

# Mowbray Public School

## Annual Report



2016



4015

## Introduction

The Annual Report for 2016 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 school 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.

Anna Blakeney – Principal

## School contact details

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9428 3200

## Message from the Principal

This year has been a most significant one for Mowbray Public School. We commenced the 2016 school year in our new school with its 21st Century educational facilities designed to meet current and future educational trends. The buildings will ultimately accommodate 1,000 students.

We are fortunate to have retained our extensive grounds including the school oval, tennis courts and basketball courts so there will be ample playground space as the school numbers grow. It is anticipated that there will be an additional 100 children enrolled at the school from the commencement of 2017.

The entire school community is to be commended on the positive way they have approached the school upgrade through their participation in information sessions in the early stages, their patience as the project progressed and their enthusiasm for the completed project.

**Anna Blakeney** – Principal

## Message from the school community

The Mowbray Parents and Citizens Association (P&C) is a governed body whose objectives are:

#To assist in providing facilities and equipment for the school; and

#To bring the parents, students and teaching staff together into close co-operation.

The first aim is achieved through the many fundraising activities the P&C holds throughout the year. In 2016, through the support and participation of our Mowbray parent community and teachers, as well as our local business sponsorships we were able to achieve our fundraising target of \$46,500.00 to provide our Mowbray children with resources necessary to facilitate their learning. The majority of the money raised has gone towards the upgrade of the school's teaching technology (DoE approved laptops) and the employment of teacher's aides for learning support programs.

The second objective is achieved by holding social events for teaching staff, parents and students creating wonderful experiences and happy memories for our children and families. A highlight of 2016 was the function organised for the end of 2016 to "Celebrate Mowbray" at the end of the highly successful upgrade project.

The P&C continues to look to the future needs of the school and P&C Meetings, held twice a term, are a forum for parents to develop their partnership with the school, discuss relevant issues and articulate their aspirations for their children's education.

**Craig Campbell**     President, Mowbray Public School P&C Association

## Message from the students

### Student Representatives' Message

We are honoured to be the current SRC Representatives of Mowbray Public School and we have done our best to be outstanding role models for the school this year.

One of our important roles has been to assist younger children as we settle in to our new school. There have been many changes. For the first term we did not have the use of our hall and playing space was limited to the oval. When the project was finished in Term 2 we had all our playground space returned to us, including our new play equipment and games space.

Assisting us on the Student Representative Council we have *Project Captains* with special responsibilities in Technology, Arts, Sport, Library and Environment. They are happy to listen to your questions and ideas in their special areas.

The SRC executive and class representatives meet once a fortnight to discuss matters within the school. We also raise funds for our Sponsor Children and for charities assisting children.

Our goal for this year was to make the school an even better place for all at Mowbray. We are very fortunate to have such a wonderful new school for the 21st Century.

**SRC Executive:**        **Samuela**        **Curtis**        **Kotoko**        **Lachlan**

## School background

### School vision statement

Mowbray Public School commenced a significant upgrade in 2015 which will increase the student numbers from 380 in 2015 to a potential future enrolment of 1,000 housed in a 21st century learning facility.

The involved and committed staff is supported by an active and informed parent community.

Our school has a reputation as a caring community in which the welfare and education of the individual child is given high priority.

Mowbray Public School delivers quality education to develop the individual talents, interests and abilities of our students.

Our aim is to develop and maintain a vibrant and responsive learning community that provides children with the capability and confidence to succeed as citizens of the 21st Century.

### School context

Mowbray Public School offers excellence in education through a nurturing, co-operative environment designed to bring out the best in our students.

One of the high-achieving Public Schools in our area, we also provide many opportunities for students through our sports and award-winning music programs.

Our highly qualified and dedicated teachers develop stimulating programs catering for the learning needs of all our children who come from a wide range of ethnic backgrounds.



# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 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.

The Mowbray staff reached the following consensus regarding the current position of our school:

### **LEARNING: Learning Culture – Excelling**

- There is a school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement.
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

### **LEARNING: Wellbeing – Excelling**

- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

### **LEARNING: Curriculum and Learning – Excelling**

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

### **LEARNING: Assessing and Reporting – Sustaining and Growing**

- Students use reflection on assessment and reporting processes and feedback to plan learning.
- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.
- Practices are embedded for parents to be engaged and understand the learning process of their children and how to effectively support them to learn.

### **LEARNING: Student Performance Measures – Excelling**

- The school achieves excellent value-added results
- Most of the school's students achieve at high levels of performance on external performance measures.

