

2020 Annual Report

Mosman Public School



7430

Introduction

The Annual Report for 2020 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.

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School vision

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 2020, there are 655 students [36.6% non-English speaking background] placed in 28 classes. The total school enrolment will decline over the coming years due to the new enrolment CAP.

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>

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

The focus for 2020 Semester 1 was to continue developing the curriculum area of Writing. Each Stage reviewed their formative and summative data to identify an area of focus. This resulted in planning for the development in the area of creating texts on the learning progressions.

Through the Spirals of Inquiry process, whole school professional learning targeted guided writing group implementation, including explicit teaching strategies, the development of 'I can' statements, informed plotting of learning progressions data onto 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 came from developing a deeper understanding of the writing learning progressions, explicit teaching strategies and the pedagogy behind implementing quality writing sessions.

The impact for students came from developing specific learning goals and focusing on targeted feedback to enable them to become self-regulated learners.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All programs planned collaboratively and evaluated through a shared google drive. All teachers have participated in consistent teacher judgment sessions to ensure the reliability of assessment judgements. 66% of staff have engaged in lesson study action research to develop collective efficacy and improve teaching and learning practice in writing. Programs include differentiated SC and differentiated activities (MUST, SHOULD, COULD) Teachers give effective feedback to students using differentiated SC. Marking	QTSS time \$2650 Provocation Kits \$ 2000

Progress towards achieving improvement measures

is completed in pink (for positive comments) and green (for growth comments)

Differentiated SC provides feed forward comments to students

Provocation materials were purchased and loose part kits were put together and paired with a quality text for each stage.

Internal tracking measures linked to the progressions for writing are implemented across the whole school. Every student is baselined and set a growth goal at the beginning of the year to be tracked against.

Standardised assessment internal tracking allows for student achievement and growth to be tracked and compared with external data

Teachers have an increased understanding of the new High Potential and Gifted Education policy, including how intrinsic and extrinsic factors contribute to talent development. Teachers have an increased understanding of how to identify high potential and gifted students and use PLAN2 to identify student next steps.

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

Evaluation	Funds Expended (Resources)
<p>100% of staff have engaged in Spirals of Inquiry to develop teaching and learning practices in writing.</p> <p>66% of staff have engaged in lesson study action research to develop collective efficacy and improve teaching and learning practice in writing.</p> <p>All staff have reported an increased understanding of explicit writing strategies and have worked collectively to implement these into all writing programs across the school.</p> <p>Grade, stage and executive meetings have allocated time to discuss Spirals professional learning. This has developed the collective efficacy of all staff to develop pedagogical enhancement.</p> <p>Student learning goals established from the learning progressions in Spirals focus areas.</p> <p>Greater understanding of the following areas of the <i>Creating Texts</i> learning progressions through Spirals of Inquiry.</p> <p>Internal tracking measures linked to the progressions for writing are implemented across the whole school. Every student is baselined and set a growth goal at the beginning of the year to be tracked against.</p> <p>All identified focus students met entitlement.</p>	<p>QTSS time for lesson study \$ 18550</p> <p>SiSA supervision for Spirals \$ 7420</p>

Process 3: PROJECT 3: Contemporary learning environments & practices

Evaluation	Funds Expended (Resources)
<p>All staff have an understanding of innovative learning environments and there is an increasing use of flexible learning spaces as part of teaching pedagogy.</p> <p>Every stage has selected one program to trial the implementation of learning modes. Posters are displayed in every classroom for teachers and students to refer to.</p> <p>The learning dispositions have been explored by executive but are yet to be</p>	<p>QTSS time to observe colleagues \$2650</p>

Progress towards achieving improvement measures

implemented into teaching practice. These will need to be explored further with the whole staff.

Next Steps

Continued implementation of Big Write consistent teacher judgement practice across the whole school with all students to be tracked against individual growth targets. PL for teachers in data analysis.

Increase independence of internal data tracking to analyse the growth and achievement of all students across all KLAs, identifying students who are not on track and implement 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 further embedded into programs across all year groups in the school with PL for staff.

Ongoing assessment data on PLAN 2 will be used to monitor and track student progress and achievement on the learning progressions to inform teaching and learning.

Reviewing assessment schedule to ensure ongoing assessment data is collected throughout the term.

