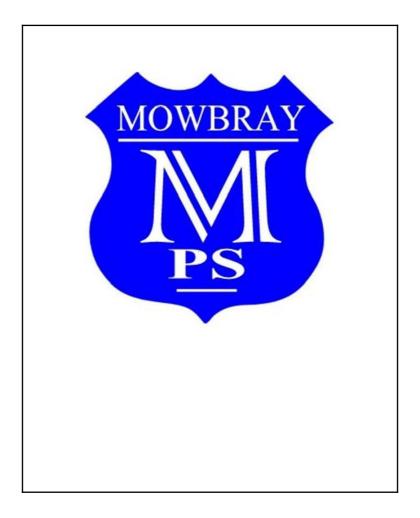# Mowbray Public School

2019 Annual Report

4015

Introduction

The Annual Report for 2019 is provided to the community of Mowbray 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.

School contact details

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School background

School vision statement

Mowbray Public School completed a significant upgrade in 2016 which will increase the student numbers from 380 in 2015 to a potential future enrolment of 1,000 housed in a 21st Century learning facility.

The involved and committed staff is supported by an active and informed parent community.

Our school has a reputation as a caring community in which the welfare and education of the individual child is given high priority.

Mowbray Public School delivers quality education to develop the individual talents, interests and abilities of our students.

Our aim is to develop and maintain a vibrant and responsive learning community that provides children with the capability and confidence to succeed as citizens of the 21st Century.

School context

Mowbray Public School offers excellence in education through a nurturing, co–operative environment designed to bring out the best in our students.

One of the high–achieving public schools in our area, we also provide many opportunities for students through our sport, dance and award–winning music programs.

Our highly qualified and dedicated teachers develop stimulating programs catering for the learning needs of all our children who come from a wide range of ethnic backgrounds.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Strategic Direction 1

Assessing & Reporting

Purpose

Focusing on assessment enables teachers to pinpoint areas of student strength and need, and use this information to differentiate curriculum delivery to support student success. Reporting progress to parents facilitates positive home/school partnerships.

Improvement Measures

Data is collected, analysed and discussed at stage meetings regularly.
Increase the proportion of assessments that are differentiated and allow all students to achieve both challenge and success.
At least 95% of teachers use Learning Progression student data when planning units of work. Link the progression of student learning to outcomes in the syllabus.
Every student demonstrates one year of learning for one year of teaching.

Progress towards achieving improvement measures

Process 1:   1) Consistent Whole School Monitoring of Student Learning

Evaluation	Funds Expended (Resources)
SD1 team presented their intended projects for 2019 to staff including developing whole school assessment practice such as use of K–6 spreadsheets, writing rubrics that show flow across each grade/stage. Specific members of the SD1 team had time off to develop implementation plan, rubrics and Google Excel spreadsheet for tracking writing assessment. Whole school assessment and discussion was completed in Term 3.	Staff Professional Learning Sessions **Funding Sources:** • ($0.00)

Process 2:   2) Assessment for, of and as Learning to Inform Pedagogy and Professional Dialogue

Evaluation	Funds Expended (Resources)
Teachers are discussing at stage meetings regarding the shared assessment data and using this to inform programs. Teachers across stages had the opportunity to compare and discuss writing samples. ES1 teachers completed trial tracking of ACARA Learning Progressions and entered data for 3 students per class in PLAN2. Teachers are discussing at stage meetings regarding the shared assessment data and using this to inform programs and Semester 1 reports. Discussion at stage planning days about assessment schedule for T3 and how assessment can be embedded into their programs.	Grade Planning Days

Process 3:   3) Clear, Timely and Accurate Reporting of Progress / schedule of assessments

Evaluation	Funds Expended (Resources)
Whole school assessment schedule created for 2019. Each stage has moved towards embedding more formal/informal assessments to guide teaching and learning. Embedded summative assessments are being used across K–6, but not consistently. Larger end of term assessments are still being used.	

Progress towards achieving improvement measures	
Report template has been created, reviewed by executive staff and communicated to parent community through P&C.	