### **TEACHING: Effective Classroom Practice – Excelling**

- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

### **TEACHING: Data Skills and Use – Sustaining and Growing**

- Teachers clearly understand and utilise assessment for learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.
- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

### **TEACHING: Collaborative Practice – Excelling**

- Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

**TEACHING: Learning and Development – Excelling**

- Teachers draw on and implement evidence-based research to improve their performance and development.
- The school recognised the expert in the provision of support to beginning and early career teachers.

**TEACHING: Professional Standards – Excelling**

- The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

**LEADING: Leadership – Excelling**

- Staff have purposeful leadership roles based on professional expertise.
- The school community is committed to the school's strategic directions and practices to achieve educational priorities.
- The school was recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.
- The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

**LEADING: School Planning, Implementation and Reporting – Excelling**

- The school uses evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.
- Shared school-wide responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements.

**LEADING: School Resources – Excelling**

- Succession planning, leadership development and workforce planning are designed to drive whole-school improvements.
- Longer-term financial planning is integrated with school planning and implementation processes.
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

**LEADING: Management Practices and Processes – Excelling**

- Practices and processes are responsive to school community feedback.
- Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

2015–2016 To achieve a successful and smooth transition to our upgraded school with minimal disruption to student learning.

## Purpose

2015–2016 To plan and carry out changes associated with the upgrade building program so that disruptions are minimised and the benefits of the new school are fully appreciated.

## Overall summary of progress

The transition from the old school to the magnificent new complex (including one school year in demountable classrooms) went remarkably smoothly as a result of the calm way in which staff and children handled the situation and the support given by the builders and the Department of Education.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
#New timetables, policies and procedures.  #Well-informed parent body.  #Continued access to technology and development of staff skills.  #Student welfare programs and strengthened and ongoing support for staff.	Smooth and safe operation of the school has shown that the procedures adopted were effective. It is believed that an increased use of Sentral for marking, assessing, parent portal and record keeping of individual students will continue to raise the level of communication procedures. These expected outcomes have been achieved with technology throughout the complex improved and modernised. Additional training for teachers has also made improvements which will be further enhanced in 2017. Procedures and processes to cater for the welfare and wellbeing of the school community, particularly during the period of the school upgrade have been successfully implemented resulting in a smooth and safe transition.	School Staff, students and the school community were the resources needed to ensure the success of the move into the new school.  Purchase of new technology equipment \$40,000.00

## Next Steps

We have achieved our goal of: "Achieving a smooth and successful transition to our upgraded school with minimal disruption to student learning."

In 2017 our Target Statement for Strategic Direction 1 will be: To plan and carry out new Assessment and Reporting procedures utilising a whole-school approach with staff trained and upskilled in the implementation of the new system.

## Strategic Direction 2

To present learning for students in a creative and highly engaging way catering for the needs of all students.

## Purpose

To ensure all students are appropriately engaged, challenged and extended through provision of stimulating learning environments and tasks that are designed to meet students' learning needs, levels of readiness and motivations.

## Overall summary of progress

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
#All staff will be timetabled off class to visit other classrooms and observe other teachers.  #Support and extension programs provided to all students.  #Whole school schedule of assessment developed.  #Professional Learning schedule developed.  #Whole school involved in progressive approach to Public Speaking and Debating.  #Parent information sessions held on a regular basis.	Staff involvement in the QTR concept has been high and linked with further training input from Professor Jenny Gore in Term 1, 2017, will further enhance Quality Teaching across the school. All staff have implemented adjustments in their programs. In the area of Differentiation, for example, teachers with students with learning support needs, had meetings with the Learning Support Team to plan appropriate program adjustments. Students in all Stages from Kindergarten to Year 6 have had an introduction to public speaking within their program with senior classes having had greater involvement in Public Speaking and Debating. The following events have showcased our speaking and listening whole school program – Performing Arts Night (PAN), Orientation mornings, Open Day, Celebration Days. MPS has held over 26 major community events throughout the year.	Funding from: School Sources: \$89,000 RAM Literacy & Numeracy: \$17,939 School Funding: \$47,000 KLAS • Quality Teaching, Successful Students (QTSS) (\$7,000) • Low Level Adjustment Funding \$15,000 School Staff RAM Professional Learning \$18,088 School Funding: \$10,000 Staff participation in training and supporting students

## Next Steps

These successful initiatives will be continued in 2017 with particular emphasis on the development of teacher skills, not only of Beginning Teachers but of all members of staff.

A streamlined assessment and reporting process will be developed which will assist in identifying those students for whom differentiated learning programs are not only desirable but a necessity.





### Strategic Direction 3

To provide professional learning, facilities and technology to support Strategic Directions 1 and 2.

