

# Mosman Public School

## 2019 Annual Report



7430

## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

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

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

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

### School context

Mosman Public School is a growing school in a vibrant suburb of Sydney's lower north shore. In 2019, there are 668 students [36.7% non-English speaking background] placed in 29 classes taking the school to full capacity with all permanent home-bases occupied. The total school enrolment will decline over the coming years due to the new enrolment CAP of 670, enforced by the Department.

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 contemporary learners.

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

## 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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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

#### Improvement Measures

1. Students are within or beyond entitlement as measured by the DoE's learning progressions. Increased proportion of students in the top 2 NAPLAN bands for writing, reading & numeracy.
2. 100% of teachers engaged and accountable in Spirals of Inquiry, and developing evidence of pedagogical enhancement through Performance Development Framework processes.
3. Contemporary pedagogy evident in all learning spaces throughout the school [learning styles].
4. Increased parental participation in surveys from 23% to 50%.

#### Overall summary of progress

##### Overall summary of progress

The focus for Semester 1 was to continue developing the curriculum area of Mathematics. Each stage team reviewed their formative and summative assessment data to identify an area of focus. This resulted in planning for the development of Additive Strategies in Early Stage 1 and Stage 1, Multiplicative Strategies in Stage 2 and Fractions in Stage 3. During Semester 2, the focus progressed to the curriculum area of Writing, notably in the area of creating quality texts and assessed using the learning progressions.

Through the Spirals of Inquiry process, whole school professional learning targeted effective numeracy and writing group implementation including: explicit teaching strategies; the development of *I can* statements; informed plotting of learning progressions data in PLAN2; and a focus on overall pedagogical growth. Teachers reviewed data including PLAN2, NAPLAN and formative and summative assessment tasks to enable them to fully engage in the Spirals process.

The impact for teachers was the development of a deeper understanding of the numeracy and writing learning progressions, explicit teaching strategies and the pedagogy behind implementing quality numeracy and writing sessions.

The impact for students was the development of specific learning goals and focusing on targeted feedback to enable them to become self-regulated learners.

#### Progress towards achieving improvement measures

**Process 1: PROJECT 1:** Curriculum, planning, assessing & reporting is high quality and consistent in delivery

Evaluation	Funds Expended (Resources)
Three whole school professional learning sessions designed and delivered to implement the new learning progressions and PLAN2. All staff using the PLAN2 assessment tool to plot selected aspects of numeracy and literacy.	Teacher relief days – \$12,000 planning days
Professional learning session delivered to support teachers to set purposeful learning intentions and success criteria using data from PLAN2 and the	Professional Learning costs – \$2,700

## Progress towards achieving improvement measures

learning progressions. Learning intentions and success criteria in programs aimed at catering to the needs of students and tailored to achieving student growth.

All scope and sequences were updated to meet NESA requirements.

With the support from Centre of Education Statistics and Evaluation [CESE] personnel, a school-wide internal data tracking system was created to track internal growth and achievement of student progress from Kindergarten to Year 6.

*Big Write* consistent teacher judgement practice was implemented in Stage 3 with all students tracked against personalised growth goals.

All Year 3 students achieved above the minimum standard in NAPLAN reading, writing and Mathematics.

All Year 5 students achieved above the minimum standard in NAPLAN reading, writing and Mathematics.

### Process 2: PROJECT 2: Collective efficacy to promote professional learning.

Evaluation	Funds Expended (Resources)
Grade / stage meeting time allocated to discuss Spirals professional learning.	Teacher relief days – \$7,800
Executive meeting time allocated to analyse and plan Spirals professional learning.	Instructional Leader literacy and numeracy – \$74,000
Student learning goals established from the learning progressions in Spirals focus areas.	Printing and materials – \$3,600
Greater understanding of the following areas of the learning progressions through Spirals of Inquiry : <ul style="list-style-type: none"> <li>• Additive strategies</li> <li>• Multiplicative strategies</li> <li>• Fractions</li> <li>• Creating Texts</li> </ul> All identified focus students met entitlement.	

### Process 3: PROJECT 3: Contemporary learning environments & practices

Evaluation	Funds Expended (Resources)
Teachers gaining and implementing best practice ideas from observing expert colleagues and colleagues from other schools.	Teacher relief days – \$8,250
All staff participated in a 3 hour professional learning session on innovative learning environments at the Department's Futures Unit. This led to student surveys to elicit student voice around the learning environment, which supported teachers in changing their classroom setup. Furniture with a purpose was trialled, with teachers researching the pedagogy behind furniture choices before purchasing.	Furniture – \$47,000
All teaching and learning programs are collaboratively developed, individually annotated and stored on Google Drive for ease of access by teams.	Sound proofing – \$9,000
Flexible furniture in the library is being trialled by students with the aim of informing the selection of pieces for classrooms.	Provocations and literacy kits – \$5,000
Provocation kits and writing stimulus material developed and trialled in classrooms.	

## Next Steps

Implementation of *Big Write* consistent teacher judgement practices across the school with all students to be tracked against individual growth targets.

Increase independence of internal data tracking to analyse the growth and achievement of all students across all strands of English and Mathematics, identifying students who are not on track and implementing support as necessary.

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

Provocation kits to be shared and implemented in teaching and learning programs across the school.

Ongoing assessment data on PLAN2 will be used to monitor and track student progress and achievement on the learning progressions.

Continued professional learning on innovative learning classroom environments to embed a culture of innovation and excellence.



## Strategic Direction 2

### Beyond the Core

#### Purpose

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

#### Key Areas

Extra-curricular learning:

Hao Lu: sport / Stage 3 events

Barb Tauber: music, dance, drama, choir, recorder ; Instrumental Program liaison

Contemporary learning:

Steve Dowler: Technology / STEM

#### Improvement Measures

1. Increased learning opportunities for students and staff in core curricular and extra-curricular learning.
2. Teaching & learning programs incorporate future-focused learning opportunities.

#### Overall summary of progress

We continued to expand our extra-curricular program of clubs during break times to give students enrichment opportunities within the school day. Through a comprehensive audit of the extra-curricular activities, the committee identified a need to diversify the types of activities on offer. Consequently, in Term 4, a Stage 2 soccer competition involving 72 students was launched.

Due to the ready availability of STEM kits for loan from through the Department of Education, each stage has been able to incorporate STEM activities in their termly teaching and learning programs. The P&C funded the acquisition of robotics kits enabling ES1 to integrate Blue Bots, Stage 1 to integrate DASH, Stage 2 to integrate Spheros and Stage 3 to integrate WeDo 2.0.

We celebrated National Science Week with all stages participating in problem-based Science Day activities around this year's Science Week theme of *Destination Moon*.