Mowbray Public School 4015 (2019)

Strategic Direction 2

Creative & Highly Engaging Learning

Purpose

The quality of the classroom environment matters, to both student wellbeing and academic learning. Teacher expectations, behaviours, and interactions in the classroom all affect how well the students learn. When students are engaged in class, they learn more. It is vital that teachers create the right classroom climate for learning: raising student expectations; developing a rapport with students; establishing routines; challenging students to participate and take risks.

Improvement Measures

Increased proportion of teaching and learning programs showing explicit plans for student differentiation.

Every student identified as requiring adjustments is provided with a detailed plan through consultation.

Students K–6 engage with digital technologies through classroom teaching and learning programs.

Peer teacher observations show an improved prevalence of creative, critical and collaborative learning & behaviours in each classroom K–6.

Progress towards achieving improvement measures

Process 1: 1) Personalised learning at the appropriate level of challenge.

Evaluation	Funds Expended (Resources)
Visible Learning professional learning to continue. Professional learning was useful for staff development.	QTSS funding Professional Learning funding used.

Process 2: 2) Building capacity for student engagement.

Evaluation	Funds Expended (Resources)
Teachers K–4 are using SeeSaw as a communication tool. All staff and parents have a positive response and feel increased engagement between classroom and home. Professional learning afternoon by technology teacher. Staff would appreciate another sharing session in 2020. Coding across the school was successful. SD 2 team received professional learning. Strategies were trialled by the team to provide PL to staff in 2020.	Teacher position creation STEM technology purchase with P&C funds.

Process 3: 3) Collaborative practice where teachers share knowledge, data and feedback to create a culture of continuous improvement, high expectation, and well–managed student transitions.

Evaluation	Funds Expended (Resources)
Handover note expectations discussed and presented to staff. All handover notes put into Sentral in 2019. Staff meeting session booked in for Week 3 2020. Time used efficiently across the school. Each term has a different strategy focused on teacher professional learning. Stage 1 time was inconsistent, as the stage was very large. This was supported in Term 2 and 3 with more personnel – but needs support in 2020. Time in weekly stage meetings need to be dedicated to program evaluation.	Professional learning timeline. QTSS Funding Planning Days.

Strategic Direction 3

Positive School Environment Enhancing the Wellbeing of Staff, Students and Wider Community

Purpose

Staff wellbeing is an important part of a mentally healthy school and is essential for effective teaching and learning. At Mowbray, everyone's wellbeing matters. When school staff are mentally healthy, this has a positive impact on students, work colleagues and the culture of the school. The Wellbeing Framework supports schools to create learning environments that enable students to be healthy, happy, engaged and successful.

Improvement Measures

Point in time measure of student engagement (Tell Them from Me survey).

Increase in positive recognition that students and staff receive.

Increased proportion of students feel known, valued and cared for.

Increased understanding of the school's core values amongst the students, staff and wider community. Reduced bullying.

Point in time measure of student engagement (Tell Them from Me survey). Increase in positive recognition that students and staff receive.Increased proportion of students feel known, valued and cared for.Increased understanding of the school's core values amongst the students, staff and wider community. Reduced bullying.Data/evidence from:

– National Consistent Collection of Data (NCCD).

– Learning Support Team minutes.

– Behaviour referrals

.– Staff surveys.

– PDP – 3 goals set by teacher and school; to align with growth and school development.

Progress towards achieving improvement measures

Process 1: 1) Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Teachers have a comprehensive understanding of their students, their strengths, needs for effective support strategies, evident in student profiles and teaching learning programs. Student profile created incorporating teacher/student/parent information. Staff survey/discussion re: playground concerns. Temporary signs created to ensure consistency with expectations. Restorative practices to be implemented in 2020 within Wellbeing policy review. Handover process streamlined and shared with staff to support student transition. Review of signs and playground expectations with staff in Term 1 2020.	Professional learning funds. Staff meeting time.

Process 2: 2) Through professional learning teachers will create a supportive, harmonious and collegial environment which support and strengthens students cognitive, physical, social, emotional and spiritual development.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Effective strategies have been shared with staff through the Wellbeing Board and meetings. 'Tacos' used to acknowledge specific teachers. Teachers shared strategies using the whiteboard. Team completed online training and evaluated to consider whole school implementation. Decided that it is not relevant at this point. High level of participation in wellbeing initiatives.	Professional development funds

Process 3:   3) Provide professional development to enable a positive, supportive and encouraging learning environment for staff and the wider community.