### Purpose

To provide professional learning opportunities which support teachers in their implementation of new curricula and to develop technology resources appropriate to current standards and our upgraded school facilities.

### Overall summary of progress

A schedule of professional learning was developed – e.g. 12 sessions in Semester 1 attended by 98% of staff. The Semester 2 School Development Session was hosted by Mowbray P.S. for the North Harbour Learning Community of Schools.

Considerable attention and funding were given to the provision of state-of-the-art technology resources and relevant teacher training in the new school complex.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
#Schedule of professional learning developed.	Considerable time and expertise has been put into the development of a high quality technology network within the school. New equipment has been purchased, a technician employed to maintain equipment and the network and teachers have been trained in its effective use.	School Technology budget \$85,000
#Available facilities used effectively during build. Input into choice and development of technology facilities in new buildings.		RAM Technician Budget \$9,086
		P&C Funding Devices \$18,000
#Continued use of Technology Scope and sequence to meet curriculum requirements.		Professional Learning –Technology \$40,000

### Next Steps

Next steps are related to the development of technology through the acquisition of suitable equipment and programs and the up-skilling of teachers to maximise the benefits of these improvements.

Strategies considered for implementation are:

- Attendance of school representatives at STEM Conference and Coding Training;
- Access to Clickview which includes professional development opportunities and support documents;
- Training from Sentral to maximise benefits of system, especially in area of Assessment and Reporting;
- Provision of Multi-Touch Software as alternative to Notebook (training provided);
- Lego Robotics (+Training for Kindergarten to Year 2 teachers);
- Mathletics presentation for parents to familiarise them with the program

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	Marked improvement noted in student reports of achievement in English Language proficiency.	Highly trained and experienced EALD teachers  .Funding: \$30,776.00  RAM Staff Funding: \$61,213  RAM Flexible Funding: \$30,776  • (\$0.00) • (\$0.00)
<b>Low level adjustment for disability</b>	Significant gains made have been made by students in both levels of learning and growth in confidence in their ability. Additional training for class teachers has further increased support for these students.	School Funds: \$35,000  RAM: \$51,010 Staffing:  RAM: \$15,527 Flexible Funding
<b>Socio-economic background</b>	Provision of equity of access to all areas of the curriculum including extra-curricular and sporting activities.  Assistance with purchase of school uniforms and access to equipment such as technology and textbooks and curriculum areas such as excursions and in-school activities.	RAM Socio-economic background \$3,549.00 School Funds \$2,000.00  • (\$0.00)
<b>Support for beginning teachers</b>	Our Beginning Teachers are making significant progress and are valued members of our teaching staff. Support has included: #Participation in Quality Teaching Rounds and Funding to attend programs offered through the North Harbour Learning Community of Schools; #Assistance with Three-Way Conference preparation; #Involvement in design and implementation of assessment processes used in Semester 2 reports; #Attendance at on-line and out of school training where appropriate.	RAM: 2015+2016: \$84,621 total for Beginning Teacher Program.

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	153	170	165	197
Girls	201	208	212	240

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	98	95.1	96.7
1	96.3	96	95.2	96.3
2	96.2	95.7	95.5	95.4
3	96.5	95.7	94.7	96.5
4	94.7	95.4	95.8	96.5
5	95.6	95.1	95.9	96.2
6	94.9	96.2	94.3	96
All Years	96	96.2	95.2	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Attendance rates are high and non-attendance, rarely an issue, is followed up on an individual basis.

## Class sizes

Class	Total
KM	20
KJ	20
KF	21
KB	21
1A	19
1T	22
1L	21
1B	21
2F	22
2M	23
2L	22
3S	27
3N	29
3/4P	28
4H	30
5S	27
5/6K	29
6H	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.56
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0.14

\*Full Time Equivalent

There are currently no persons of indigenous background on the school staff.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	75

## Professional learning and teacher accreditation

The school's professional learning programs support the priority areas identified in the school plan 2015 – 2017. All members of the school staff participated in a variety of learning activities organised around curriculum planning and implementation and enhanced use of technologies.

The most effective strategies were found to be those which were school-based workshops in which staff worked to develop curriculum programs. Stage-based days early in Term 1 enabled staff to work collaboratively and brought a sense of cohesion and ownership of the programs and initiatives.

In 2016 the four schools of the North Harbour Learning Community worked together to plan and present a School Development Day Workshop on Drama Strategies and Assessment and Reporting Strategies. Further combined sessions are planned for 2016.

