

2022 Annual Report

Mowbray Public School



4015

Introduction

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

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

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School vision

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

School context

Mowbray Public School has an enrolment of 680 students of which 57% are from diverse non-English speaking backgrounds. The school is growing in numbers. It provides a quiet, community environment on an extensive, open site and with recently completed modern buildings. These new learning spaces are designed to enhance future focused teaching and learning across the school. Mowbray Public School is a genuine community school where there is a strong sense of belonging and contributing.

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- English
- Mathematics

Resources allocated to this strategic direction

Integration funding support: \$137,811.00
English language proficiency: \$219,068.87
Low level adjustment for disability: \$97,658.41
Aboriginal background: \$3,000.00
Socio-economic background: \$8,424.00
Literacy and numeracy intervention: \$45,969.00
Literacy and numeracy: \$26,688.00
Professional learning: \$2,200.00

Summary of progress

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

Ongoing professional learning each term for the whole staff focused on quality comprehension teaching strategies and the choice of quality texts in grade programs. The 1:1 mentoring program in K-2 supported individual teacher professional learning, creating quality teaching programs for comprehension. In 3-6, term stage meetings had a focus on student assessment data to track comprehension to ensure that each term's program was explicitly meeting the needs of the class. Overall this direction saw an increase in student engagement and output in English lessons, including daily writing opportunities.

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

Stage planning sessions every term, as well as some weekly stage team meetings, had a focus on including problem solving opportunities in all programs. NAPLAN and Check-in data was used by 3-6 staff to adapt term sequences in mathematics programs to differentiate tasks with a problem solving focus every week. Professional learning around the new mathematics syllabus was completed by all staff in Term 4 2022 and will continue in Term 1 2023. Mathematics will be a key focus in 2023, this focus will be around the new syllabus implementation, including additional opportunities to work mathematically, number sense and reasoning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students in the top two bands in reading by 5.1% (from baseline target data).	• 78.4% of students achieved in the top two bands in NAPLAN reading indicating further progress than 2021, but not yet meeting the lower-bound target. However, this result is an overall 3.2% increase over our Similar Schools Group.

Increase the percentage of students in the top two bands in numeracy by 6.3% (from baseline target data).	<ul style="list-style-type: none"> • 62.4% of students achieved in the top two bands in NAPLAN numeracy indicating a similar result to 2021 and not yet meeting the lower-bound target. However, this result is an overall 0.3% increase over our Similar Schools Group.
Increase the percentage of students achieving expected growth in reading by 2.4% (from 2020 baseline target data).	Due to NAPLAN not being completed in 2020, there is no current growth score for comparison.
Increase the percentage of students achieving expected growth in numeracy by 6.6% (from 2020 baseline target data).	Due to NAPLAN not being completed in 2020, there is no current growth score for comparison.
At least 70% of students completing Year 2 will have achieved the learning indicators within the 'Understanding texts' sub-element of the Literacy Progressions.	The school focused on using the writing progression for sample evaluation in Semester 2 2022. The use of progressions will be a key focus in 2023 to align to the new syllabus.
100% of classroom teachers link explicit working mathematically strategies to addition and subtraction sub-strands.	This has been achieved as evident in classroom mathematics programs.

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

Purpose

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

Initiatives

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

- Making learning visible
- Assessment and differentiation

Resources allocated to this strategic direction

Professional learning: \$42,074.00

Summary of progress

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

Through ongoing professional learning (PL), including whole staff PL (working with CORWIN), team meetings, Visible Learning (VL) team support and Instructional Rounds teachers were able to focus on how they use student feedback and formative assessment to inform differentiation. Building on the 2021 professional learning, teachers are displaying Learning Intentions and Success Criteria (LISC) to give students clear lesson objectives and a way to measure success. The next step is joint construction of success criteria, and clear and explicit exemplars of what success looks like.

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

Through whole staff and stage based PL, staff were able to use a variety of assessment strategies and feedback strategies to enhance teaching/learning programs. Staff embraced trialing the new strategies and were able to critique each strategy to determine their usefulness in different key learning areas. The next step is looking at how data is being used to modify teaching programs effectively.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All students can identify and use LISC to define the learning goal (LI) and the criteria for success (SC).	Staff have continued to collaboratively construct LISC for all lessons in all key learning areas. Students are able to use the success criteria to identify their lesson activity goal. The next focus is for staff to support students to independently use the Success Criteria points to reflect on the next steps for their learning.
All teaching and learning programs demonstrate effective use of formative assessment and feedback strategies and show how the data is used to inform differentiated teaching and learning.	Staff have engaged in professional learning that has demonstrated effective use of formative assessment strategies for the classroom. The next focus is how staff are recording and using the data to inform teaching/learning programs that incorporate effective differentiation.
All teachers use reliable assessment data to ensure consistent teacher judgements about achievement.	Teachers are participating in formalised stage-based Consistent Teacher Judgement (CTJ) sessions to inform reporting to parents. The data from national/state assessments, such as NAPLAN and Check-In are being used

All teachers use reliable assessment data to ensure consistent teacher judgements about achievement.

by stage teams to identify trends and areas for development in stage programs. Next steps would be to triangulate the data between national assessments and school-based assessment.

