

2021 Annual Report

Mosman Public School



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Introduction

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

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

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Message from the principal

It is my pleasure to present the annual report of this wonderful school. I thank our entire school community for the continuing support of our initiatives aimed at developing active and informed citizens. Our P&C has had a successful and busy year with a range of events tailored to meet the rapidly-changing rules of social and educational engagement. As school staff, we accept the challenge to empower the students of today with the skills, knowledge and confidence that will enable them to rise to the challenges of their tomorrows.

Message from the school community

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

Message from the students

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

School vision

At Mosman Public School we strive to ensure that every student is provided with opportunities to develop their capabilities each year. We strive to provide professional learning and diverse opportunities for every teacher and every leader to develop their capabilities and professional practice each year.

We are committed to creating the greatest impact and growth for all students across all domains of potential (intellectual, creative, physical, socio-emotional) with every student engaged and challenged to continue to learn.

We encourage students to accept the challenge to take pride in their school as a place of learning, making friends, developing resilience and developing the skills and confidence to be successful in their future endeavours.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

Aboriginal Education Statement - 2021

As a school, we are committed to enacting the AECG & DoE Partnership Agreement to ensure every student understands the heritage and culture of the Aboriginal Peoples on whose land they live.

Aboriginal heritage and culture, as well as the history of the interaction between Indigenous and non-Indigenous Peoples are integrated in our English, Human Society & Its Environment, and Creative Arts teaching and learning programs. All school functions commence with acknowledgement of country with the aim of ensuring all present understand the heritage and culture of the traditional owners of the land upon which our school belongs.

School context

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG.

Established in 1880, Mosman Public School has a rich history and values its traditions. In 2021, there are 649 students [34.25% non-English speaking background] placed in 26 classes. The learning environment of Mosman Public School reflects innovation in teaching and learning taught in increasingly flexible learning spaces with authentic integration of technology. There is a focus on differentiated quality literacy and numeracy programs that are responsive to student need.

Our school caters for a broad range of enrichment opportunities in the creative and performing arts, leadership, sports, environmental and academic pursuits. Our staff strives to provide students with the skills, knowledge and values necessary for success in education and in life with a focus on evidence-based contemporary pedagogy to engage all learners.

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

We have identified the need to increase the use of data-driven practices to ensure that teaching is targeted to meeting individual student needs with an explicit focus on expected growth. Professional learning will focus on further developing quality formative and summative assessment tasks and data collection practices to develop greater consistency of teacher judgement within and across the school. Rigorous and ongoing data analysis will inform individual teaching and learning programs.

Personalised student learning experiences will be underpinned by evidence-based contemporary pedagogy delivered in increasingly flexible learning environments. A strong focus on effective differentiation including adjustments will cater for the needs of all students including those requiring remediation as well as those identifying as high potential and gifted.

Our planned approach to wellbeing, aligned to our system-generated targets, will determine best practice for measuring and tracking student wellbeing. Integral to this will be a review of school procedures with a focus on social-emotional wellbeing. Enhanced engagement will focus on increasing the number of flexible learning spaces and a greater integration of technology.

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

Strategic Direction 1: Student growth and attainment

Purpose

Consistent school-wide practices for assessment will be enhanced and used to monitor, plan and report on student learning across the curriculum. Assessment will be integrated and responsively used in teaching practices, confirming that students learn what is taught and make growth. MPS will develop and refine processes to support teachers' consistent, evidence-based judgements and moderation of assessments.

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.

- a - Data literacy
- b - Assessment procedures

Resources allocated to this strategic direction

Literacy and numeracy: \$11,860.99

Professional learning: \$3,300.00

QTSS release: \$106,746.40

6100 - Consolidated Fund: \$2,667.50

Summary of progress

We have implemented consistent assessment and data tracking procedures to monitor the learning growth of all students. Consistent assessment schedules have been created for each stage with a mixture of formative and summative assessments. Teachers track the progress of each student using a variety of methods including, PAT reading; PAT mathematics; Big Writes; Soundwaves; PLAN2 literacy & numeracy learning progressions. Teachers have all received professional learning focused on data literacy and how to triangulate their assessments to inform future learning steps for their students. Teachers have increased confidence and ability to interpret and apply the collected data to inform their teaching and learning. A continued focus on data literacy will feature in the 2022 school operation.