A successful initiative introduced in 2015 to enable teachers to observe the lessons of others and for teaching mentors to spend time in discussion of observations made during lesson observations of Beginning Teachers was continued in 2016.

Under the Board of Studies Teacher Accreditation schedule 85% of our teachers are rated at the Proficient Level.

Expenditure on teacher professional learning for 2016 was \$56,000 shared over the three Strategic Directions

**SCHOOL DEVELOPMENT DAYS** are a valuable part of our Staff Development program. The focus in the program are the Strategic Directions in School Plan and planning for implementation in teaching programs through the opportunity to hold both KLA planning meetings and Stage Meetings.

Combined meetings with teachers from other schools in the North Harbour Learning Community have enabled the development of collegiality and the opportunity to share expertise and to benefit from sessions from highly regarded educationalists.

**SCHOOL DEVELOPMENT DAY – TERM 1 – 2016**  
Focused on Strategic Direction 1: *"To achieve a successful and smooth transition to our upgraded*

*school with minimal disruption to student learning:*

Access to the new buildings was granted only three days before the start of term. Part of the Development Day was devoted to final organisation of the new classrooms, to testing of new technology (Neopanel) and to safety issues associated with the layout of the new school. Stage organisational meeting were also held.

**SCHOOL DEVELOPMENT DAY – TERM 2 – 2016**  
focused on the School Excellence Framework being used as the basis for school planning in the areas of Learning Culture, Effective Classroom Practice and Leadership.

This activity proved to be most constructive, providing ample opportunity for discussion of the current procedures and highlighting areas for inclusion in the School Plan for 2017.

As the move to the new school has been successfully accomplished, Strategic Direction 1 for 2017 will be: *"To plan and carry out new Assessment and Reporting procedures with a whole-school approach with staff trained and upskilled in the implementation of the new system."*

**SCHOOL DEVELOPMENT DAY – TERM 3 – 2016** A combined program with the North Harbour Learning Community and held at Mowbray Public School.

In this half day event, the topic for the first session was Using Drama to Increase engagement and understanding of a text and the second session on Assessment and Reporting provided an opportunity for schools to share their expertise and procedures in this area.

**SCHOOL DEVELOPMENT DAYS – TERM 4 – 2016:**  
The two day allocation was used during the year for learning/organisational activities. All sessions ran for 3 hours and involved all staff and included:

- Term 1: Organisation of KLA resources in the new building.
- Term 2: CPR and Emergency Care Training
- Term 3: Preparation of Assessment and Reporting Procedures for Semester 2 Reports.
- Term 4: Preparation of the 2017 School Plan with particular reference to Assessment and Reporting – Strategic Direction 1.

**FUTURE PLANNING FOR 2017:** In Term 1 the North Harbour Learning Community will hold a Twilight Learning Session on Quality Teaching Rounds presented by Professor Jenny Gore from the School of Education at the University of Newcastle.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Funding of school projects is supported by parents through the voluntary contribution. In 2016 the amount of the contribution was \$60.00 which was paid by 68% of families.

The school's active P&C has contributed to student learning and well-being by assisting with funding for teachers' aides for Kindergarten and for the Learning Support program.

Income	\$
<b>Balance brought forward</b>	<b>314 997.86</b>
Global funds	512 756.10
Tied funds	201 249.46
School & community sources	308 731.57
Interest	6 131.77
Trust receipts	74 074.41
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	129 554.66
Excursions	21 005.73
Extracurricular dissections	131 197.50
Library	460.82
Training & development	19 876.79
Tied funds	131 820.31
Short term relief	56 591.01
Administration & office	180 915.77
School-operated canteen	0.00
Utilities	43 454.18
Maintenance	7 588.09
Trust accounts	64 432.85
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 1 December, 2015 to 31 December 2016.



	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	870 596.17
(2a) Appropriation	719 583.37
(2b) Sale of Goods and Services	1 436.50
(2c) Grants and Contributions	147 982.45
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 593.85
<b>Expenses</b>	-414 987.89
Recurrent Expenses	-414 987.89
(3a) Employee Related	-175 699.88
(3b) Operating Expenses	-239 288.01
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	455 608.28
<b>Balance Carried Forward</b>	455 608.28

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Budgeting is based on the Strategic Directions set out in the School Plan. School Executive staff and KLA Team Leaders take responsibility for establishing priorities and monitoring expenditure in their area. Management of finances is carried out by the school principal with the support of the Senior Administrative Manager. Regular reports are compiled and made available through the School Finance Committee which includes Staff, P&C and School Council representatives..