Continued professional learning on innovative learning classroom environments.

Continued implementation of innovative learning environments into the MPS culture with focus on trialling flexible spaces/furniture and associated pedagogy.

Continued implementation of learning dispositions with professional learning for staff.

Developing alliances with other schools to share best practice in innovative learning environments

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:

Sport / Stage 3 events

Music, dance, drama, choir, recorder ; Instrumental Program liaison

Contemporary learning environments

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

2020 saw Mosman public formally implement the PDHPE syllabus K-6 updating scope and sequences and ensuring play ground time tables enabled adequate sports and PE allocation times. Although clubs were put on hold as a result of COVID restrictions, they were re-introduced in term 3 and continued through to the end of the year. The swimming carnival saw implementation of online registrations. This process was successful and seamless and received positive feedback from parents. The Sustainability group established Green Grove using NSW Sustainable Schools grant. This project enabled wide community engagement involving parents, students, teachers and local government representatives. The Year 6 Fair was replaced by Day of the Notables due to COVID. It was a successful project-based learning activity for year 6 students.

In 2020, all stages transitioned to online programs which were evaluated daily by individual teachers and allowed for real time collaborative adjustments to be made. Each stage integrated school STEM kits into Science and Mathematics programs. This was supported by hiring Virtual Reality and Filming kits from the DOE in terms 1 and 4 for use on Stage 2 and 3. Promethean Boards were installed throughout classes to replace outdated Smart Boards.

Showcase performances were filmed by each class and shared with the parents. This was a way to give parents access into classrooms in a COVID restricted year and to celebrate the achievements of our students and teachers. Directions in Music were able to re-establish their band programs in line with COVID safe practices. Peer Support took place in Term 4 in a manner that met COVID guidelines. This still proved to be a valuable activity for our senior students to develop their leadership skills.

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)
75% of students involved in at least one extra-curricular activity.	\$1420 - clubs resources
A wide variety of clubs are on offer for students.	\$8500 - green grove resources
Sports carnivals include cross country and athletics.	[garden beds, soil, mulch, water-ups, water tanks relocation and connection, worm farm relocation and connection]
A variety of musical opportunities are provided to students.	

Progress towards achieving improvement measures

The sustainability club worked on the landscaping of the Green Grove area and installed garden beds.

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)
100% of teachers integrate and co-teach FF learning strategies where relevant to learning needs. [seesaw / Edmodo / 4Cs / STEM / coding] - Ongoing Google Drive fully implemented for K-6 programs - all teams on google drive STEM embedded into Science and Technology/Mathematics programs school wide New Promethean boards installed in classrooms.	\$70000 - Promethean boards

Process 3: PROJECT 3: Performance Opportunities

Evaluation	Funds Expended (Resources)
Performance opportunities were cancelled due to Covid-19. Band programs recommenced in Term 3. Showcase performances were completed via video and shared with parents.	

Next Steps

Increase the number of 'Sports/active' clubs on offer.

Implement online registration procedure for **all** school sports carnivals, commencing with the swimming carnival.

Planning for 2021 Science Week to include a guest speaker and/or engagement with broader community facilities.

STEM kits borrowed from the Department of Education (Term 2 2021). STEM/coding Kits embedded into Science and Technology/Mathematics programs school-wide.

Engagement of Scope IT in 2021.

Seesaw to be used K-2

Google Classroom to be used 3-6

Implementation of the 'Got It' program (*social skills early intervention program*)

Additions to Green Grove using remainder of Sustainable Schools grant.

Establishment of Green Grove maintenance management system and integrated into school teaching and learning programs.

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

Remote Learning - With teacher guidance, parents were supported during remote learning to assist their child/ren to complete online tasks. This resulted in positive feedback from the parents. Communication forums were Google classroom, seesaw, Edmodo and phone calls. Vulnerable students were invited to attend school if learning from home was not a suitable learning environment. The school provided families without ICT, iPads so the child/ren could complete the remote learning tasks. The Zoom parent/teacher interviews held in Term 3 were a great success as parents had flexibility as to where and when they would like to communicate with their child's teacher.

Transition - Teachers and students followed a returning to school timetable at the beginning of Term 2. Both Kindergarten and Year 6 students participated in formal transition sessions. Year 6 students also completed the Mosman High School Mandarin assessment. Kindergarten to Year 4 students participated in informal transition preparations for 2021 by visiting their 2021 location and classrooms.