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 achieving in the top two bands of NAPLAN reading to be above the system-negotiated target baseline of 74%	<p>Year 3 students increased from 72.3% [in 2019] of students achieving in the top two bands for NAPLAN reading to 79.5% of students achieving in the top two bands for reading.</p> <p>Year 5 students decreased from 69.7% [in 2019] of students achieving in the top two bands for NAPLAN reading to 62.8%.</p> <p>We have met our system negotiated target of 74% for year 3 reading top two bands but year 5 reading will be a focus for development.</p> <p>Our overall percentage on school dashboard is 70.49% of students achieving in the top two bands for NAPLAN reading, indicating that progress is yet to be seen towards the system negotiated target of 74%.</p>
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 63.9%	<p>The percentage of students achieving at or above expected growth for reading has increased from 48.1% [in 2019] to 74.1%. This demonstrates progress of 26% and is above our system negotiated target baseline of 63.9%.</p>
Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system-negotiated target baseline of	<p>The percentage of Year 3 students achieving in the top two bands for NAPLAN numeracy increased from 59.8% [in 2019] to 63.6%.</p> <p>The percentage of Year 5 students achieving in the top two bands for</p>

61%	<p>NAPLAN reading decreased from 57.9% [in 2019] to 42.1%.</p> <p>The overall percentage of students achieving in the top two bands for NAPLAN numeracy indicated from our school dashboard data is 52.17%, indicating that further progress towards achieving the baseline target of 61% required.</p>
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 50.3%	<p>The percentage of students achieving at or above expected growth for NAPLAN numeracy is 62.8%. This exceeds the baseline target by 12.5%.</p>
All students have learning goals and interventions based on determined expected growth data using literacy and numeracy progressions which are tracked and monitored using the school's assessment schedule .	<p>All stage teams have implemented a school assessment schedule to include both formative and summative assessment. Teacher feedback indicates that 100% of teachers are using the assessment schedules to determine student growth goals for literacy and numeracy.</p> <p>All teachers have received Professional Learning this year on how to analyse their data to inform goals and identify growth expectations for students. Teacher feedback data indicates that 100% of teachers are using data and assessment to inform their practice, with learning goals being set for all students to ensure high expectations and expected growth. Tell Them From Me Teacher Survey data indicates a score of 8.4 for the statement 'I discuss my assessment strategies with other teachers'. Similarly, the statement 'My assessments help me understand where students are having difficulty' provided a score of 8.3, and 'I use formal assessment tasks to help students set challenging goals' indicated a score of 8.2. [A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position of neither agree nor disagree].</p> <p>Teachers use their data to identify students who are not on track to make expected growth and implement interventions accordingly. During Term 4, there was a strong focus on the implementation of interventions for reading and numeracy by the Learning Support Team. This resulted in all focus students making expected growth for reading and numeracy. There was a strong focus on supporting reading for students in Year 1, this has resulted in all Year 1 students (except 1) achieving expected growth and achievement for reading.</p>
'Sustaining and growing' in the theme <i>Data use in teaching</i> within the SEF element <i>Data skills and use</i>	<p>Each stage has a clear and robust assessment schedule for each subject area to ensure consistent assessment of students across each grade/stage. Teaching teams regularly compare their assessment and data judgements within their stage meetings to ensure consistent and comparable judgements. This has increased the accuracy of internal data and PLAN2 tracking which has enabled teachers to accurately monitor student progress and identify gaps in learning.</p> <p>Self-assessment against the School Excellence framework indicates that the school is currently performing at 'sustaining and growing' in the theme Data use in teaching within the element Data skills and use, thus meeting our progress measure.</p> <p>A focus is now needed on further developing teachers ability to analyse and triangulate their data sources to fine tune their teaching directions.</p>

Strategic Direction 2: Effective practice

Purpose

In order to maximise student learning outcomes in reading and numeracy, all teachers will identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies, resulting in sustained and measurable whole school improvement.