Evaluation	Funds Expended (Resources)
Consistent communication with community to facilitate parent involvement (SeeSaw deemed as successful) Staff retention on professional learning to identify effective strategies to be implemented and included in 2020 wellbeing/behaviour policy. Students/parents/staff using consistent language and strategies to support student wellbeing. Decision made to implement Second Step Program with MPS students to support student emotional learning.	Professional Learning with NSW Department of Health. Professional Learning and LaST teacher support.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding used for staff to create ILPs. Funding used to hire a guest speaker/performer for NAIDOC week whole school assembly. **Funding Sources:** • Aboriginal background loading ($1 500.00)	IEPs created through parent involvement. Guest speaker performed at assembly.
English language proficiency	Staff **Funding Sources:** • English language proficiency ($43 493.00)	Funding used successfully
Low level adjustment for disability	Staff **Funding Sources:** • Low level adjustment for disability ($28 754.00)	Funding successfully spent
Quality Teaching, Successful Students (QTSS)	Staffing allocation of one teacher **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($104 000.00)	QTSS trial of structured trialled over the course of the year. QTSS used to support teacher practice.
Support for beginning teachers	2019 support finding as well as funding from previous years. **Funding Sources:** • Support for beginning teachers ($30 000.00)	An additional teacher was rostered into the school RFF timetable. Teachers were offered professional learning opportunities that were supported by their PDPs. Staff mentor worked with teachers throughout the term and was able to provide weekly support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	197	241	291	316
Girls	240	285	304	320

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.7	95.8	96.3	94.3
1	96.3	94.8	96.1	92.6
2	95.4	96	95.9	94.2
3	96.5	95.2	96.3	95
4	96.5	95.3	96.2	94.8
5	96.2	95.6	95.2	95.7
6	96	95.8	94.6	92
All Years	96.3	95.5	95.9	94
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.26
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	749,107
Revenue	6,163,295
Appropriation	5,414,299
Sale of Goods and Services	16,827
Grants and contributions	712,037
Investment income	10,982
Other revenue	9,150
Expenses	-5,733,955
Employee related	-5,032,215
Operating expenses	-701,740
Surplus / deficit for the year	429,340

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	69,346
Equity Total	289,375
Equity - Aboriginal	2,016
Equity - Socio-economic	5,582
Equity - Language	192,896
Equity - Disability	88,881
Base Total	4,388,553
Base - Per Capita	139,610
Base - Location	0
Base - Other	4,248,943
Other Total	533,498
Grand Total	5,280,772

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Each year the schools are required to seek the opinions of students, teachers and parents about the school. In 2019, Mowbray participated in the Tell Them From Me survey as well as discussions with parents at forums, P&C meetings and informally.

All students in Year 4, 5 & 6 completed the survey:

91% of Year 4, 93% of Year 5 and 98% of Year 6 believe that schooling is useful in their everyday life and will have a strong bearing on their future.

87% of Year 4, 86% of Year 5 and 92% of Year 6 feel they have friends at school they can trust and who encourage them to make positive choices.

78% of Year 4, 80% of Year 5 and 63% of Year 6 are interested and motivated in their learning.

48% of Year 4, 54% of Year 5 and 35% of Year 6 do homework for their classes with a positive attitude and in a timely manner.

78% of Year 4, 80% of Year 5 and 63% of Year 6 are interested and motivated in their learning.

86% of Year 4, 97% of Year 5 and 92% of Year 6 try hard to succeed in their learning.

76% of students agree or strongly agree that they feel school pride.

86% of students agree/strongly agree when they finish high school they expect to go to university.

Of the 45 parents who completed the survey:

58% of parents have met with their child's teacher two or more times this year.

25% of parents have met with their child's teacher more than three times.

71% of parents find school reports useful/very useful.

83% of parents find informal meetings useful/very useful.

87% of parents find formal meetings useful/very useful.

90% of parents find emails useful/very useful.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

• Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
• Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
• Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
• Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.