as carnivals, excursions and public speaking competitions. The Community Engagement Group consisting of parent representatives from each grade continue to meet regularly to assist with school-based decisions-making.

Leadership opportunities have increased across the school in the form of senior students assisting teachers running clubs, teachers performing grade leadership roles and acting in assistant and deputy principal roles. The induction program for new staff to MPS continues to meet regularly to support teachers.

The Mosman Behaviour Code flow chart includes additional communication with parents when yellow and red cards are issued. The school received a second buddy bench that has been located in the Myahgah playground. The School Swimming and Water Safety Program for 3–6 students continues to be well-attended.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased parent participation rates in school events and initiatives.	Sentral Subscription – \$11,000	Parents have online access to the Sentral Parent Portal  The Community Engagement Group and parent representatives assist with school-based decisions
2. Increased participation in leadership opportunities by students and staff.	Consumables – \$2,763	Senior students assist teachers to run clubs  Teachers perform formal leadership roles
3. Increased percentage of students and staff involved in wellbeing initiatives.	\$ donated  Consumables / copying – \$2,641	A second buddy bench has been placed in Myahgah playground  Wellbeing week initiatives include student, teacher and parent activities each term

## Next Steps

Expand the induction program to include newly enrolled students that provides school-based information to assist students with their transition to Mosman Public School.

Calming kits available to all staff to support students develop strategies to self-regulate their behaviour and promote resilience.

Implement Peer Support weekly during Term 2 to all students K–6 to develop communication skills to support the Mosman Behaviour Code. Focus for 2019 to be on resilience.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>English language teacher funded for 3 days per week (\$83,290).</p> <p>Flexible funding utilised to support 140 students with English as a second language (\$42,460).</p>	<p>The EAL/D teacher is funded from this source to support identified students in classrooms, to enhance their attainment of the English language.</p> <p>The EAL/D teachers developed and delivered professional learning opportunities for all staff to enhance their understanding of EAL/D learning progressions</p> <p>Collaborative teaching across Stage 2 and Stage 3 in writing</p> <p>Larger NAP classes from K–6 due to the availability of a larger room</p>
<b>Low level adjustment for disability</b>	<p>Learning and Support Teacher (LaST) employed for 2..5 days per week (\$52,057).</p> <p>P&amp;C funded the employment of additional School Learning Support Officer (SLSO) time (\$12,000).</p> <p>Integration (\$38,388) and flexible Low Level Adjustment for Disability funding (\$38,678) utilised to employ SLSOs.</p>	<p>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.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$126,497 utilised to employ additional teaching staff.</p>	<p>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.</p>
<b>Socio–economic background</b>	<p>\$3,121</p>	<p>This funding is utilised to support families experiencing financial hardship, enabling students to access participate in co–curricular activities.</p>
<b>Support for beginning teachers</b>	<p>\$27,572</p>	<p>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.</p> <p>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.</p>

<b>Targeted student support for refugees and new arrivals</b>	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.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	366	332	334	341
Girls	344	355	358	347

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

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97	96.3	96.7	95.8
1	96.2	95.2	95.2	97
2	95.5	96.1	96.3	95.1
3	96.1	96	96.1	96.6
4	96.1	95.9	95.8	95.9
5	96.3	96.6	95.9	94.6
6	95.5	93.8	95	94.2
All Years	96.1	95.7	95.9	95.7
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

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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.68
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.8
School Administration and Support Staff	4.47

\*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	10

### Professional learning and teacher accreditation

Professional learning is linked to the school plan and strategic directions for 2018. All teachers complete a professional development plan that supports and monitors individual goals and links professional learning to the individual.

Professional learning programs for 2018 included:

Grammar

Reading

Numeracy

Formative Assessment

Spirals of Inquiry

In 2018, two teachers gained accreditation at the level of proficiency. Five teachers continue to work toward achieving proficiency, with all remaining teachers working towards maintenance of their accreditation.

The aim of all professional learning 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

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	755,035
<b>Revenue</b>	5,922,942
Appropriation	5,351,218
Sale of Goods and Services	5,606
Grants and Contributions	551,161
Gain and Loss	0
Other Revenue	1,000
Investment Income	13,957
<b>Expenses</b>	-5,516,609
Recurrent Expenses	-5,516,609
Employee Related	-4,827,766
Operating Expenses	-688,842
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	406,333
<b>Balance Carried Forward</b>	1,161,368

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

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

Funds are committed for expenditure in 2019 to purchase large technology items including iPads, Chromebooks and further IWB replacement.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,674,132
Base Per Capita	133,812
Base Location	0
Other Base	4,540,321
<b>Equity Total</b>	219,606
Equity Aboriginal	0
Equity Socio economic	3,121
Equity Language	125,750
Equity Disability	90,735
<b>Targeted Total</b>	38,388
<b>Other Total</b>	127,910
<b>Grand Total</b>	5,060,036

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.

