

2021 Annual Report

Mascot Public School



2499

Introduction

The Annual Report for 2021 is provided to the community of Mascot 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 Strategic Improvement 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

Mascot Public School
King St
Mascot, 2020
www.mascot-p.schools.nsw.edu.au
mascot-p.school@det.nsw.edu.au
9667 4301

Message from the principal

'As we take our next step, we must recognise the people whose footprints first graced this land'. Mascot Public School acknowledges that we stand on the traditional lands of the Gadigal people, the original custodians of the land. We are an inclusive environment wishing to learn more about spiritual and cultural values, and the resources connected to this special Gadigal land. We must also extend this acknowledgement to the Elders of the surrounding Eora nation, both past, present and emerging. We acknowledge and respect that the Elders have helped to nurture and care for this beautiful land. We thank them for their care of the land and ask that they guide us all to understand the importance of 'Mother' Earth to Aboriginal and Torres Strait Islander People.

Mascot Public School strives to deliver a holistic education that empowers every student to realise their academic and personal potential. In 2021, the school continued to deliver innovative learning, teaching and wellbeing programs that assisted students to flourish across their spiritual, cognitive, social, emotional, and physical dimensions.

Undeniably, 2021 has been a very challenging year. We experienced the ongoing challenges of COVID-19. The necessary restrictions to keep all the community and the country safe, curtailed any events planned, and meant we had to imagine new ways in which to come together academically, physically and socially. Throughout the year the resilience and tenacity of the school community was evident, and in spite of the difficulties brought by COVID-19, it was abundantly clear that in its delivery of education, the school continued to thrive. The agility of the learning environment was evident in our online and offline presentations throughout the year. The all-encompassing focus on student wellbeing was consistent and comprehensive and staff commitment to adjust and adapt to maintain the high standards in Teaching & Learning was always evident. As the year progressed, and we approached activities and events that would normally feature in the schools' calendar, we had to be agile and adapt to new ways. Invariably, the whole community embraced the changes and alterations with graciousness and a willingness to work together.

A focus on positive mental health for the whole school community saw the continued implementation of an explicit wellbeing program called 'Grow Your Mind' that successfully focused on teaching brain awareness, emotional regulation strategies and practices for developing strong mental health.

During the reporting year, the school offered a strong professional development program for staff, which aimed to develop and improve teachers' pedagogical practice. Highlights included teaching staff educating each other on best practice and supporting each other to implement innovative strategies for improving student engagement and learning outcomes.

I thank all members of the Mascot community for their contributions in 2021. We are blessed with exceptional staff who show outstanding dedication to Mascot students and families, as well as committed parents and carers who contribute to the life of the school in so many ways. I look forward to continuing to work with you all in 2022.

Helen Te Rata

Message from the school community

2021 has been an unrepresented year, including many challenges. I would like to reiterate that the school has been magnificent throughout the pandemic and thank all of the teachers and staff for the considerable efforts they have made to continue our children's education, whilst keeping everybody as safe as possible.

Message from the students

I write this as a Year 6 student, having officially finished the first chapter in my life. Despite the bumpy road we have had in 2021, it has been a journey I will never forget. My peers and teachers have all made a positive impact on me.

At the end of 2020, I was awarded the captaincy of the school, alongside Phoenix. It has been such an amazing experience, working with other students, teachers and of course our principal.

Firstly, I just wanted to take a second to thank our principal, Ms Te Rata for all the hard work that goes on behind the scenes. Without her, our school would not be up and running like it is now. She has worked effortlessly with all the teachers to ensure that kids returning back to school were safe but most importantly enjoying their time here. I appreciate all her efforts with our leadership team during this year. It has been an honour to work alongside you. Thank you for making us all feel included and recognised.

Secondly, I want to personally thank all the stage 3 teachers for all their efforts during this year. It has not been an easy year to say the least, however you have shown and taught our year resilience during this very disruptive year and for that I thank you. Thank you for all the effort you gave during online learning. Although, it was not easy, you made it as enjoyable as possible.

Lastly, I would like to thank the students. You have faced so many challenges this year, I am truly proud of you all. Whether you believe you have achieved something big or small, you have had a very stressful year of uncertainty and made it through; that is a very big achievement. I wish you all the best in 2022.

