

2021 Annual Report

Mowbray Public School



4015

Introduction

The Annual Report for 2021 is provided to the community of Mowbray Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Mowbray Public School
635 Mowbray Road
Lane Cove, 2066
<https://mowbray-p.schools.nsw.gov.au>
mowbray-p.school@det.nsw.edu.au
9428 3200

School vision

Mowbray Public School is a state of the art public primary school committed to providing personalised and extensive educational programs. We lead systemic change and work alongside partners in education to facilitate future-focused teaching and learning that prepares young people for rewarding lives in an increasingly complex world. Our staff is professional, innovative and dynamic; maintaining high standards in teaching, learning and leading. Mowbray Public School students are prepared for life ahead; confident and well-equipped with the academic, social, creative and physical attributes needed to succeed. Through effective partnerships with the community, Mowbray Public School is a focal point and source of pride for all stakeholders.

School context

Mowbray Public School has an enrolment of 660 students of which 57% are from diverse non-English speaking backgrounds. The school is growing in numbers. It provides a quiet, community environment on an extensive, open site and with recently completed modern buildings. These new learning spaces are designed to enhance future focused teaching and learning across the school. Mowbray Public is a genuine community school where there is a strong sense of belonging and contributing.

The school has a vibrant multicultural community, with 33% of students requiring EAL/D (English as an Additional Language/Dialect) support.

Extra-curricular activities include sport, dance, choir, debating, science and music. The activities offered provide a wide range of experiences for our students.

Through our situational analysis, we have identified the use of data driven practices, consistency of teacher judgement in assessment and high expectations as areas of focus. A focus on these areas will ensure that all students have access to learning at the point of challenge. Professional learning will be based around meaningful assessment, differentiated learning and making learning visible for every student.

Through the NAPLAN gap analysis, the school has identified system determined targets in reading and numeracy. These targets will be supported by teacher professional learning based on reading and numeracy as well as targeted student support. Assessment data will be used to track student learning, determine areas of need and school success.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Ensure student growth in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their practice through quality targeted teaching/learning programs and the implementation of the new syllabus documents.

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.

- English
- Mathematics

Resources allocated to this strategic direction

English language proficiency: \$211,547.00

QTSS release: \$78,707.00

Professional learning: \$13,194.74

Summary of progress

English - Ensure all teachers are equipped with the skills and knowledge needed for explicit instruction for all aspects in English with a focus on teaching comprehension.

Through whole school professional learning teachers were upskilled to recognise different strategies to focus on student comprehension skills in English sessions. Through weekly one-to-one mentoring sessions, staff in Stage 1 were able to design and implement English units with explicit focus on comprehension. The teaching of the English program was supported by in-class modelling, individual evaluation/teacher specific feedback and whole team evaluation. Next steps will be professional learning around the new K-2 English syllabus documents and how these incorporate the comprehension focus that we have had.

Mathematics - Systematically develop and embed evidenced-based explicit teaching and learning across all strands in mathematics with a focus on working mathematically.

Due to the nature of 2021, this progress measure needed to be adapted. Teachers in Year 2 participated in an action research project for daily problem solving tasks. Due to the success of this project, it will be extended to all teachers Years K-6 in 2022.

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
Increase the percentage of students in the top two bands in reading by 2.5% (from 2020 baseline target data).	0.7% increase of students are now in the top two skill bands (NAPLAN) for reading indicating progress towards the annual progress measure.
Increase the percentage of students in the top two bands in numeracy by 2.5% (from 2020 baseline target data).	The same percentage of students are in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure.
Increase the percentage of students achieving expected growth in reading by 1.2% (from 2020 baseline target data).	Data indicates that slightly less students are demonstrating the expected growth in reading, showing a slight decline from baseline data.
Increase the percentage of students achieving expected growth in numeracy by 2.3% (from 2020 baseline target data).	Data indicates that there has been a 17.14% increase of students achieving the expected growth in numeracy, showing a significant increase from baseline data.