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.

- Programming & Differentiation
- Curriculum & pedagogy

Resources allocated to this strategic direction

6100 - Consolidated Fund: \$12,063.00

QTSS release: \$11,000.00

Literacy and numeracy intervention: \$65,270.80

Summary of progress

Spirals of Inquiry sessions have deepened teacher understanding of evidence informed pedagogy and explicit teaching methods. Collaborative programming has allowed for continuous professional discussions between teachers around the most effective teaching strategies for student need. Teachers have received professional learning focused on the adaptation and individualisation of their programs according to the individual needs of students in their class, with adjustments and accommodations now explicitly identified in programs.

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
<p>Greater than 50% of teachers (who have taught at MPS for 12 months or more) as assessed on the School Excellence Framework:</p> <p>Teaching:</p> <ul style="list-style-type: none">• Effective classroom practice - attain Excelling• Curriculum - attain Excelling	<p>Qualitative data consisting of teaching program analysis, student workbook analysis and lesson observations indicates that greater than 50% of teachers (who have taught at MPS for 12 months or more) are demonstrating the 'excelling' criteria in the theme of <i>Teaching</i> within the School Excellence framework for the elements of effective classroom practice and curriculum.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the elements of effective classroom practice and curriculum.</p> <p>Effective classroom practice excelling:</p> <p>Lesson planning - All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.</p> <p>Explicit teaching - A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.</p>

<p>Greater than 50% of teachers (who have taught at MPS for 12 months or more) as assessed on the School Excellence Framework:</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Effective classroom practice - attain Excelling • Curriculum - attain Excelling 	<p>Feedback - Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.</p> <p>Classroom management - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.</p> <p>Curriculum excelling:</p> <p>Curriculum provision - The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.</p> <p>Teaching and learning programs - Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p> <p>Differentiation - Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.</p>
<p>100% of teachers participate in professional learning on best practice to make adjustments and accommodations for all learners when differentiating the core teaching and learning program.</p>	<p>100% of teachers have participated in professional learning focused on effective differentiation which has supported them to make necessary adjustments and accommodations for students of all abilities. Professional learning consisted of:</p> <ul style="list-style-type: none"> • Spirals of Inquiry (3 times per term for each stage) - focused on developing strategies for differentiation and the provision of equitable teacher support for all students. • 2 hour professional learning session with external presenter, Megan Holland - focused on NCCD adjustments • 1 hour professional learning with MPS Deputy Principals - focused on tailoring programs to meet the needs of individual students <p>Program analysis illustrates that 100% of teachers are planning appropriate and adjustments and accommodations for their students when differentiating the core teaching and learning program. This indicates that our progress measure has been met.</p>
<p>Greater than 50% of teachers participate in the lesson study model to improve teaching practice in Reading and Numeracy.</p>	<p>Delay in implementing initiatives in term 3 have required this work to be postponed to 2022. To date there has been a commitment from 52% of staff to engage in the lesson study model and fulfil this progress measure.</p>
<p>100% of teachers engage in professional learning on innovation in the learning environment and the associated pedagogy with a focus on <i>Classroom management & lesson planning</i>.</p> <p>* change of staff and practices has altered previous SEF-SaS</p>	<p>100% of teachers engaged in professional learning on innovation in the learning environment and the associated pedagogy with a focus on <i>Classroom management & lesson planning</i>. However, a delay in implementing initiatives in term 3 have meant that the practical aspects of teachers trialing the learnt pedagogy in their classrooms will require further focus in 2022.</p>
<p>100% of scope and sequences have been reviewed and evaluated.</p>	<p>Delay in implementing initiatives in term 3 have required this work to be postponed to 2022.</p>

Strategic Direction 3: Learning Culture

Purpose

The learning culture will focus on engaging all stakeholders [students, staff & parents] in personalised learning opportunities.