Wellbeing - Wellbeing continued throughout the whole year. Classroom teachers implemented smiling minds on a weekly basis, Stage 1 and Stage 3 implemented wellbeing journals, peer support was implemented in Term 4 with a focus on friendships, students attended a wellbeing club during Term 3 and 4, a wellbeing survey was rolled out for staff, specific grades/students and Student Representative Council and leaders. The optional School Swimming and Water Safety Program for students in Years 2 to 6 continues to be well-attended.

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)
Most parents are onboard with the forms of communication delivered by the school. Parents with children during remote learning were able to communicate with their child's teacher to seek clarification if required.	\$9862.10 - Sentral subscription
Parents had online access to the remote learning on Goggle Classroom and Zoom to conduct parent/teacher interviews.	\$3966.00 - School Bites subscription
The Community Engagement Group and parent representatives assist with school-based decisions via Zoom.	

Progress towards achieving improvement measures

Parents gained valuable information relating to their child's happenings at school.

Parents of students K-2 are more willing to participate in assisting with literacy and numeracy activities.

Parents present (pre-Covid) for morning assembly to hear the School Spirit Focus and messages.

CEG discuss school based activities to enhance the learning within the school.

Green Grove has been successfully established at the front of the school and has provided a pleasing aesthetic. Leadership roles of the sustainability team have been established and sustainable practices are in place.

Student information shared to ensure smooth transition to high school.

Stage 3 teachers organised Stage 3 students attending Mosman High School in 2021 to attend an on site orientation session to assist in a smoother transition.

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

Evaluation	Funds Expended (Resources)
<p>The school captains and vice captains enjoyed a breakfast supplied by Mosman Council to listen to food lover, media personality and author, Maeve O'Meara. She shared her extraordinary career and adventures with 120 guests at Mosman Council's International Women's Day breakfast, on Friday 6 March. She suggested to the school students in the room that while 'there are still glass ceilings to break and boundaries to be crossed,' above all, we need to be kind to each other.</p> <p>Year 5 students participated in the SLIPs program to develop their student leadership capacity for 2021 student leadership roles. The successful students were announced at the end year assemblies.</p> <p>Teachers took the initiative to work closely with peers to further develop their own teaching and learning practices.</p> <p>Some staff members took on higher duties to relieve as Assistant Principal/ Deputy Principal.</p> <p>Year 6 students underwent training sessions in the school hall to learn how to present and deliver lessons on friendship and resilience.</p>	<p>Executive higher duties \$ 15000</p> <p>QTSS funds: Peer Support planning \$ 3180</p>

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

Evaluation	Funds Expended (Resources)
<p>Teachers were informed and supported to manage student behaviour.</p> <p>Wellbeing week initiatives include student, teacher and parent activities each term.</p>	<p>Wellbeing Week resources \$1600</p>

Next Steps

Professional Learning to further develop teacher understanding of how to cater for highly gifted and talented students.

Induction programs to inform and support students, parents and staff.

Provide parents with the option to have parent/teacher interviews face to face or via Zoom.

Create a wellbeing space within the school for students who require support and guidance (red cards, LST and anxiety) with resources for highly anxious students to assist them to develop strategies to self-regulate their behaviour and promote resilience.

Provide resources to create a calm space within each classroom such as soft furniture, sensory gadgets, mindful visuals and a calming kit.

Purchase staff Innovative Learning Environments for teachers.