This is Charli Smith, captain of 2021, signing off.

School vision

At Mascot Public School every staff member inspires and guides students towards a dynamic future. An integrated, comprehensive, explicit and creative curriculum is paramount to meeting the academic, social and emotional needs of our learners. Our staff implement innovative quality teaching practices, developed through consistent collaboration and professional learning. We promote a strong sense of social awareness and responsibility and provide clear, consistent and efficient communication which ultimately improves student outcomes. The continual development of positive, respectful relationships between students, parents, community and staff builds an atmosphere of warmth, support and well being. All community members recognise the importance of embedding appropriate values and developing positive personal attributes. These ideals underpin everything we do.

School context

Mascot Public School is situated in the cosmopolitan suburb of Mascot which is well-serviced by public transport, near Sydney's main domestic and international airports and adjacent to retail areas and industrial estates.

We are a dynamic, friendly school that caters for preschool to Year 6 students with a Before and After School Care Centre on site. We offer extracurricular activities to ensure that our students' interests and talents are catered for.

With almost 76% of our students from language backgrounds other than English, we value cultural diversity, respect and tolerance and a strong EAL/D (English as an Additional Language/Dialect) basis to our teaching and learning programs.

We are well-placed for 21st Century learners via our well-resourced library, dedicated computer room, connected classrooms, access to iPads and laptops, and flexible classrooms and learning spaces.

Our school grounds are extensively grassed with sports facilities and vegetable gardens included.

Involvement and participation of our families is valued and a P&C exists to encourage and nurture this.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To embed evidenced-based pedagogies and systems which foster a learning culture focused on improving outcomes for all students.

To ensure all learners at Mascot achieve maximum personal learning growth. Our students and staff will be self-directed, confident, curious, reflective and highly engaged learners.

To provide a school-wide collaborative approach to evidence-informed assessment, feedback and reporting to support the diverse learning needs of all students and promote school excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practice
- Excellence in Teaching

Resources allocated to this strategic direction

Professional learning: \$16,200.00

Literacy and numeracy: \$15,702.98

Socio-economic background: \$44,417.00

Per capita: \$5,775.00

Low level adjustment for disability: \$177,494.13

Literacy and numeracy intervention: \$47,089.00

Integration funding support: \$55,738.00

English language proficiency: \$232,599.14

Summary of progress

In 2021, we developed a literacy framework to create consistency in the teaching practice of literacy across the school. We continued to use the Get Reading Right Scope & Sequence for the teaching of phonics, and further built the capacity of teachers to implement the program in their classrooms. Within stage teams, we mapped English syllabus content to ensure all literacy components were addressed. PL throughout the year included: triangulation of data, enhancing speaking & listening within the classroom, use of the Big 6 as part of reading instruction and the new K-2 English Syllabus. 2021 saw the creation of the Mascot Numeracy Team to guide and enhance the teaching of Mathematics. A new Mathematics Scope & Sequence was created to ensure Mathematics content was adequately addressed throughout year. Staff engaged in PL to increase students' mathematical fluency, and began to implement Mathematical Warmups into their teaching practice. Staff also engaged in PL in order to prepare for the implementation of the new K-2 Mathematics syllabus.

During the period of learning from home, students engaged with quality teaching units and participated in daily zoom lessons to support their learning. Upon return to school, students showed little to no regression in their learning.

As a result of teachers utilising best practice, explicit and intensive PL and increased teacher efficacy, the standard of teaching and learning programs increased. This has resulted in significant growth in NAPLAN results for our students and the growth of pride amongst our school community.