To support student learning of Coding and to bolster teacher knowledge in this area, the school engaged Scope IT to deliver a term long program for every grade.

#### Progress towards achieving improvement measures

**Process 1: PROJECT 1:** Build upon a strong network of extra-curricular learning and performance opportunities.

Evaluation	Funds Expended (Resources)
<p>The school is on track with extra curricula activities through the Clubs Program. There has been a growth in teacher participation and the Clubs Program is embedded in the strategic planning on Stage Planning Days.</p> <p>Extra-Curricular activities are available throughout each term including clubs, dance, drama, choir, debating; SRC; sustainability team; sport; band ensembles and string ensembles. Audit of attendance indicating over 80% of student participation. Stage 2 soccer competition initiated.</p> <p>Personal Development and Health and Physical Education syllabus implemented across K-6.</p>	<p>Specialist teaching staff support in music &amp; technology – \$20,500</p>



## Progress towards achieving improvement measures

**Process 2: PROJECT 2:** Expand core learning opportunities through the integration of innovative learning to meet the needs of future-focused learners, teachers and the wider the school community [The **4Cs of school** transformation. Communication, Collaboration, Creativity and Critical Reflection , STEM that targets specific disciplines of science, technology, engineering and mathematics].

Evaluation	Funds Expended (Resources)
<p>STEM kits borrowed and utilised across K–6.</p> <p>Coding lessons conducted by Scope IT. P&amp;C-funded robotics kits further enhanced this program.</p> <p>Science Week celebrated through our annual Science Day.</p> <p>The school is on track with contemporary learning strategies. There has been a growth in teacher engagement. Teachers have embraced the integration of Information and Communication Technology (ICT) into the classroom through the implementation of STEM kits across all KLAs. Weekly STEM lessons have been programmed into teaching and learning programs across K–6 giving students the opportunities to develop knowledge and skills in digital technology.</p>	<p>External IT support – \$36, 000</p> <p>Stage 2 Chromebooks – \$60,530</p>

**Process 3: PROJECT 3:** Performance Opportunities

Evaluation	Funds Expended (Resources)
<p><b>DANCE GROUPS</b></p> <p>This year the school was again involved in a number of dance performances. Stage 1, 2 and 3 dance groups performed at the Sydney North Public Schools dance festival at Glen Street Theatre. The teachers in charge of the choreography and teaching were Miss Crowley (Stage 2), Miss Meys (Stage 1), and Miss Iannarelli (Stage 3). All 3 groups performed at 2 evening performances and 1 matinee where they showcased their talents. Many hours were invested in rehearsal time and costuming and the school is extremely proud of their achievements. In addition, the Out and About Concert at Balmoral Beach was a wonderful opportunity to perform in our local community..</p> <p>The school was also successful in its audition for the Schools Spectacular 2019 which took place over 3 days and nights. The dancers participated in extended rehearsals at Sydney Olympic Park and their commitment is to be commended. The costumes, choreography and the whole experience has left <i>glittered</i> memories of their performances. Parent support for drop offs, pickups, costume tweaks and altered schedules made the whole process a united team effort.</p> <p><b>DRAMA GROUP</b></p> <p>The Senior Drama Group led by Ms Burnet, Ms Tian and Ms Campbell, and the Junior Drama Group led by Ms Rees and Ms Hunter, performed at the Arts Alive Drama Festival, held at The Concourse Theatre in Chatswood. The Festival is regarded as one of the premier school drama festivals in the state. The Junior Drama Group presented <i>Fake News</i>. The Senior Drama Group presented <i>What in the Waste</i>, a script written by the team based on climate change and sustainability. The students worked tirelessly, rehearsing each week, demonstrating outstanding theatrical skills. There were high levels of parent support for this event.</p> <p><b>CHOIR</b></p> <p>All choirs preformed successfully this year in the Primary Chorals, Arts Alive and Schools Spectacular Festivals. Students worked tirelessly on the</p>	

## Progress towards achieving improvement measures

repertoire of each festival. The showcase of talent and was celebrated by the audiences. Performances at the Minimos Fun Run and the Out and About Concert at Balmoral, were also enjoyed by the school community. Parents were integral in the back up to each performance. Teachers supporting the choirs were Ms Campbell, Ms Hunter and Ms Balestra.

### **BANDS**

This year, the Band and String ensembles were busy perfecting their craft through weekly rehearsals and tutoring sessions. Directions in Music continued their administration of the program, supporting students who spent many hours developing the rudiments of music for their instrument and showcasing their work through the Instrumental Evening Concerts. At these events, parents gathered to support their children in moving forward to higher levels of performance. The team effort behind the bands involved a co-ordinated team of Band Conductors, tutors and parents. A weekend band camp was held at The Collaroy Centre which was a time to relax and learn from each other in a rich musical setting.

## Next Steps

Increase the number of sport-based / active clubs on offer.

Implement online registration procedure for all school sports carnivals.

STEM kits borrowed from the Department of Education. STEM / coding Kits embedded in Science & Technology and Mathematics programs school-wide.

Planning for 2020 Science Week to include a guest speaker and/or engagement with broader community facilities.

Utilise Department STEM kit borrowing resources and provide professional development to teachers in the further incorporation of STEM into teaching and learning programs.

Review the program delivered by Scope IT to ascertain 2021 engagement.

STEM/coding embedded in Science and Technology / Mathematics programs school-wide.

SeeSaw in Kindergarten and Edmodo in Years 1–6 to be used consistently across the school as a means of communicating homework tasks.

Google Drive to be used school-wide for online collaborative programming.

## 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]

#### Improvement Measures

1. Increased parent participation rates in school events and initiatives.
2. Increased participation in leadership opportunities by students and staff.
3. Increased percentage of students and staff involved in wellbeing initiatives.

#### Overall summary of progress

Parents are well-informed through streamlined communication channels, formal and informal interviews and school-based events.

Our school leadership charter was integrated in leadership opportunities for students, staff and parents.

To foster leadership skills in support of whole school student wellbeing, Stage 3 introduced a PEER support program that involved a Year 6 leadership training day program taking place over 2 days at Balmoral Sea Scouts Hall. Year 6 students were then assigned a Peer Support group to manage and teach during weekly peer support sessions. Feedback from students, staff and parents was overwhelmingly positive, and the program will continue in 2020.

The week 5 Wellbeing grid is embedded in the organisation of each term to provide students, parents and staff an opportunity to participate in out-of-school activities focussed on personal wellbeing.

#### Progress towards achieving improvement measures

**Process 1: PROJECT 1:** Expand and strengthen relationships and communication with the parent community to ensure parents feel connected and included in the life of the school.