Income in 2016, the first year in our new buildings, was supplemented by an Establishment Grant of \$200,000 to assist with provision of resources and items not included or de-scoped from the school upgrade project. Items on which these funds have been spent include new playground equipment, signage throughout the school, sunshades and chairs for the enlarged hall.

Planned future projects will use the balance of the grant.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 804 451.55
Base Per Capita	20 629.47
Base Location	0.00
Other Base	2 783 822.08
<b>Equity Total</b>	162 075.05
Equity Aboriginal	0.00
Equity Socio economic	3 549.07
Equity Language	91 988.55
Equity Disability	66 537.44
<b>Targeted Total</b>	19 759.99
<b>Other Total</b>	15 206.92
<b>Grand Total</b>	3 001 493.52

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

**The success of Strategic Direction 2 in the 2015–2017 School Plan was demonstrated by the positive data provided in 2016 NAPLAN results.**

*"To present learning to students in a creative and highly engaging way catering for the needs of all students."*

The purpose of this Direction was "to ensure that all students are appropriately engaged, challenged and extended through the provision of stimulating learning environments and tasks that are designed to meet student's learning needs, levels of readiness and motivations."

The following results indicate that programs involving curriculum differentiation have provided support for students at all learning levels.

### In Year 3:

**Reading:** No students were placed in the lower 2 bands while an amazing **97% achieved results which placed them in the top 3 bands.**

**Numeracy:** 91% of students were placed in the top 3 bands.

### In Year 5:

**Reading:** Only 2% of students were placed in the lower 2 bands while 86% achieved results placing them in the top 3 bands.

**Numeracy:** No students were placed in the lower 2 bands but **86% achieved results which placed them in the top 3 bands.**

## 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.

Our school achieved outstanding results in the NAPLAN program. For example, Year 3 results in literacy were well above the State average with, in Reading, 84% of our students achieving results in the top two bands compared with 54% of the State.

In Spelling and in Grammar, our students also achieved high results with 86% achieving results in the top 2 bands in each of the areas.

Year 3 Numeracy results were exceptional with 73% of our students achieving results in the top two bands compared with 51% of the State.

## LITERACY – Year 3

# Our students' outstanding results in Literacy were well above the State averages.

# In Reading, 84% of our students achieved results in the **top two bands** compared with 54% of the State.

# In Spelling and in Grammar, our students' results were again impressive with 86% achieving results in the top 2 bands in each of the areas.

##The percentage of students in the lowest three bands in Reading in 2016 was 3% compared with 29% of the State.