Future Directions: The Mascot Literacy Team will continue to refine the literacy framework and explore more effective assessment tools. The Mascot Numeracy Team will continue work on increasing students' mathematical fluency through the implementation of Number Talks and begin to explore best practice in the area of mathematical reasoning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Top two bands NAPLAN Reading to	NAPLAN Year 3 Reading: 50% of students in the top two bands

be at or above 34.4% (2019 results)	NAPLAN Year 5 Reading: 39.47% of students in the top two bands
• Top two bands NAPLAN Numeracy to be at or above to be at or above 25% (2019 results)	NAPLAN Year 3 Numeracy: 33.33% Top 2 Bands NAPLAN Year 5 Numeracy: 31.58%
• Increased percentage of students achieving expected growth NAPLAN Reading at or above baseline of 54.3% (2019 result)	Students achieving expected growth NAPLAN Reading at or above baseline of 54.3% (2019 result) - achieved 70% (2021) <i>Our average NAPLAN growth scores were as follows:</i> * Reading 84.1% compared to the state average 80.8% * Grammar & Punctuation 74.2% compared to the state average 65.8% <i>Our students achieved at or above expected growth as follows:</i> * Reading 70.3% compared to the state average 63.4%
• Increased percentage of students achieving expected growth NAPLAN Numeracy at or above 64.4% (2019 result)	Students achieving expected growth NAPLAN Numeracy at or above 64.4% (2019 result) - achieved 62% (2021) <i>Our average NAPLAN growth scores were as follows:</i> * Numeracy 103.1 compared to the state average 92.0 <i>Our students achieved at or above expected growth as follows:</i> * Numeracy 62.2% compared to the state average 57.4%
• Value added data remains at Sustaining and Growing for 3-5	• Value added data remained at Sustaining and Growing for 3-5 • Additionally, value added data across K-Y3 was Excelling
• Value added data remains at Sustaining and Growing for 5-7	Value added data remained at Sustaining and Growing for 5-7

Purpose

To create a sense of belonging and a clear focus on learning through strong partnerships and open communication to engage all school members in a safe, challenging and supportive learning environment.

To establish an outward-facing school community to improve student outcomes through positive partnerships with parents, educators and other agencies.

To build on a positive school culture, underpinned by respectful relationships, a strong sense of contentedness, quality community partnerships and characterized by high levels of student, staff and community well being.

To build a culture where all members of the school community feel respected, valued, supported and connected in order for our students to succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Partnerships
- High Expectations

Resources allocated to this strategic direction

Professional learning: \$150.00

School support allocation (principal support): \$26,425.07

Flexible Funding for Wellbeing Services: \$100.00

Aboriginal background: \$11,163.04

Refugee Student Support: \$763.05

QTSS release: \$85,546.03

Summary of progress

The Reconciliation Action Plan Team (RAP) was created and completed a semester of learning with UNSW, gaining a greater understanding of Aboriginal Perspectives and how these can be implemented within the school community. An elder was engaged to work 1 day per week, helping classroom teachers to include Aboriginal Perspectives, into teaching and learning programs. We began the Fathering Project, but due to COVID, it was not possible for fathers and their children to meet with each other regularly. A partnership was formed with the Go Foundation to work with families needing family support. This resulted in families and teachers learning strategies to support the emotional needs of students. The Mascot Wellbeing Team met regularly to refine the Wellbeing Guidelines to enact the DET policy and to streamline the PBL process within the School.

Professional Learning was provided to teachers to identify, understand and implement the most effective classroom practices to ensure all students were engaged in productive learning. Opportunities were given to staff to meet in teams each week to develop quality units of work that promoted high expectations for our students. Attendance was monitored carefully, particularly during COVID, and teachers spent time each week connecting with students and their families on an individual basis. Communication with parents was enhanced through the regular updating of the school website and increased use of messaging via the Sentral Parent Portal.

Future Directions:

- Utilise the opportunity to connect with the School Community through the MPS centenary celebrations in 2022.
- Continue our engagement of Aboriginal elder to enhance Aboriginal perspectives in the school.
- Designing the 'Cultural Hub' for school and community use.
- Increased opportunities for student leadership.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Increased number of documented incidents use of staff comments in Sentral 	Staff reporting incidents on Sentral has increased as well as documented conversations or meetings with parents and outside agencies. This has resulted in comprehensively written Access Requests and in turn, increased support through funding or placement, for our students.
<ul style="list-style-type: none"> Strategies developed for Identified community communication concern/s 	Surveys were sent to families during the Lockdown to understand how we could better support our students and their parents in home learning. Fortnightly newsletters, regular seesaw communication from class teachers and whole school emails provide important information for families. Our website is looking the best it ever has and designated time is given to it each week so current information and photos can be uploaded.
<ul style="list-style-type: none"> Initial UNSW Cultural Residency Program survey taken and reviewed and strategies developed to further develop awareness 	The UNSW Cultural Residency Program was extremely well received and highly successful. All community members saw the value in having an Elder onsite and as a result, the school will fund an Elder in 2022. As part of their roles, Auntie Maxine and Auntie Joyce were part of the consultative group for our Yarning Circle/Cultural Hub. They have also been active participants in creating PLPs with children and their families as well as our AECG representative on our AP Panel.
<ul style="list-style-type: none"> Grow Your Mind scope and sequence followed, in-class lessons programmed and implemented weekly, school wide 	This program has been highly successful and is fully embedded into our curriculum. Each Friday the Principal awards certificates to those students who have displayed the weekly attribute. We have also decided to develop our end of year awards around four or five of the Grow Your Mind Attributes.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 4.3 in the category of 'proactive relationship strategies'. 	Teacher data from What Works Best: Summary Report (Wellbeing) Increased from 4.1 to 4.5 in the category of 'proactive relationship strategies'.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 3.7 in the category of 'Opportunities for student voice'. 	Teacher data from What Works Best: Summary Report (Wellbeing) decreased to 3.2 in the category of 'Opportunities for student voice'. This is an area we can work on.
<ul style="list-style-type: none"> Increased percentage of student attendance expected growth from 78.6% to 82% 	It has been difficult to collect true data in this area during 2021 due to the guidelines and restrictions around COVID. There were also many families who were very anxious about returning to school when restrictions were lifted.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 4.3 in the category of 'explicitly teach positive behaviour'. 	This measure of data collection is no longer available. However, there was consistent and explicit teaching of PBL across the school.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 4.5 in the category of 'positive classroom environment'. 	Teacher data from What Works Best: Summary Report (Wellbeing) Increased from 4.4 to 4.7 in the category of 'positive classroom environment'.
<ul style="list-style-type: none"> Strategies developed for identified student engagement within the classroom concerns 	2021 TTFM data is yet to be received.
<ul style="list-style-type: none"> Strategies developed for identified student engagement within the school community concerns 	2021 TTFM data is yet to be received.
<ul style="list-style-type: none"> External audit of administrative systems and processes undertaken 	Due to staff working from & restrictions of number of people who could meet, this was not achieved in 2021. This will be prioritised for 2022.
<ul style="list-style-type: none"> Increased achievement of PDP goals for all staff. 	All staff developed PDP goals around the SMART Goals Model. Much of our professional learning was self selected and self paced so PDP goals could be achieved. Each week, designated professional learning was assigned and teams shared their learning.
<ul style="list-style-type: none"> Strategies to increase the number of parents attending learning conferences. 	This was not able to be achieved this year.

Strategic Direction 3: Innovative Learning

Purpose

To build individual and collective capabilities through a positive, collegial culture to develop passionate and inspired evaluators of learning.

To inspire a community of learners and explorers who think critically and creatively to design and manage projects, solve problems and make effective decisions using a variety of digital tools and resources.

To foster a student-centered environment where risk taking is encouraged and learners develop greater resilience to celebrate success and learn from mistakes. To present open-ended problems to engage learners and challenge them to shift their thinking beyond the classroom.

To design learning which reflects how the best teachers teach and how today's students learn for tomorrow.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Feedback
- Student Collaboration
- Teacher Collaboration

Resources allocated to this strategic direction

Summary of progress

We placed strong emphasis on teacher collaboration in 2021. Staff worked together to achieve common goals, through the sharing of evidence-informed practice, knowledge and problem solving. Time was dedicated to allow teams to collaborate, in both formal and informal ways, in order to enhance practice. Resources and timetables were carefully utilised in order to support collaboration. Members of the Executive Team participated in the LEED program, collaborating with a number of school networks, gathering data and utilising this data to further identify areas of need. Throughout the year, collective capabilities and a collegial culture was developed.