data).	
At least 65% of students completing Year 2 will have achieved the learning indicators within the 'Understanding texts' sub-element of the Literacy Progressions.	Due to the school focus on comprehension and incorporating this into all programs, the decision was made to delay the use of literacy progressions. The focus for 2022 will be teacher support for new syllabus implementation for K-2 staff, 2023 for 3-6 staff. Literacy progressions will be used to support teaching and learning following the new syllabus implementation.
100% of classroom teachers trialing negotiated problem solving strategies on a weekly basis.	Year 2 teachers trialed problem solving strategies as part of the grade mathematics program. This will be extended to all grades in 2022.

Strategic Direction 2: Targeted learning for all students through assessment, differentiation and feedback

Purpose

Students have access to quality differentiated learning and teachers use assessment, feedback and evidence-based teaching methods to optimise learning programs for all students.

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.

- Making learning visible
- Assessment and differentiation

Resources allocated to this strategic direction

Professional learning: \$36,110.00

Summary of progress

Making learning visible - A school culture where all students know 'where they are', 'where they are going' and 'how to get there' in their learning.

Through ongoing professional learning (PL), including whole staff PL (working with CORWIN), team meetings, Visible Learning (VL) team support, walkthroughs and collegial learning within MPS and with other schools, staff and students have a shared understanding of Learning Dispositions. Staff were able to effectively construct and display Learning Intentions and Success Criteria (LISC) to support student engagement in learning. Staff demonstrated a willingness and enthusiasm for sharing and discussing practice around Visible Learning. Next steps include empowering students to co-construct Success Criteria with a focus on meaningful differentiation. Staff will endeavour to use LISC across all Key Learning Areas.

Assessment and differentiation - Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery.

Through whole staff and stage based PL, and engagement with the 'Re-Assessing Assessment' document, staff are able to identify the types and purpose of assessment. Staff were encouraged to use a range of formative assessment strategies, as well as summative assessment, to inform programming. Next steps include experimenting with different assessment types and using student data to inform differentiated teaching and learning in each classroom.

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
All lessons have effectively constructed and clearly displayed LISC.	Staff participated in professional learning around the effective construction of LISC. LISCs were displayed in mathematics lessons, and were beginning to be used in English.
All teachers participate in PL to develop their understanding and use of formative assessment and feedback strategies.	Staff participated in external, online and school-based professional learning based on formative assessment and feedback.
All teachers participate in CTJ sessions (grade/stage) to ensure consistent and comparable judgements about student progress.	Staff participated in formalised CTJ sessions each semester.

Strategic Direction 3: Engagement of all stakeholders

Purpose

To engage all students, staff and parents/carers in the school community. Using innovative programs, teaching strategies, meetings and events to strengthen learning partnerships.

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.

- Student engagement and wellbeing
- Productive partnerships

Resources allocated to this strategic direction

Low level adjustment for disability: \$94,349.00

Literacy and numeracy intervention: \$44,847.00

Integration funding support: \$129,205.00

QTSS release: \$44,846.52

Literacy and numeracy: \$26,687.00

Aboriginal background: \$2,114.00

Socio-economic background: \$3,000.00

COVID ILSP: \$29,008.28

Summary of progress

Student engagement and wellbeing - Support wellbeing and attendance through responsive programs that understand the link between teaching practice and student need.

Through the project based learning (PBL) initiative all class teachers implement PBL projects with their class in Semester One. Staff received class support through collaborative teaching and planning. These units will be further developed in 2022.

Through the High Potential Gifted Education (HPGE) policy initiative the SD3 team participated in professional learning to better understand the policy and its implications. The team then designed a HPGE procedure for MPS. The initial steps included identification through surveys, observations and standardised as well as in class assessments. The procedure will be used to inform teaching and learning in 2022 as MPS moves from a withdrawal enrichment program to in class differentiated opportunities for all HPGE students.

