

2022 Annual Report

Mascot Public School



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Introduction

The Annual Report for 2022 is provided to the community of Mascot Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Mascot Public School

King St

Mascot, 2020

<https://mascot-p.schools.nsw.gov.au>

mascot-p.school@det.nsw.edu.au

9667 4301

School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

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

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

Initiatives

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

- Data Driven Practice
- Excellence in Teaching

Resources allocated to this strategic direction

: \$31,411.00

Integration funding support: \$108,195.00

Professional learning: \$53,266.00

Socio-economic background: \$43,822.53

Literacy and numeracy intervention: \$48,266.82

Literacy and numeracy: \$13,018.74

English language proficiency: \$271,724.76

Low level adjustment for disability: \$173,480.73

Summary of progress

It is pleasing to see the growth in results gained by the Year 3 cohort, as this correlates to the programs implemented across K-2 over the past few years. Despite a lack of NAPLAN growth/value added data available this year, due to NAPLAN testing not occurring in 2020, school-gathered data indicates positive growth across all stages in literacy and numeracy. This may be representative of the high-quality professional learning that staff have participated in recent years.

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
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none">• Top two bands NAPLAN Reading to be at or above lower bound system negotiated target of 41.4%	55% of Year 3 students and 22% of Year 5 students were placed in the top two bands for NAPLAN Reading. Combined, 38.39% of Years 3 & 5 students were placed in the top two bands NAPLAN Reading.
<ul style="list-style-type: none">• Top two bands NAPLAN Numeracy to be at or above lower bound system negotiated target of 39.3%	31% of Year 3 students and 22% of Year 5 students were placed in the top two bands for NAPLAN Numeracy. Combined, 27.34% of Years 3 & 5 students were placed in the top two bands NAPLAN Numeracy.
<ul style="list-style-type: none">• Increased percentage of students achieving expected growth NAPLAN Reading at or above 54.3% (2019 result)	Data unavailable as the Year 5 cohort did not sit NAPLAN testing in 2020.

<ul style="list-style-type: none"> • Increased percentage of students achieving expected growth NAPLAN Numeracy at or above 64.4% (2019 result) 	Data unavailable as the Year 5 cohort did not sit NAPLAN testing in 2020.
<ul style="list-style-type: none"> • Value added data remains at Sustaining and Growing for 3-5 	Value Added for 3-5 cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020.
<ul style="list-style-type: none"> • Value added data remains at Sustaining and Growing for 5-7 	Value added data is unable to be calculated as Year 7 cohort did not sit NAPLAN testing in 2020. Only data available was an estimate.

Strategic Direction 2: Connected Learning

Purpose

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

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

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

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

Initiatives

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

- Positive Partnerships
- High Expectations

Resources allocated to this strategic direction

: \$504,029.50

Aboriginal background: \$15,244.69

Refugee Student Support: \$992.70

QTSS release: \$93,200.93

Summary of progress

2022 was a year of celebration for Mascot Public School, which enabled us to open our school to parents and the wider community. School families and the community were welcomed onto school grounds as part of the Share Our Space program, Centenary assembly and Open Days, and the Mascot PS Art Event and Night Markets. The school made many positive partnerships to improve student outcomes, including the employment of a cultural elder one day a week. To enhance our partnerships with parents, the streamlining and improvement of administration processes in order to enhance parent communication, was embedded. In particular, a focus on enabling parents to access school communication in multiple languages.

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 number of documented incidents and staff comments in Sentral	There was a 23% reduction in the number of behaviour incidents recorded on Sentral. This correlates with the introduction of an updated school wide wellbeing framework and greater consistency in behavioural expectations and management across the school. Staff comments on student profiles have increased throughout the year, with teachers now using this process automatically when incidents, discussions or LST processes occur.
• TTFM Surveys show improvement in community communication satisfaction	Tell Them From Me survey results indicated that two way "communication with parents" results were above the NSW Government norm. Parents indicated the highest levels of satisfaction with reports being written in terms that they understand and they also felt that if there was an issue with their child's behaviour at school, teachers would inform them immediately. This correlates with the introduction of a new schoolwide reporting format, as well as increased wellbeing data recorded on Sentral. Survey results also indicated that parents felt welcomed and felt well informed about school activities.