Strategic Direction 3: Engagement of all stakeholders

Purpose

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

Initiatives

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

- Student engagement and wellbeing
- Productive partnerships

Resources allocated to this strategic direction

QTSS release: \$127,792.15

Summary of progress

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

Through the High Potential Gifted Education (HPGE) policy initiative staff were up-skilled with 1:1 professional learning with a mentor teacher. The focus for the professional learning was in-class extension through questioning and open-ended activities that cater for the needs of HPGE students, while also providing extension opportunities for all students.

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

The acquisition and use of the Seesaw application allows classroom teachers to regularly share work samples with parents/carers. Parents/carers can view the work their child is doing and have additional understanding of curriculum being covered in the classroom. Engagement of parents/carers with the platform has been tracked.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased percentage of students attending school more than 90% of the time by 4.1% from baseline target data.	The number of students attending greater than 90% has decreased from 2021 to 89.93% This decrease is indicative of the network and state attendance results. School attendance processes do mean that very few attendances are unexplained.
Increase in student wellbeing (sense of belonging, advocacy and expectations) by 3.6% from 2020 baseline target data.	Student wellbeing is at 87.03%, which is 1.34% higher than in 2021 and 2.92% higher than the Similar Schools Group.
All teachers can demonstrate use of some HPGE strategies in teaching/learning programs.	All teachers have been supported to incorporate HPGE strategies in their classroom programs. This allows HPGE students multiple opportunities for curriculum extension rather than a once per week Enrichment Class.
All stage/grade programs include a PBL unit in a KLA other than English or mathematics that teachers have collaboratively planned.	This has been achieved and can be seen in all programs K-6.

50% of parents view their child's work and comment on Seesaw once per semester.

Over 800 parents/carers are connected to the Seesaw platform. Postings and engagement are reported on weekly. At the highest weekly point in Term 1, 400 items were posted and there were 1200 parent/carer views. At the highest point in Term 2, over 500 items were posted which had just under 1200 parent/carer views. At the highest point in Term 3, over 510 items were posted which had just over 1300 parent/carer views. At the highest point in Term 4, over 450 items were posted which had just over 700 parent/carer views. It is clear by weekly visits that parents/carers are informed and updated by the teachers' use of Seesaw.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$137,811.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mowbray Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <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 • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Individual students with high-level needs are supported in the classroom to access curriculum learning, and in individual cases in the playground, to support peer interaction or for mobility support.</p> <p>After evaluation, the next steps to support our students will be: The continuation of this finding being used to employ EAL/D staff, Learning and Support teachers and School Learning and Support Officers.</p>
<p>Socio-economic background</p> <p>\$8,424.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mowbray Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All students are able to attend additional learning experiences to deepen curriculum learning (incursions and excursions) and are provided with educational resources (stationery, books, uniforms etc.)</p> <p>After evaluation, the next steps to support our students will be: Continuation of this support in 2023 as required.</p>
<p>Aboriginal background</p> <p>\$3,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mowbray Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans

<p>Aboriginal background</p> <p>\$3,000.00</p>	<p>The allocation of this funding has resulted in the following impact: All students who identify as Aboriginal and Torres Strait Islander have a Personalised Learning Plan (PLP). This plan is developed with the student and their family. The PLP was developed in Term 1, implemented across the year and reviewed in Term 4.</p> <p>After evaluation, the next steps to support our students will be: Review of the template and support to achieve the negotiated goals. Continuation in 2023.</p>
<p>English language proficiency</p> <p>\$219,068.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mowbray Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EAL/D students being supported in learning English, through additional teacher guidance. Students are being tracked using the EAL/D progression.</p> <p>After evaluation, the next steps to support our students will be: School analysis of EAL/D programs using whole school data - including Check-in assessment, PAT and NAPLAN as well as the EAL/D progression.</p>
<p>Low level adjustment for disability</p> <p>\$97,658.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Mowbray Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to 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"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Additional weekly support for students with gaps in English and mathematics including small group withdrawal and in-class support opportunities. Additional LaST time to support students with behavioural needs.</p> <p>After evaluation, the next steps to support our students will be: A focus on additional small group support for students who are having difficulty with curriculum areas across the school Years 1 - 6.</p>
<p>Professional learning</p> <p>\$44,274.00</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 Mowbray Public School.</p>