Productive partnerships - Build and sustain effective partnerships with parents/carers through clear communication channels and sharing academic progress.

Through the acquisition of the Seesaw application student work samples were shared with parents K-6. During at home learning, Seesaw was used to communicate with the parents of students in K-2 as well as to distribute home learning packages and to receive student work samples. In 2022, MPS class teachers will regularly share work samples with parents and carers. Engagement of parents/carers will be tracked.

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
Increased percentage of students attending school more than 90% of the time by 2% from 2020 baseline target data - 89.5%.	The number of students attending greater than 90% of the time or more has increased by 3.8%.

Increase in student wellbeing (sense of belonging, advocacy and expectations) by 1.3% from 2020 baseline target data - 87.8%.	2021 Wellbeing data was not available at the time of publication.
All staff involved in HPGE policy implementation, including testing and professional development.	Through student assessment, staff have been supported to identify HPGE students. Students have been supported through an Enrichment Program run in 2021.
100% of classroom teachers are supported to trial innovative practices.	All classroom teachers were supported through team teaching/collaborative planning to implement innovative project based learning units.
All staff have formalised expectations for use of Seesaw.	All staff K-2 have formalised expectations for home learning. All staff trialed Seesaw in 2021, ready for formal implementation and tracking in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$129,205.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mowbray 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"> • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • 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: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Individually funded students were supported with SLSO time to support their specific needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$7,689.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mowbray 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"> • Productive partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • additional staffing to implement PLSPs to support identified students with additional needs <p>The allocation of this funding has resulted in: Personalised Learning Pathways (PLP) and Personalised Learning and Support Plan (PLaSP) documents were created and supported through the use of this funding as per Department of Education requirements, including parent meetings. Funding was used to support extra-curricular activities for individual students to ensure all educational opportunities were available.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the PLP and PLaSP documents and student support.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$2,114.00</p>	<p>needs of Aboriginal students at Mowbray 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"> • Productive partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this PLP process each year. Possibly working with the local AECG to include more professional learning opportunities for all school staff to understand Aboriginal and Torres Strait Islander culture and syllabus links.</p>
<p>English language proficiency</p> <p>\$211,547.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mowbray 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"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy • 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 • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: The opportunity for EAL/D students to work on their English language proficiency with small group and in-class support of a trained EAL/D teacher. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of staff employment to support our EAL/D learners, including small group instruction. Ongoing professional learning will identify language and cultural demands across the curriculum. Professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning through in-class support.</p>
<p>Low level adjustment for disability</p> <p>\$94,349.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mowbray 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>\$94,349.00</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"> • Student engagement and wellbeing <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 support the Secret Agent Society program training. • withdrawal lessons for small group designed by LaST to provide additional student support • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • staffing release to support development and implementation of Personalised Learning Plans • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher • employment of additional staff for targeted student support • staffing release for case conferences and developing intervention strategies • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: A more consistent school approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Students identified through the NCCD, assessment, referrals and parent contact have been supported through the Learning and Support Program.</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, the school will provide additional teacher support for identified students through the use of all intervention funds available. In 2022, covid-safe guidelines dependent, the school will run the Secret Agent Society program.</p>
<p>Literacy and numeracy</p> <p>\$26,687.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mowbray 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"> • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum - including English programming, starting in Stage 1. • additional teaching staff to implement quality teaching initiatives - including Project-based learning. <p>The allocation of this funding has resulted in: Change to the English programming in Stage One (and in individual classrooms across the school) including exposure to multiple texts and rich discussion. Funding has also been used to increase the use of project-based learning units across the school through team teaching/programming initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supporting staff with English and mathematics programming with the new syllabus documents.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$123,553.52</p>	<p>improve teacher quality and enhance professional practice at Mowbray 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"> • English • Mathematics • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff in English programming design to support student learning • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Executive release to align with Strategic Improvement Plan <p>The allocation of this funding has resulted in: Staff collaboration in the implementation of high-quality curriculum focused around comprehension. Analysis of PL shows 60% of teachers have a very good understanding of the comprehension strategies. 30% would like further PL to integrate comprehension in programming. 10% have a basic understanding of explicit comprehension strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of focus on comprehension to support our DoE mandated targets. The next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as High Potential, Gifted and Talented.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mowbray 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"> • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$29,008.28</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"> • Productive partnerships <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$29,008.28</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs within the Learning and Support Program. • providing targeted, explicit instruction for student groups in literacy and numeracy. • providing targeted, explicit support for students during the remote learning period in Semester 2, 2021. • employing staff to supervise and monitor progress of student groups engaging in online tuition in stage based and individualised home learning programs. <p>The allocation of this funding has resulted in:</p> <p>Support for students through the school Learning and Support program. Support for students who require learning support during the Home Learning period during Semester 2 - including an individualised program with small group online support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
--------------------------------------	--