Evaluation	Funds Expended (Resources)
Parents attended workshops focusing on current literacy and numeracy activities K–2 and 3–6 and Innovative Learning Environments. The focus of these workshops was for parents to better understand the teaching and learning emphasis at Mosman Public School.	Catering for meetings – \$5,000
An enthusiastic group of parents organised an ArtFest event to include all students K–6. Local artists were invited to guide students to create artwork based on specific themes. The artwork became the design for end of year gifts to families. Participating artists and students voted on their preferred choice of artworks. An evening to auction artworks created by students and artists saw all works of art sold to raise money for the school.	Sentral subscription – \$11,000
The Parents and Citizens (P&C) is the voice of the parents and provides a chance to engage with the School's Executive team. P&C meetings are held twice per term and every parent or guardian is welcome. This year, the active	Printing & postage –\$5,000
	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li><li>• (\$0.00)</li></ul>

## Progress towards achieving improvement measures

P&C supported the school by funding resources including: teachers aide time, 54 iPads, Robotics resources, a teaching resource to reduce class sizes, the Year 6 Dinner Dance, supplemented the bus for the Zone Carnival, and treats from the Easter Bunny.

Parents have online access to the Sentral Parent Portal.

The Community Engagement Group and parent representatives assist with school-based decisions.

### Process 2: PROJECT 2: Leadership opportunities increased across the school for students and staff.

Evaluation	Funds Expended (Resources)
<p>Year 6 students trained to be peer support leaders in readiness to deliver information to students Kindergarten to Year 5. The Peer Support lessons were delivered weekly during Term 2 to develop communication skills and resilience to support the Mosman Behaviour Code.</p> <p>Teachers across the school have the opportunity to express their interest to run or support additional activities within the school. Staff demonstrate their skills to teach and develop student interests in areas such as choir, drama, dance and public speaking. Students are often accepted into external school events based on their exceptional performance.</p> <p>Senior students assist teachers to run clubs.</p> <p>Teachers perform formal leadership roles.</p>	<p>Consumables – \$2,763</p>

### Process 3: PROJECT 3: Whole school wellbeing initiatives promote positive interactions between all stakeholders.

Evaluation	Funds Expended (Resources)
<p>Induction documents were created to provide additional support to new staff and students to Mosman Public School. Information on the executive and teaching staff, layout of the school, evacuation procedures and location of facilities, routines and procedures are clearly stated in the documentation.</p> <p>Students Kindergarten to Year 4 will participate in a transition plan towards the end of Term 4. The schedule provided students with a thorough knowledge of where their grade will be located in 2020. The aim is to empower students with information and reduce the unknown before the holidays.</p> <p>Design of the Adventure Playground has been finalised to include the Mosman Behaviour Code signage for high traffic areas, including the Adventure Playground has been designed.</p> <p>A second buddy bench has been built for our school. It is located in the Myahgah playground for students to go when they would like someone to talk to.</p> <p>Wellbeing week is celebrated each term to support students, parents and teachers to participate in actions to enhance mental, physical and social activities. The Wellbeing grid is emailed to all parents listing a range of motivating activities such as walking the dog, going for a run, riding a bike, swimming, planting a vegetable patch, creating artwork and yoga.</p>	<p>Consumables / copying – \$2,500</p>

## Next Steps

appoint 2 staff as wellbeing leaders to heighten the profile and implementation of wellbeing initiatives across the school.

Research and develop further enrichment and extra-curricular opportunities for High Performing & Gifted [HP&G] students.

Monitor the implementation of the HP&G policy cross the school.

Evaluate growth of all identified high potential and gifted students.

Create Calming Kits for anxious students to assist them to develop strategies to self-regulate their behaviour and promote resilience. Calming kits are a child-friendly teaching tool designed to support students learn essential strategies to identify and regulate their feelings and emotions.

Continue to implement Peer Support over a term to all students K–6 to develop communication skills to support the Mosman Behaviour Code.

Induction documents provided to support new staff and students to Mosman Public School.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>English as an Additional Language / Dialect (EAL/D) teacher funded for 3 days per week</p> <p>Flexible funding utilised to support additional students who have English as a second language</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$125 750.00)</li> </ul>	<p>The EAL/D teachers are funded from this source to support identified students 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 all classes K–6 in writing.</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 (\$38,678) funding utilised to employ SLSOs.</p> <p>Extensive Learning Support Team tracking process in place for students identified on NCCD. Weekly review of identified students enables targeted LaST and SLSO support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$38 678.00)</li> </ul>	<p>All students requiring adjustments and accommodations are catered for at both class level and through the Learning Support Team.</p> <p>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>Funds were utilised to employ additional teaching staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$126 497.00)</li> </ul>	<p>All teachers received additional release from face to face teaching to observe the teaching skills of expert colleagues.</p> <p>Teams of teachers visited local schools who were delivering programs of interest.</p> <p>Teachers reported that this assisted them in improving their understanding of student learning and effective lesson delivery.</p>
<b>Socio-economic background</b>	<p>Funds were utilised to support identified families.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$3 121.00)</li> </ul>	<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>Funds were utilised to support identified teachers in their first and second year of teaching.</p>	<p>Beginning teachers were provided with a mentor to support them in developing a deeper understanding of pedagogy and teaching practice.</p>

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$52 000.00)</li> </ul>	<p>Teachers were allocated 2 hours every week to complete a range of tasks such as observing colleagues, developing assessment tasks, creating resources, completing accreditation requirements.</p> <p>Beginning teachers attended a 2 day conference to deepen their understanding of contemporary literacy and numeracy practices and to broaden their network of colleagues new to the profession.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Term 1 – 3 days per week support for 13 students</p> <p>Term 2 – 3 days per week support for 13 students</p> <p>Term 3 – 3 days per week support for 13 students</p> <p>Term 4 – 3 days per week support for 17 students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$63 000.00)</li> </ul>	<p>The English as an Additional Language / Dialect (EAL/D) teachers support new arrivals students. Students in the New Arrivals Program (NAP) receive daily intensive English language support with additional tasks assigned to facilitate learning at home.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	332	334	341	343
Girls	355	358	347	325

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	96.7	95.8	96.5
1	95.2	95.2	97	94.4
2	96.1	96.3	95.1	96.1
3	96	96.1	96.6	95.4
4	95.9	95.8	95.9	95
5	96.6	95.9	94.6	95.2
6	93.8	95	94.2	94.3
All Years	95.7	95.9	95.7	95.3
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.44
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.26

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Training this year covered a wide-range of topics including:

- assessment and reporting
- consistent teacher judgement [focus on writing]
- the Learning Progressions
- Peer Support [focus on resilience]
- PDHPE [focus on safety perspectives]
- behaviour management aligned to the Mosman Behaviour Code
- Innovative Learning Environments
- Data analysis [student progress; School Analytical Framework]
- High Potential and Gifted students
- Mathematics
- mandatory training [CPR; anaphylaxis; code of conduct; child protection; e–emergency care]

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,161,368
<b>Revenue</b>	6,171,413
Appropriation	5,485,516
Sale of Goods and Services	3,790
Grants and contributions	661,115
Investment income	14,142
Other revenue	6,850
<b>Expenses</b>	-6,030,180
Employee related	-5,328,897
Operating expenses	-701,284
<b>Surplus / deficit for the year</b>	141,233

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	39,357
<b>Equity Total</b>	196,568
Equity - Aboriginal	0
Equity - Socio-economic	3,473
Equity - Language	99,828
Equity - Disability	93,267
<b>Base Total</b>	4,479,137
Base - Per Capita	161,431
Base - Location	0
Base - Other	4,317,706
<b>Other Total</b>	440,706
<b>Grand Total</b>	5,155,767

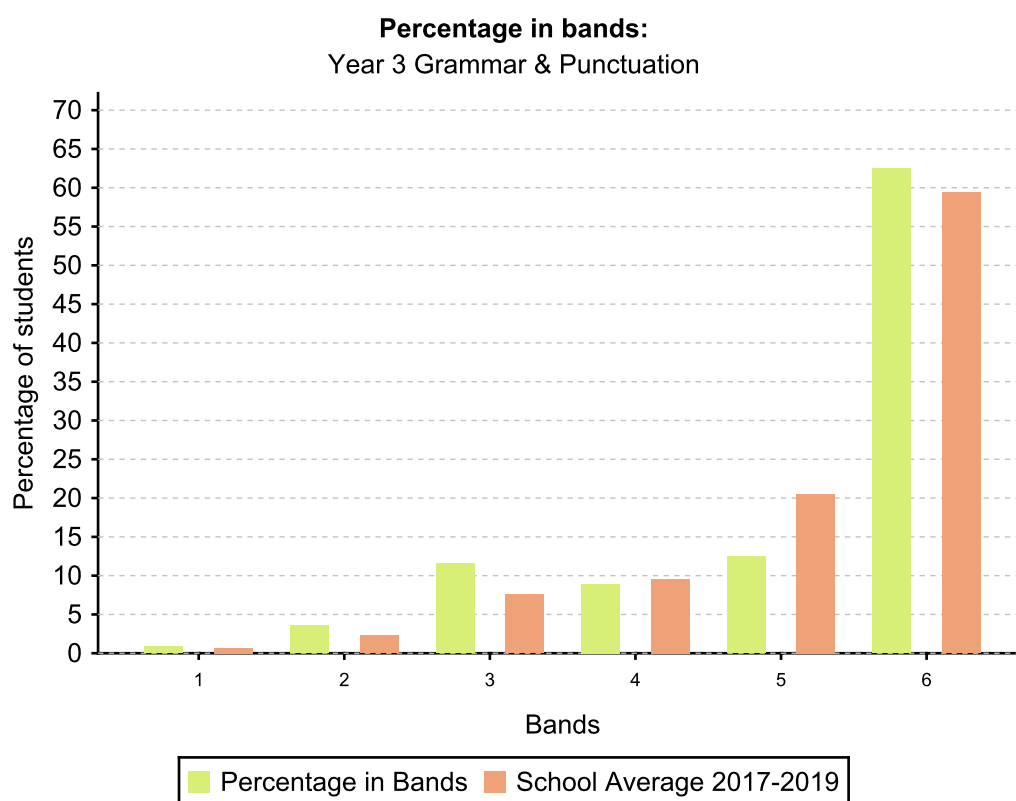
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

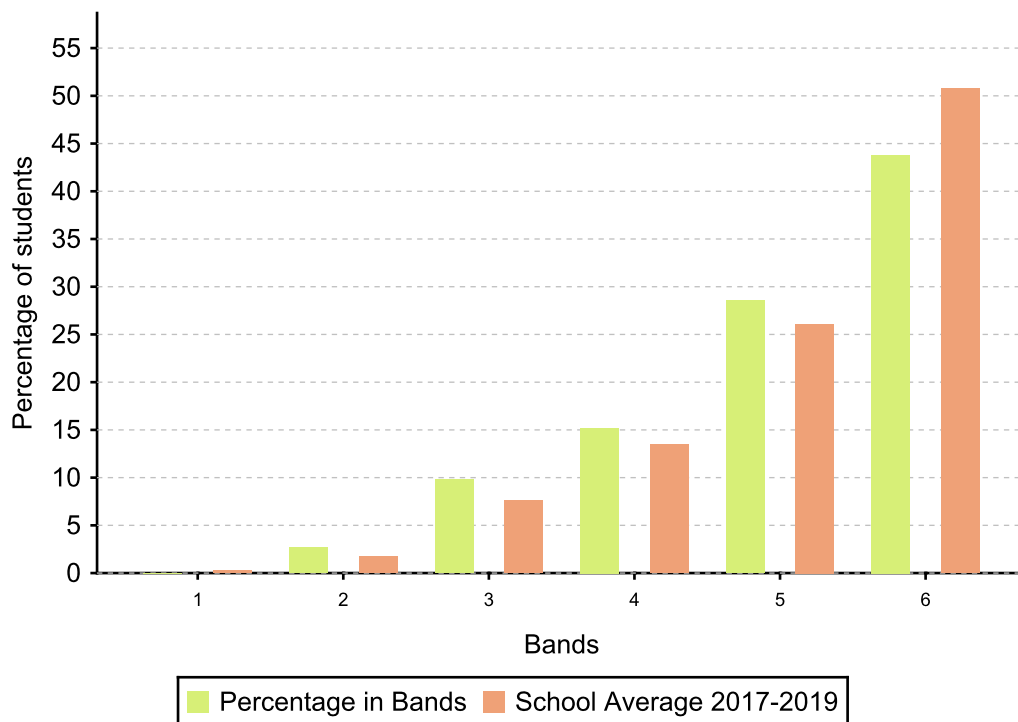
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