In order for our students to connect, succeed, thrive and learn, our school's culture will be underpinned by the development of shared understanding and commitment to the development of *contemporary* pedagogy within a *contemporary* learning environment.

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.

- Engagement
- Wellbeing

Resources allocated to this strategic direction

QTSS release: \$2,500.00

6100 - Consolidated Fund: \$171,455.00

Professional learning: \$3,320.00

6300 - School & Community: \$30,000.00

Summary of progress

The implementation of the Got It! program has supported teachers to use emotion coaching to support the wellbeing of students. An emphasis on the importance of building and maintain connections has also been maintained across the school.

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
Attendance rate of 91%	The number of students attending greater than 90% of the time or more has increased by 2.85% from 85.74% in 2019 to 88.59% in 2021.
90.8% students reporting a sense of wellbeing as reported in TTFM wellbeing data.	The Tell Them From Me survey aggregate data indicates that 83.33% of students indicate a positive sense of wellbeing at school (Expectations for Success, Advocacy, and Sense of Belonging aggregated) demonstrating progress yet to be seen towards the school-based progress measure of 90.8%.
Develop shared understanding of the concept <i>wellbeing & engagement</i> and develop practices to measure and track associated data.	<p>All staff participated in professional learning led by the <i>Got It!</i> team focused on the concept of wellbeing and emotion coaching.</p> <p>The Got It! Team continued to work with MPS with running 2 parents and carers information sessions (online due to COVID-19) offering parents an insight in to their services of support. Additionally, a small group of students and their families from K-2 were offered an intensive K-2 program in Term 4 (online due to COVID-19) that provided them with supportive sessions and with resources/strategies to assist with students' wellbeing. These students were selected through parent and teacher surveys.</p> <p>Second Steps (a social and emotional skills program recommended by NSW Health) was implemented at the beginning of Term 4 with lessons embedded into K-6 PDHPE lessons.</p> <p>Explicit lessons were updated to teach our MBC for Positive Behaviour for</p>

<p>Develop shared understanding of the concept <i>wellbeing & engagement</i> and develop practices to measure and track associated data.</p>	<p>Learning (PBL) with accompanying resources to best equip teachers and students with the understanding of how students can stay safe in the school environment and engage in play and learning. These were created due to the increase of behaviour issues in the playground where we wished to address an uncertainty about how to be respectful, responsible learners.</p> <p>Wellbeing Week continued for staff and students in Week 5 of each term with the focus of students reflecting on their social, emotional and physical health and learning new strategies to add to their toolkit.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$59,886.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mosman 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"> • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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.</p>
<p>Literacy and numeracy</p> <p>\$11,860.99</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mosman 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"> • a - Data literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in increased differentiated teaching through on-going formative assessment. Observations of teaching practice have shown better pitch of learning which has resulted in increased engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to provide additional professional learning to teachers to support increased differentiation through teacher guided group support that targets all students. Teachers will also be released to complete a detailed gap analysis for NAPLAN, PAT and PLAN 2 data.</p>

<p>New Arrivals Program</p> <p>\$26,085.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Mosman 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: All new arrivals students achieving their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Socio-economic background</p> <p>\$8,773.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mosman 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through Spirals of Inquiry to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in student improvement evidenced by internal data sources.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue to mentor and coach teachers to support students individual needs.</p>
<p>Low level adjustment for disability</p> <p>\$96,725.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Mosman Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of a School Learning and Support Officer