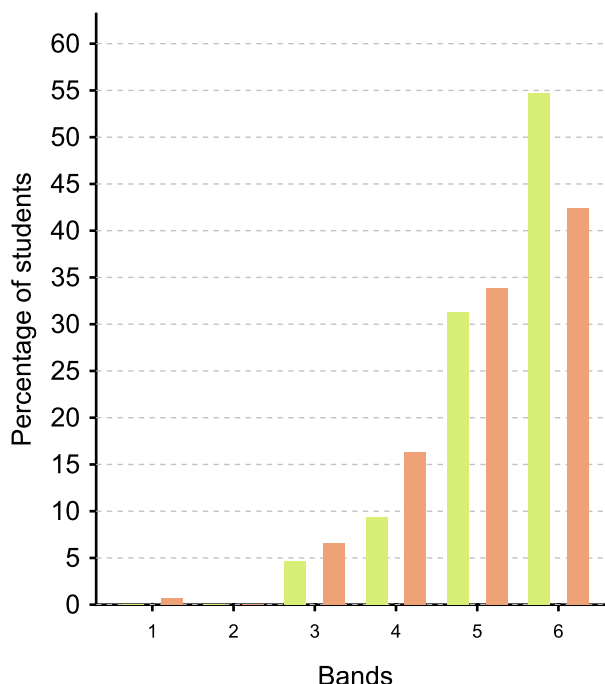
## LITERACY – Year 5

# In Reading, 62% of our students' results were in the **top two bands** compared to 39% of the State.

# In Grammar, 65% of Mowbray students achieved results in the top two bands compared with 37% of the State.

# The percentage of students in the lowest three bands in Reading in 2016 was 15% compared with 37% of the State.

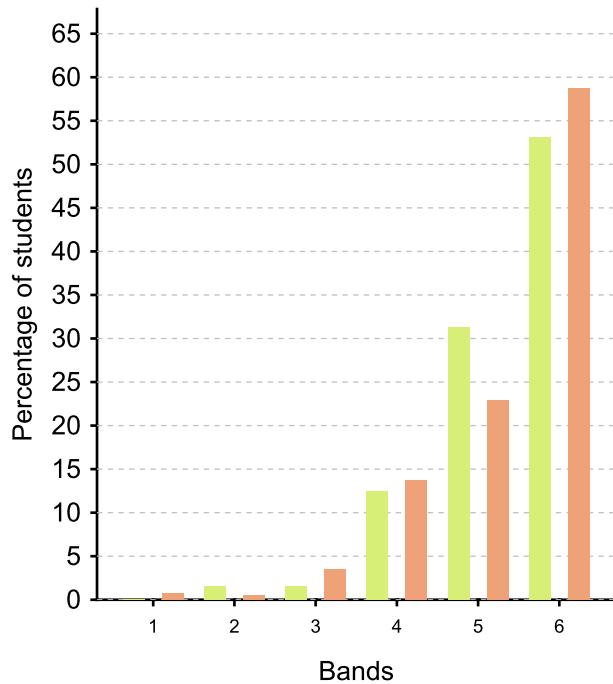
**Percentage in bands:**  
Year 3 Spelling



■ Percentage in Bands  
■ School Average 2014-2016

### Percentage in bands:

#### Year 3 Reading



Percentage in Bands  
School Average 2014-2016

##The percentage of Mowbray students in the lowest three bands in Numeracy in 2016 was 9% compared with 36% of the State.

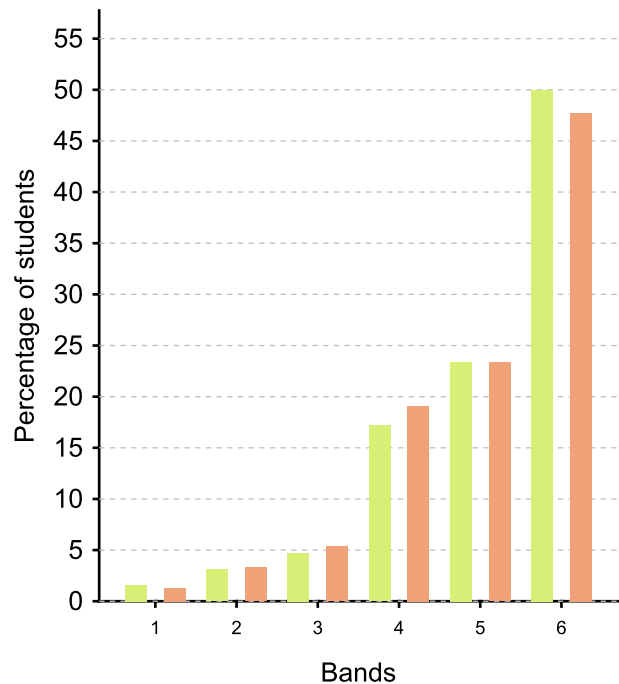
### NUMERACY – Year 5

# Year 5 results in Numeracy showed 50% of Mowbray students recorded results in the top two bands compared with 30% of the State.

##The percentage of Mowbray students in the lowest three bands in Numeracy in 2016 was 15% compared with 43% of the state.

### Percentage in bands:

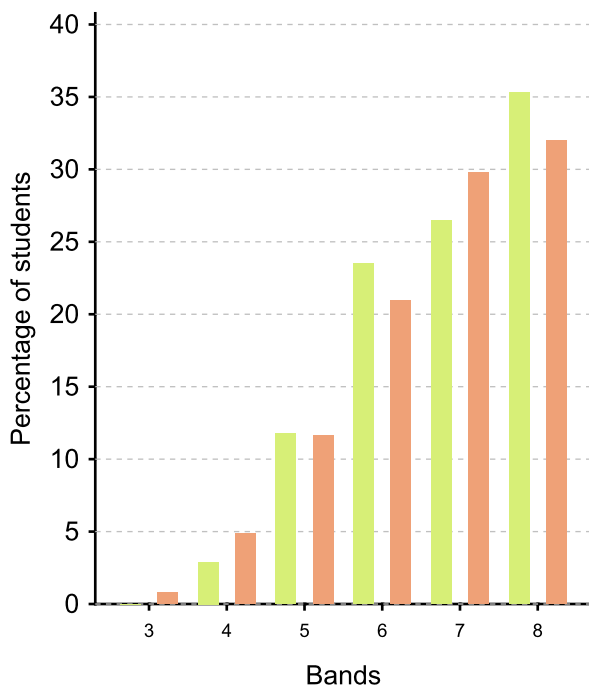
#### Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