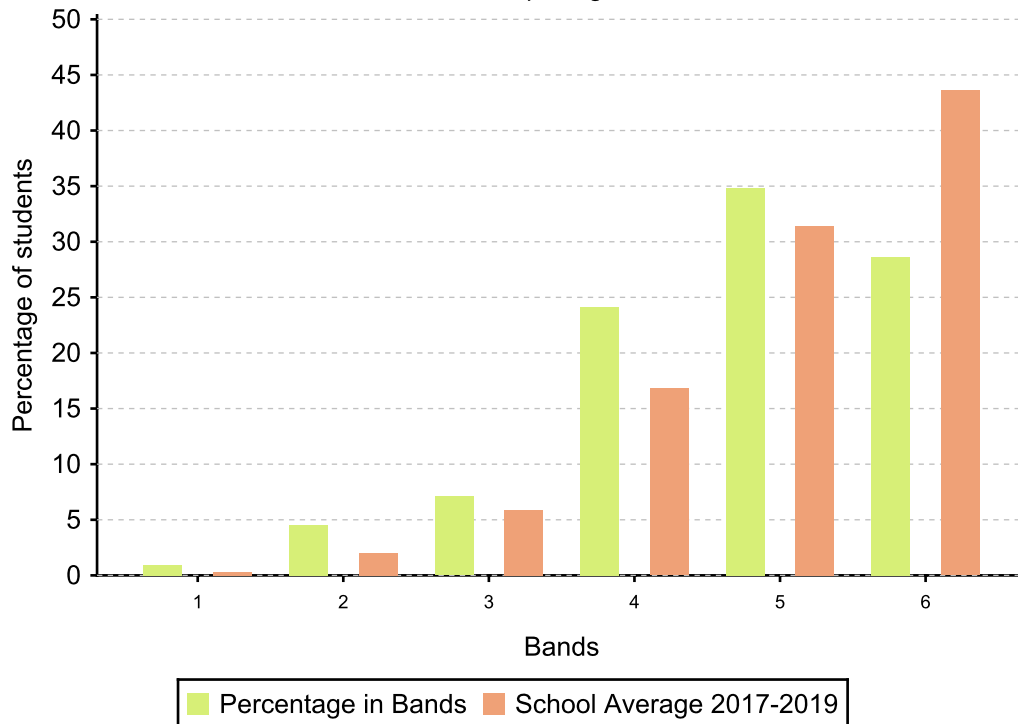
Band	1	2	3	4	5	6
Percentage of students	0.9	3.6	11.6	8.9	12.5	62.5
School avg 2017-2019	0.7	2.3	7.6	9.6	20.5	59.4

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	9.8	15.2	28.6	43.8
School avg 2017-2019	0.3	1.7	7.6	13.5	26.1	50.8

**Percentage in bands:**  
Year 3 Spelling

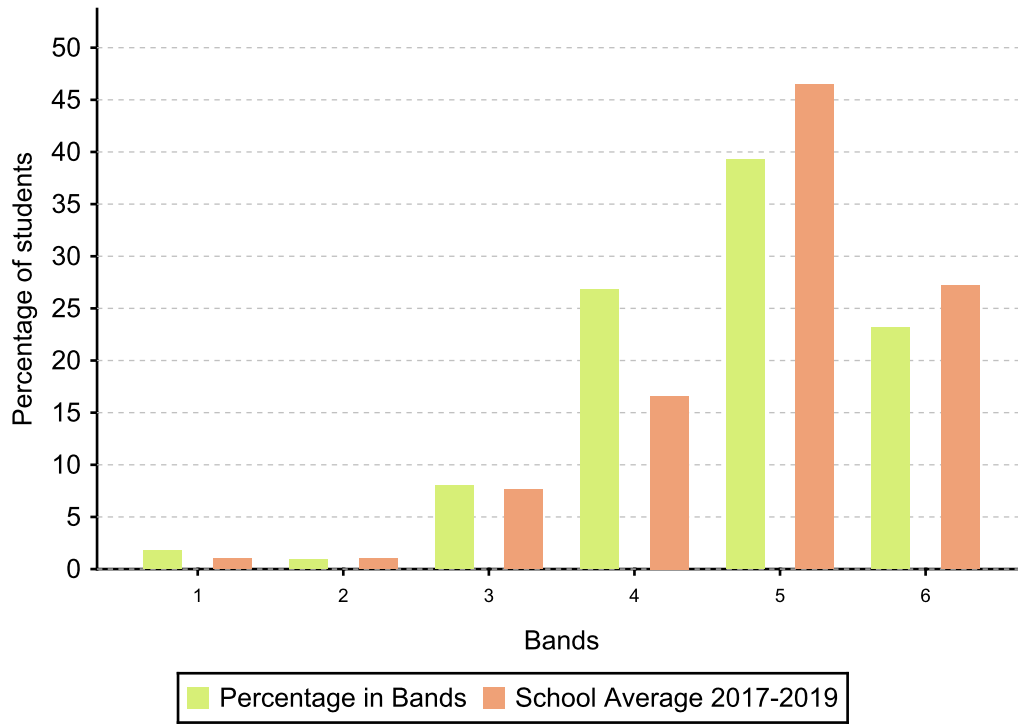


Band	1	2	3	4	5	6
Percentage of students	0.9	4.5	7.1	24.1	34.8	28.6
School avg 2017-2019	0.3	2	5.9	16.8	31.4	43.6



### Percentage in bands:

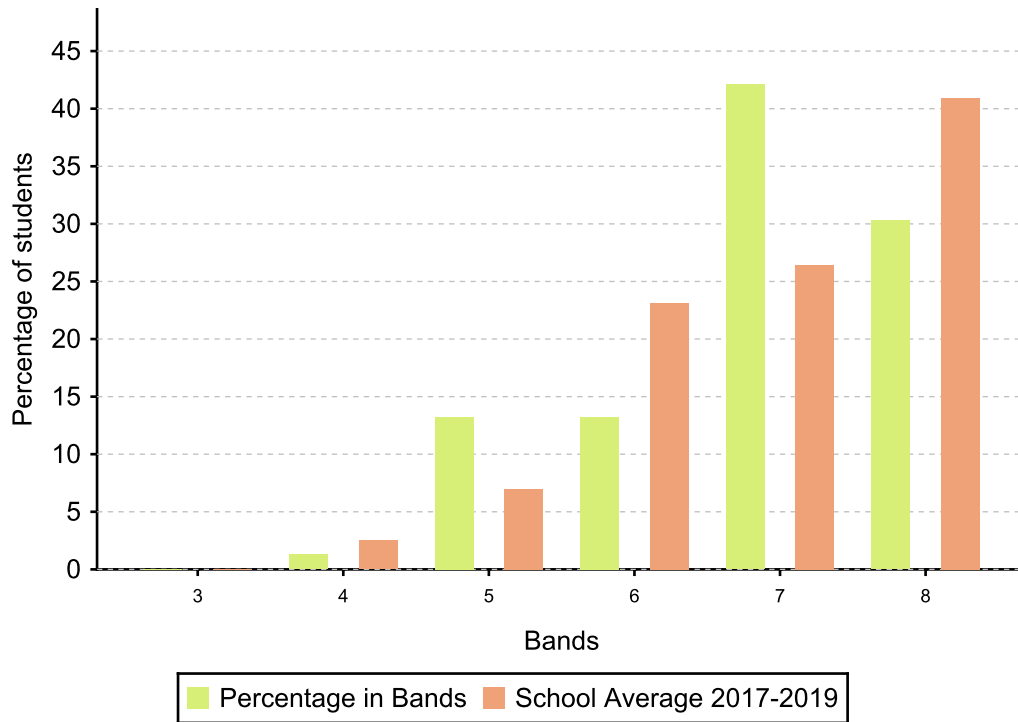
#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.8	0.9	8.0	26.8	39.3	23.2
School avg 2017-2019	1	1	7.6	16.6	46.5	27.2