Review school wellbeing practices to provide the most effective and efficient learning and working environment, such as a phonemic awareness program for students K-6.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	0.8 EFT EAL/D teacher 42,460 flexible funding Funding Sources: • English language proficiency (\$42 460.00)	The EAL/D teacher is funded from this source to support identified students in classrooms, to enhance their attainment of the English language. The EAL/D teachers developed and delivered professional learning opportunities for all staff to enhance their understanding of EAL/D learning progressions Collaborative teaching across all classes K-6 in writing.
Low level adjustment for disability	0.5EFT LaST \$40,666 flexible funding for 0.1 EFT LaST & p/t SLSO Funding Sources: • Low level adjustment for disability (\$40 666.00)	All students requiring adjustments and accommodations are catered for at both class level and through the Learning Support Team. The Learning and Support Teacher [LaST] is funded from these funds to provide specialist support to students and professional advice to teachers.
Quality Teaching, Successful Students (QTSS)	2 teachers per week to provide release time for teachers Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$42 400.00)	All teachers received additional release from face to face teaching to observe the teaching skills of expert colleagues. 66% of teachers engaged in Lesson Study action research to develop pedagogy and instructional strategies for writing. Teachers reported that this assisted them in improving their understanding of student learning and effective lesson delivery.
Socio-economic background	Funding Sources: • Socio-economic background (\$5 976.00)	This funding is utilised to support families experiencing financial hardship, enabling students to access participate in co-curricular activities.
Support for beginning teachers	\$45,510	Beginning teachers were provided classroom release time to support them in developing a deeper understanding pedagogy and teaching practice. Teachers were allocated two hours a week to complete a range of tasks, ie observing colleagues, developing assessment tasks, creating resources, completing accreditation requirements. Some beginning teachers attended a two day conference to deepen their understanding of contemporary literacy and numeracy practices and to broaden network of other colleagues new to the profession. Beginning teachers were also provide additional support through involvement in the Middle Harbour Early Career Teacher Network.
Targeted student support for refugees and new arrivals	\$22,755	Students received intensive withdrawal sessions to support them with the development of their language skills. NAP classes from K-6 we reduced in semester 2 due to funding allocation - impacted by Covid-19 and border closures.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	334	341	343	331
Girls	358	347	325	324

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	95.8	96.5	92.7
1	95.2	97	94.4	94.9
2	96.3	95.1	96.1	94
3	96.1	96.6	95.4	94.2
4	95.8	95.9	95	93.6
5	95.9	94.6	95.2	91.1
6	95	94.2	94.3	91.2
All Years	95.9	95.7	95.3	93.3
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.43
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.2
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, 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	1,302,600
Revenue	5,926,688
Appropriation	5,586,220
Sale of Goods and Services	3,500
Grants and contributions	329,738
Investment income	4,929
Other revenue	2,300
Expenses	-5,931,142
Employee related	-5,355,672
Operating expenses	-575,469
Surplus / deficit for the year	-4,454
Closing Balance	1,298,147

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	47,761
Equity Total	199,208
Equity - Aboriginal	0
Equity - Socio-economic	5,976
Equity - Language	97,874
Equity - Disability	95,358
Base Total	4,712,115
Base - Per Capita	160,657
Base - Location	0
Base - Other	4,551,458
Other Total	411,627
Grand Total	5,370,711

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

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

Student Voice

Students have continued to be engaged in the process of developing innovative learning environments with a variety of seating options being created aligned to the NSW learning modes. Students have an increased understanding of the learning modes and their purpose within flexible environments. Many students are able to articulate the purpose behind their seating choices and can participate in reflective conversations with teachers and peers.

Student voice provided an insight to student engagement and areas of focus in writing. Students were able to explain what they find challenging within writing and this informed teacher professional learning and reflection within Spirals of Inquiry. Through professional learning, strategies including modelled, shared, guided and independent writing were implemented into programs and increased appropriate support and engagement for students.

Student focus groups discussed the school environment and wellbeing at school. Feedback indicated that overall, students feel safe and happy at school.

Teacher Efficacy

Teachers collaborated during remote learning to ensure that students were provided with engaging, consistent and comprehensive programs. Seesaw and Google Classroom were platforms used to communicate to students and parents. Teachers felt supported by the school and wider community throughout this time.

Staff wellbeing was supported and prioritised through regular check-ins and being involved in Wellbeing Week activities each term. Teachers felt a sense of belonging and support within their teams and as a school.

Spirals of Inquiry, a professional learning model, was undertaken in stage teams in order to improve teacher pedagogy and outcomes for students. This model of small group collaborative professional learning focused on writing to further develop teachers understanding of writing strategies.

Learning Modes continued to be 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.

Parent advocacy

Parents expressed their appreciation and satisfaction of the school's management throughout the period of remote learning as well as the extended period of time during which parents were not able to attend the site. Many parents expressed their sense of connection to the school had been maintained due to continuous and comprehensive collaboration with teachers on best practice to be the 'at home' teacher. Regular communication through SeeSaw and Google Classroom included photographs of learning at school.