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

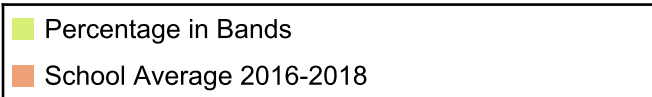
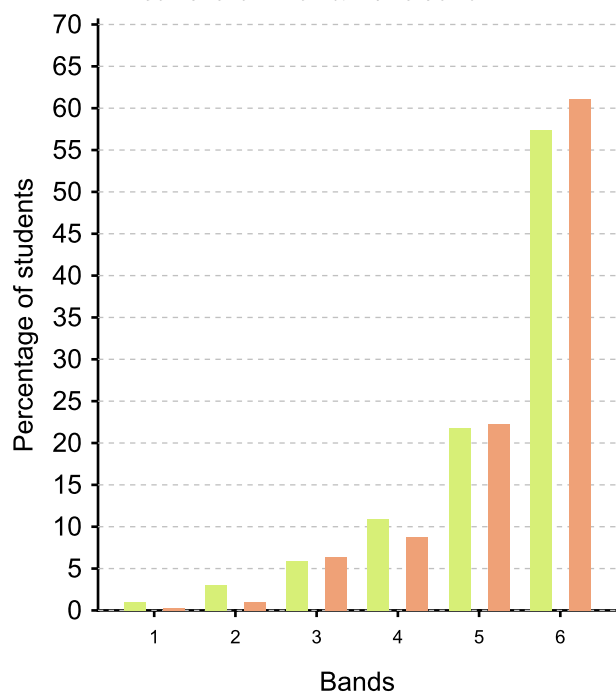
Reading: Year 3 – 98.35%, Year 5 – 98.8%

Writing: Year 3 – 97%, Year 5 – 91%

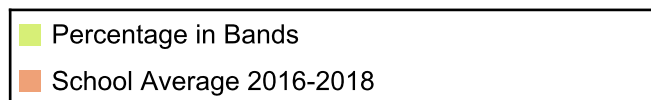
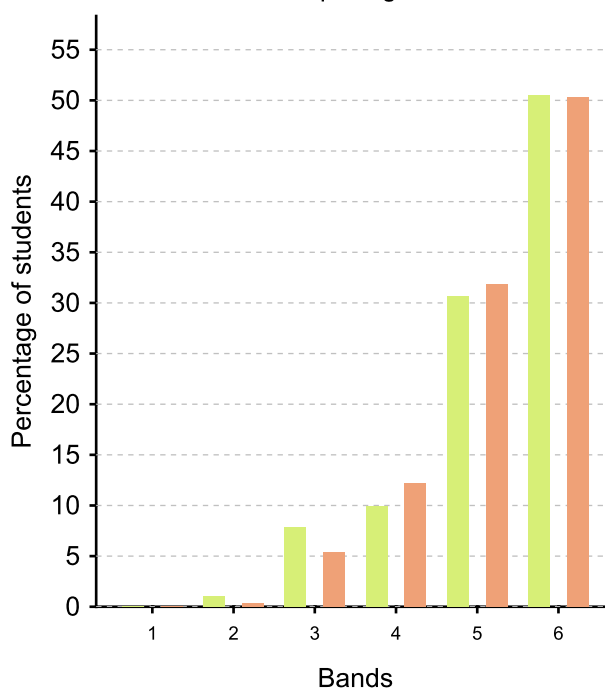
Spelling: Year 3 – 99%, Year 5 – 96.3%