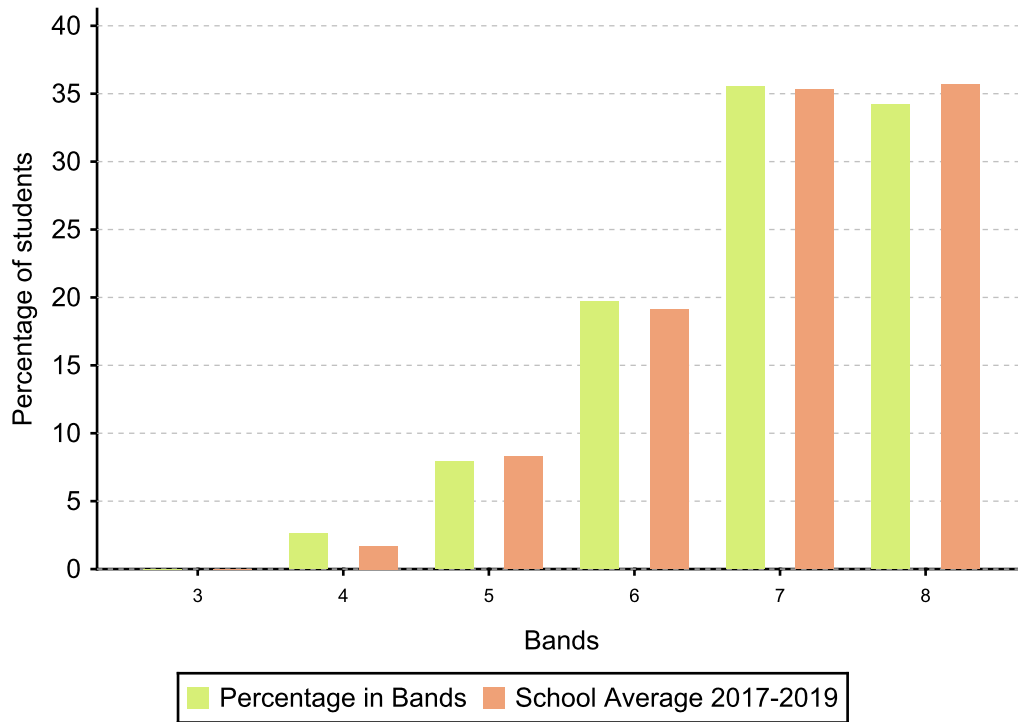
### Percentage in bands:

#### Year 5 Grammar & Punctuation



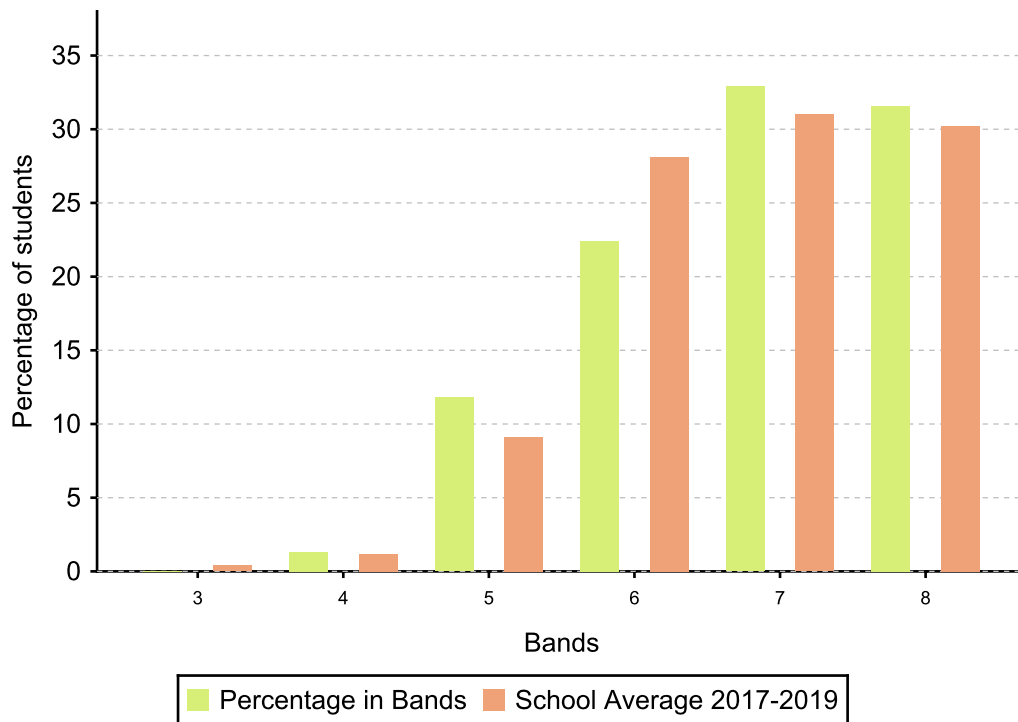
Band	3	4	5	6	7	8
Percentage of students	0.0	1.3	13.2	13.2	42.1	30.3
School avg 2017-2019	0	2.5	7	23.1	26.4	40.9