Parental expressions of satisfaction and appreciation flowed in via email:

Dear Mosman Public Team, Big thank you to you all working so hard to make our kids still feel part of the school and staying connect to their learning program while at home. We will do our best to keep up at home! Stay healthy. Maylis and Olivier H

Hi everyone at MPS, I just wanted to send my thanks to everyone at the school for the amazing effort you've put in the last few weeks. I can't even imagine how challenging it's been trying to adapt to the fast changing situation and all the questions etc you've been getting from parents. The online learning is going well so far and while I will absolutely cheer on the day school goes back to normal I'm loving this insight into how my kids learn and their attitudes to learning. Thanks again and stay safe Natalie E

Dear Robyn and Front Desk Team. I would be grateful if you could please pass on my thanks to Steve and the MPS leadership team for their stellar leadership during this challenging time. The swift mobilization of resources to enable remote learning and the level of communication from the school since the start of the crisis have been terrific. Both Soraya in Year 5 and Alexander in Year 3 have been kept very well up-to-date by their teachers - and very busy! This has been massively helpful to me and John (my husband) as we manage our own work teams during this crisis. Warm regards Gabi

I have been wanting for the last couple of weeks, to write to you to say a huge "thank you". Firstly, for the amazing management from yourself and your staff during this difficult time, and secondly, for your huge smile each morning as

the students are greeted at the gate. I drop Emily, and then come around in the car past Belmont. My husband was in the car once and I pointed you out to him, explaining that you are the principal, and how beautiful it was that you take the time to greet each child with a big smile, as they enter the school gate. What a wonderful example you set for MPS, and it's part of why I think your school is the most amazing place for the children who attend. So, sorry to ramble, but again, just.....THANK YOU! Kind regards, Vikki S

I just wanted to say I think the collective of Mosman Public team have just been incredible and I am so thankful to see your comforting smiling faces at drop off! It's a wonderful community and we're so grateful to be part of it. Take care and please know you have our support. Thanks, Lauren (& Willow)

Hello team, As parents at MPS we are so grateful for your hard work and dedication during what must be a very difficult time. As a token of our appreciation we have set up an account to fund coffees for all staff of MPS today. I'll update you in the morning if we can keep this going tomorrow. Ideally we'd like to keep it going all week! Have a great day and stay safe, Anna W

Dear Mr Connelly, We just wanted to write to say thank you to you, all the teachers and the school admin staff for all your hard work during this uncertain time. We really appreciate the support you are providing for the students and community. Best wishes and stay safe. Myra and Cliff R

Dear Steve (and MPS teachers/support staff, office personnel and others), I would like to thank you for your consistent communication and firm guidance regarding 'Coronavirus' throughout the school year and in particular, this week. It isn't easy for people to accept change at the best of times and I feel a great job has been done by you (all) in very trying circumstances - especially transitioning to online learning. Personally, my family and I are embracing this challenge wholeheartedly and so far so good. (No one has strangled each other!) I look forward to thanking you in person once school has resumed down the track. Stay safe, take care. Warmest, Rachel D (and family)

Hi team, Firstly, thank you - I feel you are all doing a tremendous job in very difficult circumstances. I'm so grateful my kids are at such a supportive school! I thought today's remote learning trial worked very well (and smart to do a trial to allow us parents to figure out how it all works!) Many thanks, Marjan

Hi all - just wanted to say that I think everyone at the school is doing a great job in handling this crisis. I feel well informed and most importantly my boys are happy and well supported. Cheers, Toby

This is fantastic and a positive, forward thinking move. Thank you and well done to the school and the fabulous teachers.

Hi MPS office team, Thank you for the all the communication and hard work you are providing. I am hoping you are getting messages of support, not just people being angry and rude. This is an unprecedented time for everyone and we can only do our best. Keep your chins up, stay safe and well. There are many people who appreciate the work you are doing. Thanks

Could you please pass on a thank you to Mr Connelly and everyone in school admin for keeping us informed - it must be a stressful time for the school but we trust that good decisions are being made every day. We are certainly not worried about the courses of action the school is taking and we hope others can feel confident about this is due time. Thanks again for looking after the wellbeing of our kids! Steph (KT mum)

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.