Grammar: Year 3 – 96%, Year 5 – 97.6%

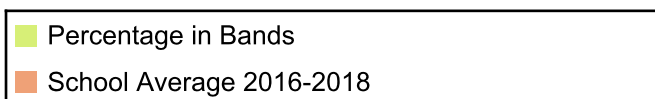
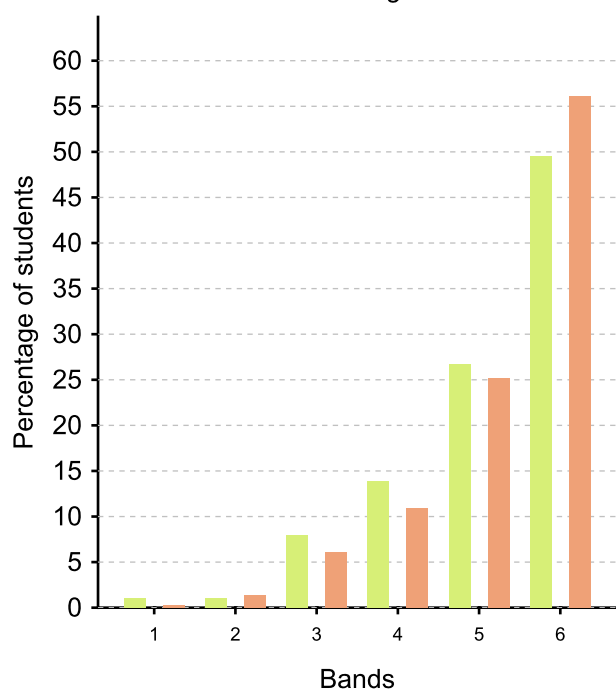
**Percentage in bands:**  
Year 3 Grammar & Punctuation



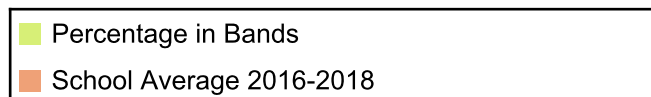
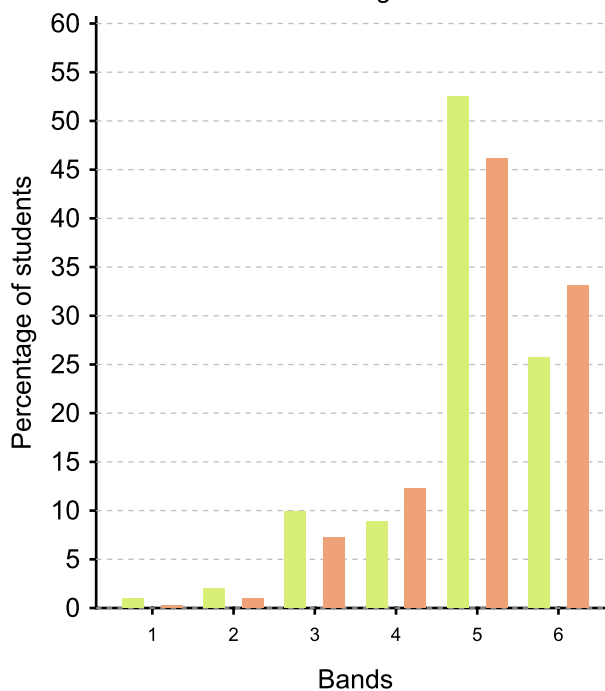
**Percentage in bands:**  
Year 3 Spelling



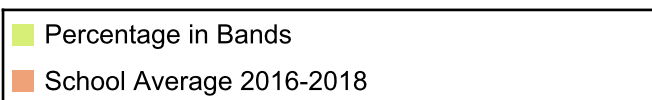
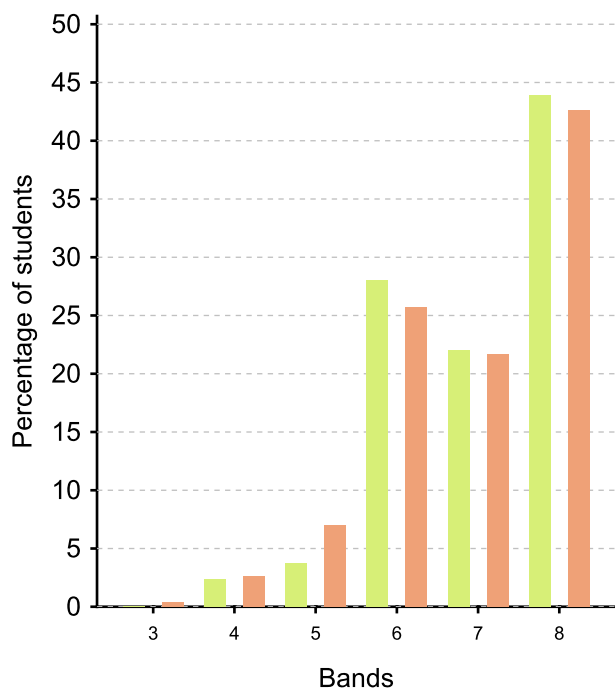
**Percentage in bands:**  
Year 3 Reading