<ul style="list-style-type: none"> Evidence of Aboriginal perspectives embedded into programs developing. 	Through various professional learning opportunities and the establishment of a school RAP team, teachers have increased confidence and appreciation when embedding aboriginal perspectives, authentically, within programs. The local Aboriginal elder, who works at the school weekly, is also regularly involved in authentic teaching and learning experiences within classrooms, with a greater range in the classes who are booking her in to support their programs.
<ul style="list-style-type: none"> Staff using Grow Your Mind language and strategies in the classroom and on the playground, in daily interactions. 	Grow Your Mind is now an embedded practise across the school with teachers from Preschool to Year 6 using Grow Your mind language and strategies, to support students emotional regulation inside and outside the classroom. This is in line with the school wide Grow Your Mind framework, with the same character strengths being discussed each week and students receiving Principals Awards for demonstrating these strengths. This language has also transferred to students who often use it to verbalise their feelings and self regulate in challenging situations.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 4.5 in the category of 'proactive relationship strategies'. 	Unable to report on this.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 3.8 in the category of 'Opportunities for student voice'. 	Unable to report on this as the What Works Best: Summary Report was not conducted again. This was an external assessment that is no longer being provided.
<p>High Expectations</p> <ul style="list-style-type: none"> Increased percentage of student attendance expected growth from 78.6% to 84.5% 	In 2022, school attendance data was at 90.2%, which was 5-6% higher than the SSSG and State average.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 4.5 in the category of 'explicitly teach positive behaviour'. 	Unable to report on this as the What Works Best: Summary Report was not conducted again. This was an external assessment that is no longer being provided.
<ul style="list-style-type: none"> Teacher data from What Works Best: Summary Report (Wellbeing) Increases to 4.7 in the category of 'positive classroom environment'. 	Unable to report on this as the What Works Best: Summary Report was not conducted again. This was an external assessment that is no longer being provided.
<ul style="list-style-type: none"> TTFM Surveys show improvement in student engagement within the classroom 	Tell Them From Me survey results indicated that 94% of students value schooling and 91% of students have consistently positive behaviour at school, which is above the NSW Government norm. 88% of students also feel that they put in effort with their learning and are provided with quality instruction.
<ul style="list-style-type: none"> TTFM Surveys show improvement in student engagement within the school community 	Tell Them From Me survey results indicated that 78% of students participate in school sports and clubs and 68% of students reported that they have a positive sense of belonging within the school community.
<ul style="list-style-type: none"> Executive audit of administrative systems and processes. External audit not required as yet. 	External audit not required as yet.
<ul style="list-style-type: none"> Increased achievement of PDP goals for all staff. 	End of year PDP check-ins were successful with all teachers either achieving or on the path to achieving their 2022 PDP goals.
<ul style="list-style-type: none"> Parents attending learning conferences increased from 62% in 2021 to 65%. 	Parents attending learning conferences increased from 65% in 2021 to 68% in 2022.

Strategic Direction 3: Innovative Learning

Purpose

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

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

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

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

Initiatives

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

- Effective Feedback
- Student Collaboration
- Teacher Collaboration

Resources allocated to this strategic direction

Per capita: \$99,113.61

Summary of progress

MPS placed strong emphasis on teacher collaboration in 2022. Staff worked together to achieve common goals, through the sharing of evidence-informed practice, knowledge and problem solving. Time was dedicated to allow teams to collaborate, in both formal and informal ways, in order to enhance practice. Resources and timetables were carefully utilised in order to support collaboration. Members of the Executive Team participated in the LEED program, collaborating with a number of school networks, gathering data and utilising this data to further identify areas of need. Throughout the year, collective capabilities and a collegial culture was developed.