**Percentage in bands:**  
Year 5 Reading



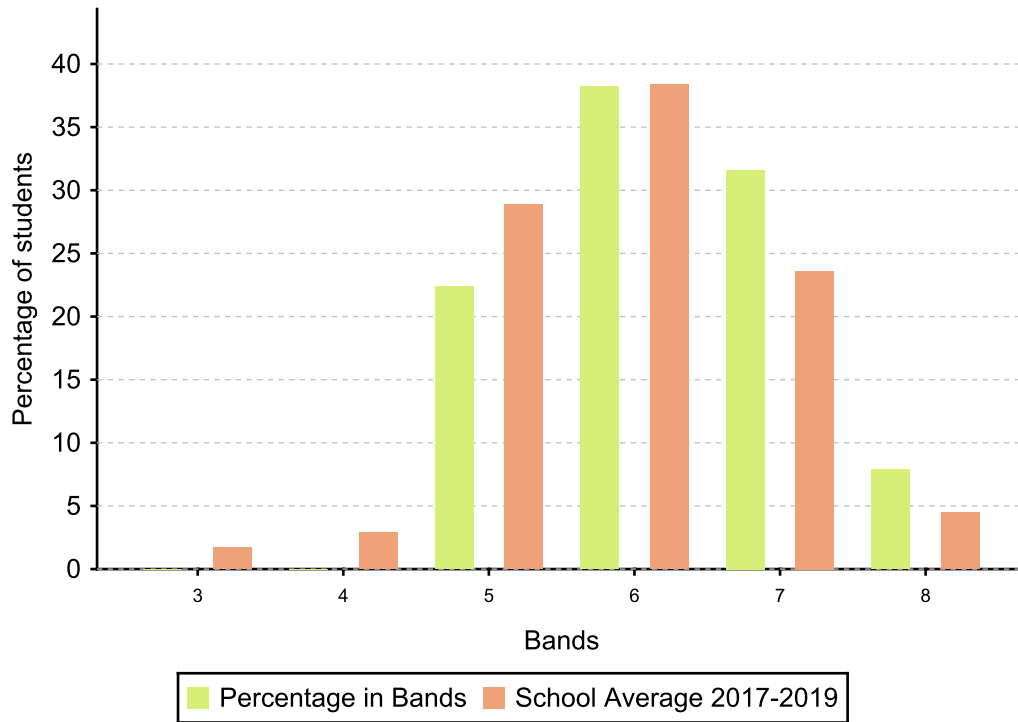
Band	3	4	5	6	7	8
Percentage of students	0.0	2.6	7.9	19.7	35.5	34.2
School avg 2017-2019	0	1.7	8.3	19.1	35.3	35.7

**Percentage in bands:**  
Year 5 Spelling



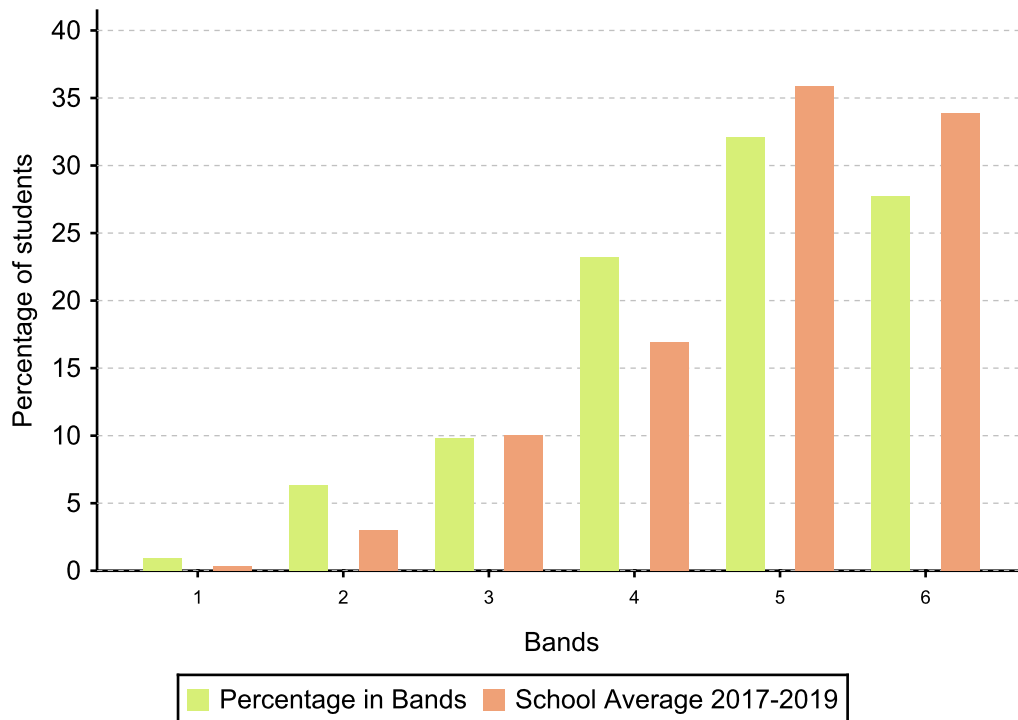
Band	3	4	5	6	7	8
Percentage of students	0.0	1.3	11.8	22.4	32.9	31.6
School avg 2017-2019	0.4	1.2	9.1	28.1	31	30.2

**Percentage in bands:**  
Year 5 Writing



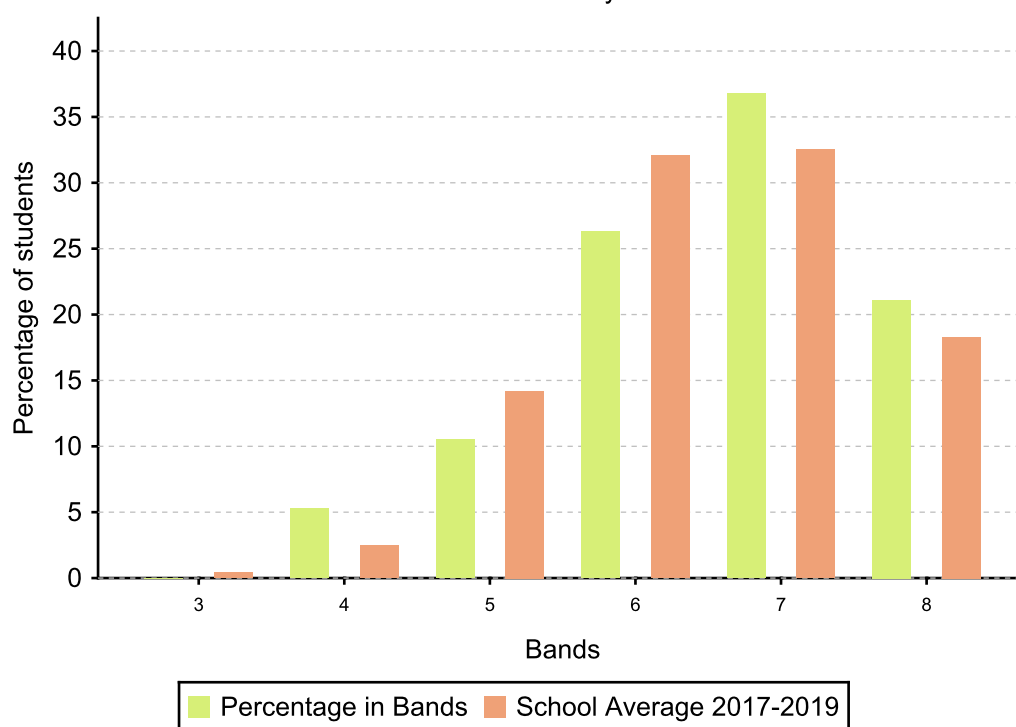
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	22.4	38.2	31.6	7.9
School avg 2017-2019	1.7	2.9	28.9	38.4	23.6	4.5