### Percentage in bands:

#### Year 5 Reading



Percentage in Bands  
School Average 2014-2016

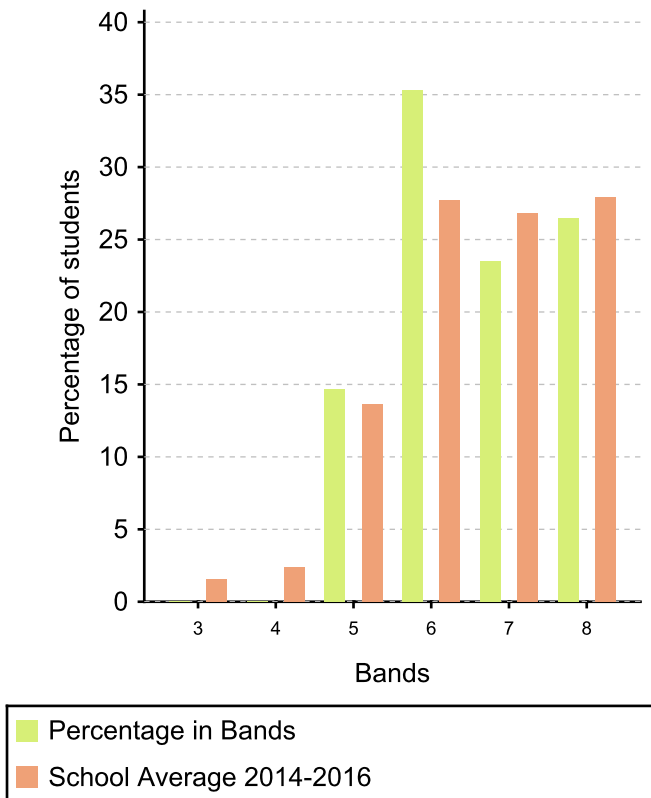
### NUMERACY – Year 3

# Year 3 Numeracy results were exceptional with 73% of our students achieving results in the **top two bands** compared with 51% of the State.

# 50% of these Mowbray students were in the top band (Band 6).

**Percentage in bands:**  
Year 5 Numeracy

Results in the ICAS Mathematics Competition for Years 2 – 6 were: 2 High Distinctions 14 Distinctions 35 Credits 16 Merits



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

**PROGRESS IN NAPLAN LITERACY AND NUMERACY:**

Thirty two students sat for the NAPLAN tests in Literacy and in Numeracy in both Year 3 and Year 5 at Mowbray. For these students progress can be calculated.

**LITERACY:**

In Reading: 21 students (65%) achieved higher than expected growth. Nine of these students achieved a growth of more than 100 points with one recording a growth of 232 points.

In Grammar: 50% of our students' scores were equal to or above the expected growth.

**ICAS English/Spelling/Writing Competitions**

Overall results in the ICAS English/Spelling/Writing Competitions for Years 2 – 6 were: 4 High Distinction Distinction 40 Credit 80 Merit 30

**NUMERACY:**

In Numeracy, 15 students ( 48%) achieved higher than expected growth.

### HEALTHY SCHOOL CANTEEN

School Upgrade Project included extensions to the school hall to provide a canteen. The school had not previously had such a facility and it was considered important for the opinions of the school community to be sought to determine the best option for the type of canteen for the school at this time.

Many schools have P&C managed canteens, however, there is a trend towards outsourcing canteens due to the complexity of organisation and the number of volunteer hours required. Each system has its advantages and disadvantages but what was important was that our school parents had a voice in determining the best arrangement for our community. The *Healthy School Canteen Policy* was an important factor in the decision-making process.

A school team with representatives of staff and parents devised the survey.

#### Three options were given:

**Option One:** The school should outsource the school canteen. Under this arrangement:

- the school canteen would not be available for school community use
- the area of the school canteen would be leased to a third party
- the canteen becomes the property of the licensee for the period of the lease
- few or no volunteers would be required
- the licensee would fit out the canteen
- the canteen would most likely be open for recess and lunch five days a week
- the principal of the school has the right to remove food items from the menu
- cost of food is generally higher
- market rent is paid to the school

**Option Two:** The P&C (school community) should manage the school canteen. Under this arrangement:

- regular volunteers are needed to order, serve, clean and prepare food
- the canteen would be available for community use including outside school hours
- canteen would be open two or three days per week (as in schools of a similar size to Mowbray)
- health and legal requirements would have to be managed by the school community
- the fit-out of the canteen would be funded by the school community at an approximate cost of \$30,000–\$40,000
- many P&C canteens employ a canteen manager
- any profit/loss rests with the Mowbray P&C Association
- the school canteen provides a setting where parents and carers have the opportunity to be part of the school community, meet people and be involved in their child's school