Future Directions:

- Foster student-centred environment where risk taking is encouraged and learners develop greater resilience.
- Continue to design learning which reflects how the best teachers teach.
- To develop and implement SMART learning goals.
- To review the use of LI/SC within the school and use information gained to drive the giving and receiving of feedback.
- To review and refine our processes for reporting to parents

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. The focus is on teacher-to-student feedback.	Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.80 to 4.1 in the category of 'teacher-to-student feedback.'
• Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.40 to 3.90 in the category of 'student understanding of	Teacher data from What Works Best: Summary Report (Effective Feedback) Increased from 3.80 to 4.10 in the category of 'student understanding of how to improve their work'.

how to improve their work'.	
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.2 to 4.0 in the category of 'student self assessment'. 	Teacher data from What Works Best: Summary Report (Effective Feedback) remained at 3.2 in the category of 'student self assessment'.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.32 to 4.0 in the category of 'feedback on my teaching'. 	Teacher data from What Works Best: Summary Report (Effective Feedback) decreases from 3.32 to 3.2 in the category of 'feedback on my teaching'.
<ul style="list-style-type: none"> Professional learning is focused on learning goals and teachers trial utilising learning goals within their classroom. 	Teacher data from What Works Best: Summary Report (Professional Learning) Increased from 2.80 to 3.5 in the category of 'Teachers are provided with enough time to think carefully about their professional learning and reflect on ways to try out and evaluate new ideas'
<ul style="list-style-type: none"> Professional Learning is focused on the 'Working Collaboratively' element of the Social Management domain in the ACARA General Capabilities continuum. 	Professional Learning is focused on the 'Working Collaboratively' element of the Social Management domain in the ACARA General Capabilities continuum.
<ul style="list-style-type: none"> All teachers undertake classroom observation as part of the PDP cycle and use the Observation Reflection Guide to facilitate professional dialogue and feedback. Through observation, supervisors identify areas for growth and recommend teachers to observe colleagues who demonstrate effective practice. 	<p>Teacher data from What Works Best: Summary Report (Collaboration) Increased from 3.20 to 3.5 in the category of 'peer observation'</p> <p>Teacher data from What Works Best: Summary Report (Collaboration) Increases from 4.0 to 4.2 in the category of 'discuss teaching practices with colleagues'</p> <p>Teacher data from What Works Best: Summary Report (Professional Learning) Increases from 3.90 to 4.0 in the category of 'school executive are supportive of the development of teachers' knowledge and skills relating to evidence-informed practice through formal/informal coaching/mentoring structures '</p>
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Collaboration) Increases from 3.80 to 4.1 in the category of 'collaboratively planning' 	Teacher data from What Works Best: Summary Report (Collaboration) Increased from 3.80 to 4.12 in the category of 'collaboratively planning'
<ul style="list-style-type: none"> Creation of Collaborative Teaching team and begin research into various co-teaching models and learning modes. 	This was not addressed in 2021 due to COVID.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: increased positive partnerships between the school and the families of new arrivals.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing bilingual SLSOs to support students to clarify learning in their home language.</p>
<p>Integration funding support</p> <p>\$55,738.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mascot Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: all eligible students have personalised learning goals and all PLSPs regularly monitored and updated according to learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$44,417.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mascot Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MiniLit to support identified students with additional needs <p>The allocation of this funding has resulted in: additional staff employed to deliver targeted literacy instruction to small groups of students. As a result, students achieving at or above expected growth in NAPLAN 2021 was seen.</p>