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	291	316	335	346
Girls	304	320	307	310

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.3	94.3	90.3	95.4
1	96.1	92.6	90.5	95.5
2	95.9	94.2	90	95.4
3	96.3	95	91	95.5
4	96.2	94.8	93	95.5
5	95.2	95.7	93.1	94.4
6	94.6	92	92.5	94.5
All Years	95.9	94	91.2	95.3
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.42
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	4.26

*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 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	1,559,579
Revenue	6,472,728
Appropriation	6,042,570
Sale of Goods and Services	23,697
Grants and contributions	401,623
Investment income	2,076
Other revenue	2,763
Expenses	-6,371,462
Employee related	-5,630,931
Operating expenses	-740,531
Surplus / deficit for the year	101,266
Closing Balance	1,660,845

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	129,205
Equity Total	315,700
Equity - Aboriginal	2,114
Equity - Socio-economic	7,689
Equity - Language	211,547
Equity - Disability	94,349
Base Total	4,710,002
Base - Per Capita	158,264
Base - Location	0
Base - Other	4,551,738
Other Total	751,065
Grand Total	5,905,971

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

Each year the schools are required to seek the opinions of students, teachers and parents about the school. In 2021, Mowbray participated in the Tell Them From Me survey as well as discussions with parents at forums, P&C meetings and informally.

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

93% of Year 4, 84% of Year 5 and 91% of Year 6 have friends at school they can trust and who encourage them to make positive choices.

96% of Year 4, 86% of Year 5 and 88% of Year 6 believe that schooling is useful in their everyday life and will have a strong bearing on their future.

87% of Year 4, 56% of Year 5 and 73% of Year 6 are interested and motivated in their learning.

64% of Year 4, 30% of Year 5 and 41% of Year 6 do homework for their classes with a positive attitude and in a timely manner.

96% of Year 4, 95% of Year 5 and 89% of Year 6 feel they have positive behaviour at school.

87% of Year 4, 56% of Year 5 and 73% of Year 6 are interested and motivated in their learning.

93% of Year 4, 83% of Year 5 and 79% of Year 6 try hard to succeed in their learning.

77% of students agree or strongly agree that they feel school pride.

80% of students agree/strongly agree when they finish high school they expect to go to university.

Of the 31 parents across the school who completed the survey:

65% of parents have spoken with their child's teacher two or more times this year.

13% of parents are involved in school committees e.g. P&C.

68% of parents find school reports useful/very useful.

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

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

83% of parents find the school newsletter useful/very useful.

87% of parents find emails useful.

75% of parents aspire for their child to go to university.

93% of parents aspire for their child to complete Year 12.

87% of parents believe the school is well maintained.

When learning from home during Covid restrictions:

78% of parents agreed/strongly agreed that the school provided appropriate resources.

50% of parents agreed/strongly agreed that the school contacted them enough.

53% agreed/strongly agreed that the school provided enough support.

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.