**Option Three:** Heat and Serve. Under this arrangement:

- an approved outside business makes the lunches off site and delivers them to the school
- limited or no volunteers are required
- the canteen would be available for community use including outside school hours
- health and legal requirements would be managed by the Mowbray P&C Association
- cost of the food is generally higher than school run canteen
- no over-the-counter snacks or drinks – lunch orders only
- orders need to be placed online using an online ordering system e.g. flixischools

#### Example of Parent Comments:

- *"I believe Option 1 would work for now and with our current numbers. But I do think the Committee needs to be open to re-assessing the decisions each year. What may work for the next few years may not work as our numbers increase. Either way, the Committee's time and effort in making the right decision is certainly appreciated by the school community."*

*"The 'heat and serve' option gives the school the freedom to use the canteen outside of school hours when needed for other types of events such as Open Day. – in fact not very different from the way we operate now. Let's go with that option."*

#### Findings and Future Directions:

The results of the survey indicated that 80% of parents preferred the Heat and Serve option for Mowbray but that further investigation would be required as the school numbers grow.

It is anticipated that the Heat and Serve option will commence in Term 1, 2017.

## Policy requirements

### Aboriginal education

There were no students of Aboriginal background enrolled at Mowbray P.S. in 2016.

The school's programs included cross-curriculum units which introduced all students to the culture, history and current perspectives of Aboriginal Australia.





## Multicultural and anti-racism education

Mowbray Public School has a long-standing and proud commitment to supporting cultural diversity. In the early 2000's the school was awarded the National Multicultural Marketing Award based on the impact the school had made on bringing together all members of our school community. Parental support and involvement in this initiative has been a strong point in its success.

Harmony Day is celebrated every year with a Japanese drumming group being the focus for 2016.

Our growing EAL/D program facilitated a successful transition for New Arrivals to the mainstream classroom. Revision of reporting tools meant that the reporting of learning outcomes to parents at the end of each semester was made clearer for parents. With the assistance of translated documents.

Three-Way conferences involving the Teacher, Parents and Child included students in the EAL/D program and, where needed, interpreters were engaged to improve communication.

In 2016 eight International Students were enrolled at the school and additional funding enabled the school to employ qualified TESOL trained staff to cater for the English program for these students.

In 2016 students with a Language Background Other than English made up 47% of the school population and there were 44 languages represented in the school community.

All staff members are committed to and contribute to the eradication of racism by promoting acceptance and celebrating Australia's cultural, linguistic and religious diversity, and challenging prejudiced attitudes.

## Other school programs

### CREATIVE ARTS PROGRAMS

#### Music at Mowbray

The Music program at Mowbray is the result of a strong partnership between the parents and teachers of the Mowbray school community. The resulting program offering both band and strings options as well as choir and with over half of our students participating, is an achievement of which we are particularly proud.

There are many performance opportunities for our musicians.

In 2016 these included:

- Stage 3 Choir performed at the Opera House and Sydney Town Hall in the **Arts Alive! Primary Choral Concert** and the **Tutti Arts Festival** at the Chatswood Concourse and the Stage 2 Choir at the **Festival of Children's Music** at the Chatswood Concourse.

- Camerata Strings, the Concert Band and Senior Choir featured in the North Harbour Learning Community of Schools **Tutti Concert** also at The Concourse;
- The music groups also competed successfully in local eisteddfods and in selected school performances at **School Assemblies, Open Days, Music Camp and Performing Arts Night**.
- As well as presenting many school performances, our instrumental groups participated in: **The Sydney Eisteddfod**, (Concert Band and Training Band); **The Festival of Instrumental Music** (Strings); **North shore Concert Band Primary School Festival** (Concert and Training Bands)

With the upgrade program completed and additional space available, Mowbray now has a dedicated **Music Centre** which has enhanced the status of the program and improved the administration and rehearsal facilities.

#### Dance at Mowbray

Dance was particularly strong in 2016 at Mowbray with over 200 children involved in 6 dance groups. These groups participated in both external competitions and festivals as well as school performances such as school assemblies and our annual Performing Arts Night.

Events included:

- Hawkesbury Eisteddfod with placings of 1st, 2nd and 3rd in different categories
- Sydney Eisteddfod
- Participation in the Sydney North Dance Festival
- Leukaemia Foundation "*Light the Night*"
- For the first time Mowbray children participated in the outstanding showcase of talent in NSW public schools – **School Spectacular**.
- An enthusiastic group of 55 dancers represented Mowbray in **Taronga Zoo's 100 Year Birthday Parade** down Macquarie Street to Circular Quay. These children were also invited to participate in the Media Launch of the Parade.