2020 Annual Report

Mowbray Public School

4015

Introduction

The Annual Report for 2020 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 vision

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

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)
Reporting template achieved and implemented in second semester and for use in 2021. Whole school data analysis in reading and writing. Data is being collected in stages/classes and now needs to be centralised to track student progress.	

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

Evaluation	Funds Expended (Resources)
Data is starting to be collected and analysed in stages to track student achievement. This now needs to be analysed in conjunction with NAPLAN to track students achievement across years. This data should also be used to evaluate programs - including teaching/learning and support programs.	

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

Evaluation	Funds Expended (Resources)
Assessments are being done in classrooms and compared across a stage for reporting purposes. Results are being monitored in stages. Goal going forward. To seek efficient methods for collecting assessment information about students across the school. Possible use of a whole school system e.g. Markbook to track student growth.	

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)
This area will need to be focused on again in 2021, due to COVID restrictions, which included professional learning. Enrichment model will need to better reflect DoE HPGE Policy - should be a focus for 2021.	

Process 2:   2) Building capacity for student engagement.

Evaluation	Funds Expended (Resources)
Seesaw to be implemented across K-6. Science STEM project in Term 4 was successful.	STEM equipment. RFF allocation.

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)
PDP goal support was clearer this year than in the past. Staff see the benefits of more time allocated to self-directed professional learning. Termly programming days are essential to successful collaborative planning. Staff dedicate time to this process. The transition program is developing. The process in place allows for more information to be shared around individual students. A possible formalised process of academic data sharing K-6 would be a next step.	PL time. Learning and Support notes. NCCD Data.

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 common language to use for social emotional learning Students who need some support socialising in the playground have a space they can go to help facilitate their participation with peers. Once implemented, teachers will have a clearer and consistent approach to student wellbeing. In 2021: Staff will need to be upskilled on the new Student Wellbeing Procedure in preparation for implementation.	Time for teacher/teacher meeting (PD/staff meeting)

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)
Staff feel a sense of connection to each other and report more engagement with each other in the workplace.	

Progress towards achieving improvement measures
Second Step trial successfully integrated into PD/H/PE Scope and Sequence.
Playground equipment used by multiple students and supported by the student executive.

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)
Efforts were made to connect with the school community although COVID restrictions were in place for most of 2020. Online platforms (such as Seesaw and Google Classroom) were essential to continued learning and communication through this time.	Seesaw Class iPads

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 512.00)	This limited funding was used successfully.
English language proficiency	**Funding Sources:** • English language proficiency ($47 953.00)	Additional staff funding was used to increase the days the program can be offered and allow for more EAL/D students to be supported in small withdrawal groups or in the classroom.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($38 290.00)	This additional funding was successfully used this year. Due to MPS teacher and executive request, the 2021 allocation will be trialed as additional LaST time rather than additional aide time. Individual Integration funding will continue to be used to hire School Learning and Support Officers.
Quality Teaching, Successful Students (QTSS)	FTE 1	The additional teacher was used to give teachers additional time with colleagues to work together on the stage goal, which included team planning, observations and program review in a stage specific area.
Support for beginning teachers	Funding is to be used over two years. **Funding Sources:** • Support for beginning teachers ($28 962.00)	Beginner teachers were allocated weekly time and regular individualised support. Funds are to be used over two years, the leftover funds will be used in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	241	291	316	335
Girls	285	304	320	307

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	96.3	94.3	90.3
1	94.8	96.1	92.6	90.5
2	96	95.9	94.2	90
3	95.2	96.3	95	91
4	95.3	96.2	94.8	93
5	95.6	95.2	95.7	93.1
6	95.8	94.6	92	92.5
All Years	95.5	95.9	94	91.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Mowbray Public School 4015 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.37
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.6
School Counsellor	2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,178,447
Revenue	6,337,954
Appropriation	5,878,098
Sale of Goods and Services	18,659
Grants and contributions	430,531
Investment income	4,324
Other revenue	6,342
Expenses	-5,956,822
Employee related	-5,342,803
Operating expenses	-614,019
Surplus / deficit for the year	381,132
Closing Balance	1,559,579

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.

	2020 **Approved SBA** ($)
Targeted Total	45,440
Equity Total	324,200
Equity - Aboriginal	1,512
Equity - Socio-economic	6,739
Equity - Language	222,968
Equity - Disability	92,982
Base Total	4,656,215
Base - Per Capita	152,961
Base - Location	0
Base - Other	4,503,254
Other Total	671,089
Grand Total	5,696,944

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers and parents. Mowbray Public School participates in the Tell Them From Me (TTFM) survey for all stakeholders as well as community discussions with the P&C executive and community at meetings. Staff have opportunities to give feedback at team and school meetings.

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

88% of students have friends at school they can trust and encourage them to make positive choices.

86% of students try hard to succeed at their learning.

78% of students agree/strongly agree that when finished high school, they expect to go to university.

78% of students strongly agree/agree they feel pride in the school.

When learning from home in 2020:

79% of students strongly agreed/agreed they were well resourced.

58% of students strongly agreed/agreed they were provided with teacher feedback.

48% of students strongly agreed/agreed they felt connected with the school.

27 teachers completed the TTFM survey:

100% of teachers strongly agree/agree students are focused in their learning.

100% of teachers agree there is a sense of belonging for students.

97% of teachers strongly agree/agree they are supported in effective teaching practice.

97% of teachers strongly agree/agree the school is well maintained.

86% of teachers strongly agree/agree that school leaders are leading improvement and change and that they are communicating the school's strategic vision.

When learning from home in 2020:

58% of teachers strongly agreed/agreed they felt prepared.

29% of teachers agreed they felt connected.

154 parents/carers completed the TTFM survey:

70% of parents/carers find school reports useful/very useful.

86% of parents/carers find informal meetings useful/very useful.

18% of parents/carers are involved in school communities (e.g. P&C)

73% of parents/carers would recommend the school to other parents.

When learning from home in 2020:

76% of parents/carers strongly agreed/agreed that students were well resourced.

56% of parents/carers felt they had enough school contact.

52% of parents/carers had enough information to support them.

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.