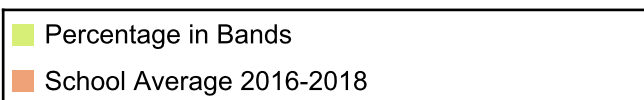
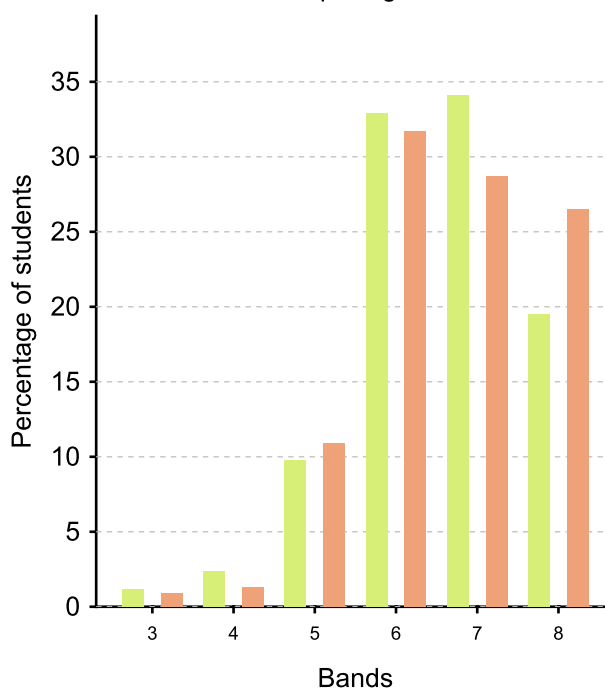
**Percentage in bands:**  
Year 3 Writing



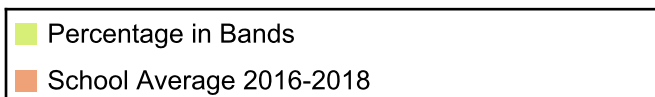
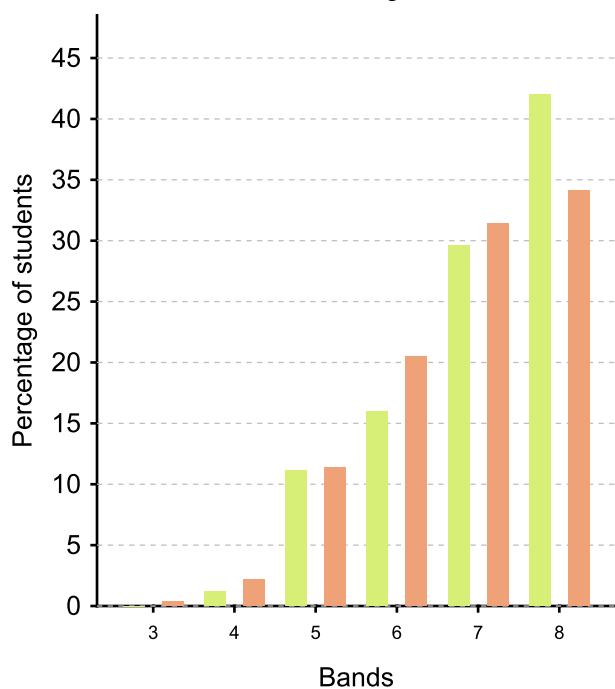
**Percentage in bands:**  
Year 5 Grammar & Punctuation



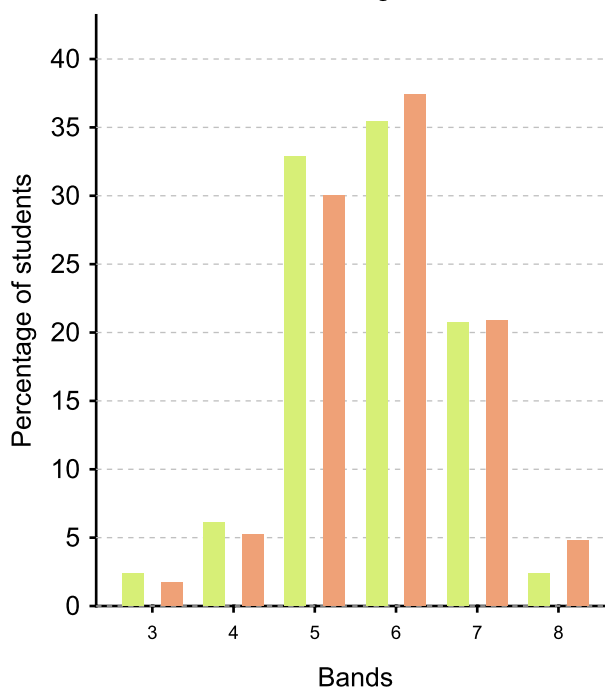
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