<p>Low level adjustment for disability</p> <p>\$96,725.03</p>	<p>The allocation of this funding has resulted in: Student progress towards individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued identification of students for intervention and the necessary support provided.</p>
<p>QTSS release</p> <p>\$120,246.40</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mosman 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"> • a - Data literacy • Programming & Differentiation • Engagement <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support teachers with increased coaching and mentoring support to further improve their teaching practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$65,270.80</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mosman 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"> • Curriculum & pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Identified students requiring additional support have made progress towards their learning goals as evidenced through internal data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning to teachers to be able to better meet the individual needs of students requiring intervention.</p>
<p>COVID ILSP</p> <p>\$32,942.00</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</p>

<p>COVID ILSP</p> <p>\$32,942.00</p>	<p>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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals .</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>English language proficiency</p> <p>\$51,821.53</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mosman 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: 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: After evaluation, the next steps to support our students with this funding will be to provide ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	341	343	331	324
Girls	347	325	324	303

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	96.5	92.7	95.6
1	97	94.4	94.9	95.9
2	95.1	96.1	94	95.7
3	96.6	95.4	94.2	93.6
4	95.9	95	93.6	95.3
5	94.6	95.2	91.1	94.8
6	94.2	94.3	91.2	95.4
All Years	95.7	95.3	93.3	95.2
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.4
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	1,298,147
Revenue	5,965,825
Appropriation	5,610,180
Sale of Goods and Services	3,865
Grants and contributions	349,479
Investment income	2,101
Other revenue	200
Expenses	-6,075,170
Employee related	-5,347,018
Operating expenses	-728,152
Surplus / deficit for the year	-109,345
Closing Balance	1,188,802

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	72,235
Equity Total	157,320
Equity - Aboriginal	0
Equity - Socio-economic	8,774
Equity - Language	51,822
Equity - Disability	96,725
Base Total	4,634,840
Base - Per Capita	161,468
Base - Location	0
Base - Other	4,473,372
Other Total	464,598
Grand Total	5,328,994

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.

Student satisfaction

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

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

Student feedback via the Tell Them From Me survey indicates that students feel safe and happy at school.

Teacher efficacy

Teachers engaged in a range of professional learning opportunities to strengthen their practice, particularly in the area of differentiation. All teachers now create individualised programs which explicitly indicate adjustments and accommodations for specific students to ensure targeted differentiation.

Teachers are provided with release opportunities via the QTSS timetable to collaborate and observe each other's practice. This has resulted in increasingly consistent quality practice observed across the school.

Parent Advocacy

The P&C and Community Engagement Group (CEG) continues to provide regular opportunities for parent advocacy.

Dearest Team MPS, our son came home yesterday and told us about the efforts your team had gone to, to give them a day to lift their spirits and bring them together to have some fun and we thought we had to write to you all and say 'thank you' for everything you do.

It's not just yesterday though, it's every day. We're so lucky to send our kids somewhere with such a strong sense of community, where our kids know they are cared about.

Thank you for every effort your team makes to broaden our kids' horizons, to help them learn to think carefully and critically and to respect themselves and each other.

Thank you for making sure they know where to go when the routine changes, for helping them when they are nervous, for checking in on them when they need it, for dressing up with them when their team wins, for being willing to go on camp, to help grow their independence and every day for bringing fun, laughter and kindness into the classroom.

These last two years have been crazy and you've kept our kids at the centre of your thinking and made everything work for them.

Thank you for every extra effort this has taken. It is deeply appreciated.

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.

Aboriginal Education - School statement

As a school, we are committed to enacting the AECG & DoE Partnership Agreement to ensure every student understands the heritage and culture of the Aboriginal Peoples on whose land they live.

Aboriginal heritage and culture, as well as the history of the interaction between Indigenous and non-Indigenous Peoples are integrated in our English, Human Society & Its Environment, and Creative Arts teaching and learning programs. All school functions commence with acknowledgement of country with the aim of ensuring all present understand the heritage and culture of the traditional owners of the land upon which our school belongs.

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.