Future Directions:

- Ensure effective feedback against the Learning Intention and Success Criteria is being used teacher to student, student to self, peer to peer and student to teacher.
- Begin development of the Mascot Public School Collaboration Framework.
- Improved use of Seesaw across the school for teaching and learning, as well as feedback to students and parents.
- Work towards a co-teaching practice 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
• Teachers provide explicit, specific and timely formative feedback related to defined success criteria. The focus is on teacher-to-student feedback plus student self-reflection and self-assessment.	During 2022, the school focused on the use of effective Learning Intentions and Success Criteria as this was recognised as an area that needed improvement, before feedback could be addressed.
• Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.90 to 4.20 in the	This survey was a LEED initiative and we no longer have access to the platform.

category of 'student understanding of how to improve their work'.	
• Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 4.0 to 4.3 in the category of 'student self assessment'.	This survey was a LEED initiative and we no longer have access to the platform.
• Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 4.0 to 4.3 in the category of 'feedback on my teaching'.	This survey was a LEED initiative and we no longer have access to the platform.
• All students have a Maths and English learning goal, developed in consultation with their teacher, which is routinely reviewed and updated.	SMART goals were improved for all students receiving literacy and numeracy intervention. A large turnover of staff means this initiative needs to be revisited and professional learning provided for all.
• Tasks which allow students to demonstrate aspects of the 'Working Collaboratively' element are planned and implemented within teaching and learning programs.	There is evidence of more collaborative learning tasks within learning programs but the need for explicit teaching of collaborative planning models needs to be addressed.
• Purposeful Learning Walks are embedded within the school. All teachers will participate and use the reflection guide in order to improve collective practice.	Learning Walks began as part of the LEED Learning Intention and Success Criteria process. Teachers became more comfortable with this. The engagement of an APCI in 2023 will further support this.
• Teacher data from What Works Best: Summary Report (Collaboration) Increases from 4.1 to 4.4 in the category of 'collaboratively planning'	This survey was a LEED initiative and we no longer have access to the platform.
• Professional Learning about co-teaching is provided to staff, with staff beginning to trial various models and learning modes.	Co-teaching could be seen in pockets across the school with no formalised model being implemented. In 2023, the APCI will provide professional learning and support to improve teacher capacity in this area.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Provided additional support to ensure a successful transition into the school community, through one-on-one SLSO time. • These students also received NAP funding and were therefore included in our NAP program. <p>The allocation of this funding has resulted in the following impact: Students feel connected and a thriving in the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students academically to give them the sense of belonging. EAL/D teachers will also spend time with these students in the classroom, to support their English language learning.</p>
<p>Integration funding support</p> <p>\$108,195.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mascot Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students have personalised learning goals and all PLSPs regularly monitored and updated according to learning needs.</p> <p>After evaluation, the next steps to support our students will be: To ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$43,822.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mascot Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MiniLit to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact: Additional staff employed to deliver targeted literacy instruction to small groups of students. As a result, students achieving at or above expected</p>