<p>Professional learning</p> <p>\$44,274.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Making learning visible • Assessment and differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning opportunities for the whole staff through CORWIN. • Professional learning for the Executive Team through completion of the PPA program, Art of Leadership. • Additional release time for teachers for collaborative programming opportunities and K-2 curriculum reform mentor time with executive staff. <p>The allocation of this funding has resulted in the following impact: Professional learning for teachers to develop teaching, differentiation and curriculum skills based around 'What Works Best' (CESE).</p> <p>After evaluation, the next steps to support our students will be: Continuation of professional learning, through mentoring in small groups with focus on the new curriculum and differentiation. Increase evaluation and support through classroom visits and the completion of Instructional Rounds in 2023.</p>
<p>Literacy and numeracy</p> <p>\$26,688.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mowbray Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Significant increase in student engagement with English lessons. A greater staff understanding of the new syllabus in preparation for 2023 implementation.</p> <p>After evaluation, the next steps to support our students will be: The Assistant Principal Curriculum and Instruction and Deputy Principal will continue to work with staff to unpack and implement the new K-6 English Syllabus.</p>
<p>QTSS release</p> <p>\$127,792.15</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mowbray Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of Instructional Rounds to strengthen quality teaching practices

<p>QTSS release</p> <p>\$127,792.15</p>	<p>The allocation of this funding has resulted in the following impact: A keen focus on differentiation strategies in mathematics and English for classroom teachers K-6 with mentor teacher support.</p> <p>After evaluation, the next steps to support our students will be: Continuation of identification and support for HPGE students in the classroom through extension and differentiation.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,969.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mowbray Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • engagement of additional staff so that teachers can be released for professional learning around literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: This funding was used to support the school Learning and Support team to have small group support for those students needing intervention in English and mathematics. It was also used to release staff to develop individual learning programs for those students who are unable to meet stage curriculum outcomes. Funding was also used to support individual staff K-2 to work with executive staff to achieve the goals set out in Strategic Direction 1.</p> <p>After evaluation, the next steps to support our students will be: Continuation of this grouping and when necessary for students individual learning plans. Continuation of staff professional develop through the Department of Education's Curriculum Reform initiative.</p>
<p>COVID ILSP</p> <p>\$23,207.00</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 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 <p>The allocation of this funding has resulted in the following impact: Support for students who have not made appropriate gains due to the Covid remote learning period, through the school Learning and Support program.</p> <p>After evaluation, the next steps to support our students will be: This funding is being significantly reduced in 2023. The students who have been assisted by this additional funding will either graduate from the Covid Learning and Support program or continue with the traditional school support model of withdrawal or in-class support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	316	335	346	354
Girls	320	307	310	320

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	90.3	95.4	92.0
1	92.6	90.5	95.5	89.6
2	94.2	90.0	95.4	89.5
3	95.0	91.0	95.5	90.1
4	94.8	93.0	95.5	89.8
5	95.7	93.1	94.4	89.8
6	92.0	92.5	94.5	88.6
All Years	94.0	91.2	95.3	90.0
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.43
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	4.26

*Full Time Equivalent

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	1,660,845
Revenue	7,193,521
Appropriation	6,269,530
Sale of Goods and Services	20,749
Grants and contributions	879,566
Investment income	21,838
Other revenue	1,838
Expenses	-7,245,996
Employee related	-6,047,898
Operating expenses	-1,198,099
Surplus / deficit for the year	-52,475
Closing Balance	1,608,370

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	137,811
Equity Total	328,061
Equity - Aboriginal	2,909
Equity - Socio-economic	8,424
Equity - Language	219,069
Equity - Disability	97,658
Base Total	4,812,170
Base - Per Capita	165,758
Base - Location	0
Base - Other	4,646,412
Other Total	807,415
Grand Total	6,085,457

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of key stakeholders (students, teachers and parents) in regards to the schooling experience. In 2022, Mowbray participated in the Tell Them From Me (TTFM) survey as well as P&C Meetings to seek feedback.

All students in Year 4, 5 and 6 completed the survey, key highlights were:

88% of Year 4, 89% of Year 5 and 85% of Year 6 have friends at school they can trust and who encourage them to make positive choices.

97% of Year 4, 96% of Year 5 and 90% of Year 6 believe that schooling is useful in their everyday life and will have a strong bearing on their future.

45% of Year 4, 46% of Year 5 and 24% of Year 6 do homework for their classes with a positive attitude and in a timely manner.

94% of Year 4, 98% of Year 5 and 93% of Year 6 do not get into trouble for disruptive and inappropriate behaviour.

91% of Year 4, 84% of Year 5 and 87% of Year 6 try hard to succeed in their learning.

76% of students agree/strongly agree when they finish high school they expect to go to university.

76% of students agree or strongly agree that they feel school pride.

The parent/carer survey had 104 respondents, key highlights from these respondents were:

56% have spoken with their child's teacher two or more times this year about their child's learning.

96% have attended meetings, or social functions at the school.

17% are involved in school communities (e.g. P&C) up from 13% in 2021.

92% believe that the school is a culturally safe place for all students.

82% believe that school newsletters are useful/very useful for communication.

47% believe that the P&C is useful/very useful for communication.

84% believe that emails are useful/very useful for communication. 2% of parents believe emails are unavailable.

88% have aspirations for their child to attend university.

100% have aspirations for their child to complete Year 12.

96% believe the school is well maintained.

98% believe the physical environment is welcoming.

98% believe the school provides ease of access.

61% believe the school makes students with special needs feel welcome (37% of respondents neither agree or disagree)

83% agree/strongly agree that they would recommend the school to other parents.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.