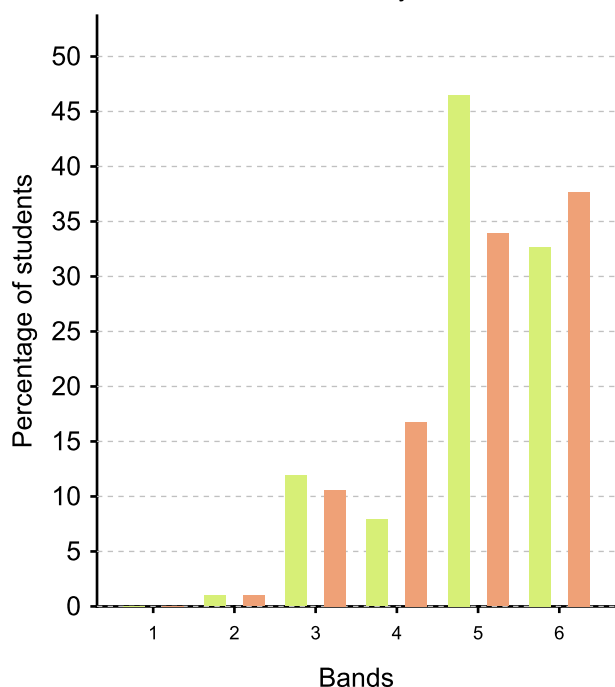
**Percentage in bands:**  
Year 5 Writing



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

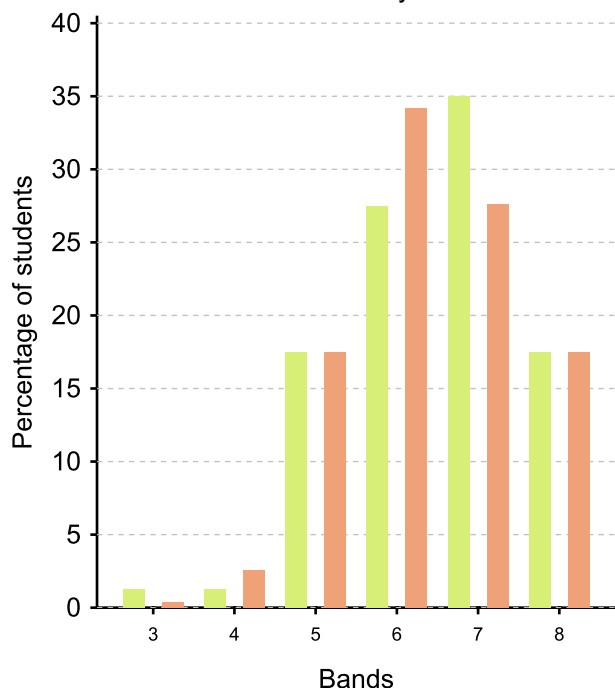
Numeracy: Year 3 – 99%, Year 5 – 97.5%

**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

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.

There are no Aboriginal students enrolled in Years 3 and 5, therefore no data is available to address the

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.*

## Parent/caregiver, student, teacher satisfaction

Focus teams of students, staff and parents continue to be involved in evaluation of school programs and planning for the school plan.

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

Regular meetings of the P&C and the Community Engagement Group ensure parent involvement is on-going throughout the year.

## 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 developing language skills as well as promoting a broader cultural understanding. Mandarin extension club has also been run for Stage 3 students during lunchtime. This enrichment program has enabled students who have demonstrated a particular aptitude for the learning of Mandarin to be extended.

We have continued to collaborate closely with Mosman High School, with Stage 3 students sitting a Mandarin assessment which is used by Mosman High School as selection data for their Accelerated Mandarin Program. We have also established strong relationship with St Luke's Grammar School, with the Mandarin extension

club students engaging in a pen pal program 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 4 days per week of EAL/D time to cater for the needs of our new arrivals students. We received an additional 3 days for our New Arrivals Program due to an increase in the number of students with no English this year.

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) and paraded in the hall due to inclement weather. 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.