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.9	6.3	9.8	23.2	32.1	27.7
School avg 2017-2019	0.3	3	10	16.9	35.9	33.9

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	5.3	10.5	26.3	36.8	21.1
School avg 2017-2019	0.4	2.5	14.2	32.1	32.5	18.3

## 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.

In 2019 NAPLAN was conducted as a hard copy pen and paper assessment at Mosman Public School. Some schools across the state participated in an online version of the assessment. The results below are based on a summary of scores in the areas of reading, writing, spelling, grammar and numeracy.

Year 3 national minimum standard = Band 2

Year 5 national minimum standard = Band 4

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

#### Reading:

Year 3 – 100% of students achieved at least the minimum standard. 97% of students achieved above the minimum standard.

Year 5 – 100% of students achieved above the minimum standard.

#### Writing:

Year 3 – 98% of students achieved at least the minimum standard. 97% of students achieved above the minimum standard.

Year 5 – 100% of students achieved above the minimum standard.

#### Spelling:

Year 3 – 99% of students achieved at least the minimum standard. 95% of students achieved above the minimum standard.

Year 5 – 100% of students achieved above the minimum standard.

**Grammar:**

Year 3 – 100% of students achieved at least the minimum standard. 95% of students achieved above the minimum standard.

Year 5 – 100% of students achieved at least the minimum standard. 97% of students achieved above the minimum standard.

**Numeracy:**

Year 3 – 99% of students achieved at least the minimum standard. 94% of students achieved above the minimum standard.

Year 5 – 100% of students achieved at least the minimum standard. 97% of students achieved above the minimum standard.

## Parent/caregiver, student, teacher satisfaction

Focus teams of students, staff and parents continue to be involved in evaluation of school events and programs and planning for the school planning. The Tell Them From Me analysis of responses from students, staff and parents indicate positive improvements in targeted areas against both state and statistically similar schools. The summary shows the proportion of students who report high expectations for success from their teachers, a positive sense of belonging at school and high advocacy from teachers and adults at school.

### Expectations for Success

Expectations for Success is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations of all students. High expectations are effective for learning for all types of students and schools. Supportive classroom environments, in which students experience consistent, clear and high expectations, and receive help from teachers and peers, promote the engagement of all students.

Mosman PS – 97%

Similar Schools – 96%

State Average – 85%

To promote teacher efficacy in this area:

- Learning Modes were explored as a framework to build teacher understanding of the pedagogy behind flexible seating arrangements and new ways to activate student engagement, using existing furniture;
- the executive staff attended professional learning with Greg Lidell at Chatswood High School;
- 18 teachers visited neighbouring schools to investigate programs and practices;
- all teachers attended the Schools Learning Environment for Change (SLEC) to investigate contemporary teaching and learning practices.
- teachers began transforming learning spaces through small, achievable actions, removing some furniture and adding tables and seating of differing heights to encourage student engagement and ownership. Professional dialogue enabled teachers to overcome challenges and implement collaborative practices.

### Sense of Belonging

School belonging refers to a student's perception of being accepted, valued and included in their school setting by their peers and by others in the school. It is sometimes referred to as school connectedness or bonding to school. Students' feelings of belonging at school, alongside positive relationships with peers and teachers, are essential for student wellbeing. These relationships are characterised by constructive interactions that provide genuine support for students and help them build social and emotional skills.

Mosman PS – 83%

Similar Schools – 78%

State Average – 69%

To promote student voice:

- students were engaged in the implementation of the innovative learning environment process from the onset with initial changes based on moving furniture to create a variety of seating options for students;
- students provided feedback on the previous term's lessons, detailing the highlights of their experience. Students identified types of learning that matched the Learning Modes and provided feedback through surveys and discussion;
- school– wide surveys enabled us to gather information regarding seating preferences, opinions on changes to classroom layout and preferred learning activities. Conversations in classrooms focused on the Learning Modes and moving furniture to enhance learning and engagement.

As a result, we created learning spaces to maximise student engagement and ownership. Students are now able to articulate the purpose behind their seating choices and can participate in reflective conversations with teachers and peers.

## Advocacy at School

In an education context, advocacy and support for learning at school refer to the active consideration and support of individual students' academic and wellbeing needs. This encompasses general support and specific supportive behaviours that help students navigate the everyday course of school life.

Mosman PS – 83%

Similar Schools – 85%

State Average – 69%

Enhancing parental advocacy:

– ensure parents were informed of the changes being made in classrooms and had an understanding of the pedagogy and reasons behind these changes, we held parent workshops, provided additional reading material and invited parents into classrooms. A workshop provided parents not only with essential information, it gave them the opportunity to ask questions and provide feedback about the changes. Teacher representatives from each grade participated in the presentation, detailing the changes made so far and anticipated future steps. Parents were also provided with supporting reading material which was uploaded to the school website.

– the P&C and Community Engagement Group (CEG) were very supportive of the changes and would like to continue learning more about these initiatives.



# 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.

## Mandarin

Teaching and learning in Mandarin continues to be flourishing at Mosman Public School. In 2019, students from Year 1 to Year 6 participated in 40 minutes per week of mandarin language learning. The lessons have focused on developing students' language skills and building understanding and respecting the diversity of the school community. Programs have been differentiated to cater for learners of different stages and backgrounds. Students with prior knowledge have focused on building Chinese character writing skills and recognizing pinyin system and intonation. Young beginners have focussed more on speaking and listening practice. The curriculum is delivered through engaging activities such as singing popular Chinese nursery songs, story-telling and dramatic acting to help immerse and cement the students' understandings and develop their Chinese language skills. In addition, students are also exposed to the culture and tradition of China through a variety of group and individual projects, such as making posters about traditional festivals and presentation through Google slides. Senior students have learnt how to type Chinese characters on a ChromeBook which facilitated the task of writing in Chinese. We have continued to collaborate closely with Mosman High School. In Term 3, Year 6 students participated in the Chinese Enrichment Placement test for 2020 in Mosman High School and most of them have achieved impressive results.