<p>Socio-economic background</p> <p>\$43,822.53</p>	<p>growth in NAPLAN 2022 was seen.</p> <p>After evaluation, the next steps to support our students will be: Send staff on professional learning to implement the Macqlit program.</p>
<p>Aboriginal background</p> <p>\$15,244.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mascot Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional culturally-appropriate staff to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the PLP process, and more importantly, conversations became more authentic as parents felt more engaged in the school.</p> <p>After evaluation, the next steps to support our students will be: Continuing to employ a cultural educator 1 day a week to support First Nations students and their families, as well as enhancing First Nations perspectives within the classroom.</p>
<p>English language proficiency</p> <p>\$271,724.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mascot Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • building classroom teacher capacity through the provision of in-class support for EAL/D students. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions. There has been a growth in confidence in beginning and emerging EAL/D learners.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design differentiated units that reflect the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the new curriculum, reflected in semesterly reports.</p>
<p>Low level adjustment for disability</p> <p>\$173,480.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Mascot Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$173,480.73</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the numeracy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: A more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent learning support activities. Targeted students are well supported by SLSOs and their PL&SPs are implemented and monitored.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team & continue to engage additional support. The school will continue to provide additional support for identified students through the employment of SLSOs.</p>
<p>Professional learning</p> <p>\$53,266.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mascot Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Excellence in Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging teacher leaders to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • unpacked the new K-2 syllabus documents and participated in the variety of PL offered by the DoE. Literacy Team members also participated in professional learning to support the implementation of a new schoolwide phonics program. • As a self-selector for the implementation of the DoE units of work in Year 1, staff spent time collaboratively unpacking the documents and creating resources to support the differentiated needs of their students. These teachers also spent time completing evaluations on the new units of work. <p>The allocation of this funding has resulted in the following impact: Teacher capacity was build around the new syllabus and all K-2 staff felt prepared and eager to teach the units of work offered by the Department of Education.</p> <p>After evaluation, the next steps to support our students will be: We will continue to implement the PL model from 2022, to support teachers in the implementation of the 3-6 Syllabus documents and Units of Work in 2024.</p>
<p>Literacy and numeracy</p> <p>\$13,018.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mascot Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$13,018.74</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and Numeracy resources purchased to support the implementation of the new K-2 Syllabus documents. <p>The allocation of this funding has resulted in the following impact: Teachers have the resources needed to effectively implement the new literacy and numeracy programs across K-2.</p> <p>After evaluation, the next steps to support our students will be: Future funds will be allocated to the purchasing of resources for the 3-6 implementation of the new syllabus.</p>
<p>QTSS release</p> <p>\$93,200.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mascot Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The position of Wellbeing Assistant Principal was created to support the School Improvement Plan Attendance goals as well as the implementation of the schoolwide Wellbeing Framework. <p>The allocation of this funding has resulted in the following impact: Great improvement was seen in the areas of advocacy at school and a sense of belonging, bringing the school closer to achieving the agreed Premier's targets.</p> <p>After evaluation, the next steps to support our students will be: To further improve the attendance of students, the Wellbeing AP will put systems in place to closely monitor and support students attendance. The Wellbeing AP will also develop strategies to improve students expectations for success.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mascot Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted intervention in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: A reduction in the number of K-2 students at risk of not meeting minimum standards.</p> <p>After evaluation, the next steps to support our students will be: Continuing to employ additional staff to support students at risk in literacy and numeracy.</p>
<p>COVID ILSP</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</p>

\$90,073.00	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to supervise and monitor progress of student groups engaging in learning at home <p>The allocation of this funding has resulted in the following impact: Students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of small group literacy intervention using data to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	197	192	196	202
Girls	170	176	177	180

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	92.4	95.2	90.5
1	93.0	92.6	95.5	89.1
2	91.2	92.3	94.5	91.4
3	94.0	91.0	94.4	88.1
4	93.2	91.7	94.8	91.3
5	93.7	90.9	92.9	90.5
6	93.1	93.9	92.2	90.0
All Years	93.3	92.2	94.5	90.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.35
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	5.22

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	546,842
Revenue	4,947,341
Appropriation	4,767,093
Sale of Goods and Services	29,250
Grants and contributions	140,575
Investment income	5,438
Other revenue	4,986
Expenses	-4,943,398
Employee related	-4,350,651
Operating expenses	-592,747
Surplus / deficit for the year	3,942
Closing Balance	550,784

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.

	2022 SBAR Adjustments (\$)
Targeted Total	104,484
Equity Total	504,273
Equity - Aboriginal	15,245
Equity - Socio-economic	43,823
Equity - Language	271,725
Equity - Disability	173,481
Base Total	2,982,787
Base - Per Capita	99,114
Base - Location	0
Base - Other	2,883,673
Other Total	836,872
Grand Total	4,428,415

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

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

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

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Anti-Racism - School statement

We aim to eliminate all forms of racial discrimination in our school. This applies to all our employees, students, and the school community.

It includes programs which support our community to understand, prevent and address racism at school. It also includes strategies which promote equity, mutual respect, cultural inclusion and community harmony in the school environment.

Anti-racism education is strongly aligned with Aboriginal education, recognising that racism has a particular impact on Aboriginal people. In addition to demonstrating respect for the cultural, linguistic and religious backgrounds of all members of the school community, we model respect for Aboriginal people as the First Peoples of NSW and provide an environment of cultural safety for all Aboriginal students, staff, parents and community members. To support this we have employed an Aboriginal Elder and are currently learning local language.

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.