<p>Socio-economic background</p> <p>\$44,417.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Updating MiniLit to the newer version (MiniLit Sage).</p>
<p>Aboriginal background</p> <p>\$11,163.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mascot Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional culturally-appropriate staff to support Aboriginal students <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process, and more importantly, conversations became more authentic as parents felt more engaged in the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a cultural educator 1 day a week to support ATSI students and their families, as well as enhancing ATSI perspectives within the classroom.</p>
<p>English language proficiency</p> <p>\$232,599.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mascot Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Building classroom teacher capacity through the provision of in-class support for EAL/D students. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Student progress showing high growth on the EAL/D learning progressions. There has been a growth in confidence in beginning and emerging EAL/D learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design differentiated units that reflect the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the new curriculum, reflected in semesterly reports.</p>
<p>Low level adjustment for disability</p> <p>\$177,494.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Mascot Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$177,494.13</p>	<p>their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the numeracy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: A more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent learning support activities. Targeted students are well supported by SLSOs and their PL&SPs are implemented and monitored.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team & continue to engage additional support. The school will continue to provide additional support for identified students through the employment of SLSOs.</p>
<p>Professional learning</p> <p>\$16,350.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mascot Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Excellence in Teaching • Positive Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging teacher leaders to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Enhanced teacher capacity to implement high-quality, differentiated teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning in this area to further enhance student learning.</p>
<p>School support allocation (principal support)</p> <p>\$26,425.07</p>	<p>School support allocation funding is provided to support the principal at Mascot Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>School support allocation (principal support)</p> <p>\$26,425.07</p>	<ul style="list-style-type: none"> • employment of IT specialist to ensure provision and maintenance of required technology within the school. <p>The allocation of this funding has resulted in: Reducing the amount of time classroom teachers were needing to spend on the maintenance and rollout of technology. Technology issues are solved more efficiently due to employing a specialist in this area.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ IT specialist to support the maintenance and rollout of technology within the school.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$100.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Mascot Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Working with outside agencies to deliver wellbeing programs (Breakfast club) <p>The allocation of this funding has resulted in: Students being prepared for a day of learning & having physical wellbeing needs met.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide support to support students' wellbeing.</p>
<p>Literacy and numeracy</p> <p>\$15,702.98</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mascot Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Excellence in Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Staff being prepared to implement the new K-2 syllabus.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional PL provided to support teachers with new syllabus implementation within their classrooms.</p>
<p>QTSS release</p> <p>\$85,546.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mascot Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives

<p>QTSS release</p> <p>\$85,546.03</p>	<p>The allocation of this funding has resulted in: An improved teacher to student ratio to allow for greater differentiation & support within each classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise staff to lead improvement through the provision of professional learning in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mascot Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted intervention in literacy and numeracy. <p>The allocation of this funding has resulted in: A reduction in the number of K-2 students at risk of not meeting minimum standards.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to employ additional staff to support students at risk in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$112,591.45</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to implement COVID ILSP program. <p>The allocation of this funding has resulted in: The majority of students in the program making significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the implementation of literacy small group tuition in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	176	197	192	196
Girls	151	170	176	177

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	94.1	92.4	95.2
1	93.4	93	92.6	95.5
2	93.8	91.2	92.3	94.5
3	94.1	94	91	94.4
4	94.9	93.2	91.7	94.8
5	94.2	93.7	90.9	92.9
6	92.6	93.1	93.9	92.2
All Years	94	93.3	92.2	94.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Assistant Principal(s)	4
Classroom Teacher(s)	15.16
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	5.22

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	659,039
Revenue	4,473,052
Appropriation	4,332,472
Sale of Goods and Services	20,144
Grants and contributions	116,165
Investment income	509
Other revenue	3,761
Expenses	-4,487,586
Employee related	-4,066,528
Operating expenses	-421,058
Surplus / deficit for the year	-14,534
Closing Balance	644,505

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.

	2021 SBAR Adjustments (\$)
Targeted Total	56,501
Equity Total	462,003
Equity - Aboriginal	11,163
Equity - Socio-economic	41,417
Equity - Language	232,599
Equity - Disability	176,824
Base Total	2,789,294
Base - Per Capita	95,587
Base - Location	0
Base - Other	2,693,708
Other Total	754,597
Grand Total	4,062,396

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.

Parent/caregiver, student, teacher satisfaction

The TFFM Parent survey and online surveys, focus groups, interviews and evaluation tools were used to collect data and captured our community's opinions about the culture of Mascot Public School. This included how welcoming and supportive the school is. As the literature highlights family-school relations and parental involvement is crucial in supporting student achievement. Our analysis of this data highlights that parents feel welcomed and can readily communicate with the school. To ensure families feel connected with the school, we use multiple ways to keep parents informed and involved in their child's education, such as newsletters, social media platforms and parent conferences.

Analysis of data also indicated the need for the school to develop a shared understanding and language to describe an effective learner, the learning process and the qualities of an effective learning.

Overall parent and community feedback indicated high levels of satisfaction with the school's strategic directions, academic results, pedagogical approaches and the array of learning opportunities provided for all children. Strong levels of community support, teacher quality, innovation and high expectations were other areas highlighted as areas of strength. The community particularly valued the school's wellbeing approaches of Grow Your Mind.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.