Students enjoy the Athletics Carnival .......

and Carols Night
Principal’s Message

Mowbray Public School is a growing school with a student population which has increased by 20% over the last four years. Indications are that enrolments will increase still further in the near future. 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 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.

Our School Profile:

- 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.
- Mowbray provides innovative technology to help build students’ knowledge, understandings and skills and better prepare them for the technological challenges of the future.
- 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.
- Mowbray provides an environmental education program which aims to make our children aware of their role in helping to make our school and the broader community a sustainable environment.
- With our spacious grass play areas, unparalleled sports facilities and an involved and committed parent community, our students have a wonderful environment in which to learn and grow.

Anna Blakeney

Student Representatives’ Message

We are honoured to be the current SRC representatives of Mowbray. We will do our best to be outstanding role models for the school this year.

There will be many changes occurring due to the development of the new school. We will assist the younger children during this time.

Assisting us this year we have new leaders called Project Captains with special responsibilities in Technology, Arts, Sport, Library and Environment. Please direct any questions or ideas in their special areas to them.

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 is to make the school an even better place for all at Mowbray.

Presidents: Lara Harrison
Vice-Presidents: Charli Liam

P&C President’s Message

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;
- to bring 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. Our fundraising target can only be achieved with the support and participation of our Mowbray parent community and teachers, as well as our local business sponsorships. Support is given in many ways, including the generous donation of goods or services or through the many volunteer hours spent by our parents. This support ensures that our Mowbray children have the resources to facilitate their learning environment. Because of this strong support, the P&C achieved its fundraising target of $56,000 for the year ended 31st December, 2013. This money has gone towards contributing to the school’s teaching aides, the Mowbray Band Subcommittee and upgrade of the school teaching technology.

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. It is through the goodwill and participation of parents, teachers and the wider community that we are able to run these events.

The P&C meetings, held twice a term, provide a forum for parents to develop their partnership with the school and articulate their aspirations for their children’s education.

Together is Better at Mowbray!

Vanessa Rengger, President, Mowbray P&C Association
SCHOOL CONTEXT: Student Information

Student Information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The school is proud of its cultural diversity with over 50% of our students coming from a language background other than English.

![Enrolments Graph]

Student attendance profile

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

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.6</td>
<td>96.3</td>
<td>96.7</td>
<td>95.4</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.9</td>
<td>94.3</td>
<td>95.1</td>
<td>96.2</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.9</td>
<td>95.4</td>
<td>95.9</td>
<td>96.6</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.0</td>
<td>96.3</td>
<td>96.8</td>
<td>96.2</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.8</td>
<td>94.3</td>
<td>96.4</td>
<td>96.3</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>97.4</td>
<td>97.3</td>
<td>96.4</td>
<td>95.0</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.9</td>
<td>97.4</td>
<td>97.4</td>
<td>93.5</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.5</td>
<td>95.9</td>
<td>95.9</td>
<td>96.3</td>
<td>95.7</td>
<td>96.0</td>
</tr>
</tbody>
</table>

Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Learning and Support Teacher (3dpw)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian (4dpw)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher ESL (3dpw)</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor (1dpw)</td>
<td>1</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff (2 ft + 2dpw)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Staffing establishment

While most of our staff are employed full time, the Teacher/Librarian, ESL Teacher and School Counsellor are allocated on the basis of the number of children in the school and are part-time.

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce.

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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
</tr>
</tbody>
</table>

4 Mowbray Public School - 2013 ANNUAL REPORT
Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The school has a separate library fund made up of parent contributions. The fund put $14,245.00 towards the purchase of library and literacy resources in 2013 with an additional $7,000.00 being held back for future improvements to library facilities.

School programs were enhanced by the generous amount contributed by the P&C to the School Management Plan budget. In 2013, $10,000 was directed to additional teaching time for Learning Assistance Support Teacher and $10,000.00 to the employment of an aide to assist in Kindergarten making up a total of $20,000.00. An additional $20,000 was approved for the upgrading of technology during 2014.

The $61,828.00 rent from the Cubbyhouse Childcare Centre was used to:
- continue the upgrading of technology commenced in 2012;
- employ staff to assist with the implementation of support programs.

A copy of the school’s 2013 Financial Statement is prepared for the Finance Committee then presented at the Annual General Meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

Professional Learning

The school’s professional learning programs support the priority areas identified in the School Management Plan. All members of staff participated in a variety of learning activities organised around curriculum planning and implementation, and the enhanced use of technologies.

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

The total of $48,291.00 spent on teacher professional learning included $16,580.00 funding from the (DEC) Department of Education and Communities. Almost $7,000 of this was allocated by the DEC for training for Beginning Teachers.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>109291.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>211296.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44988.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>407203.00</td>
</tr>
<tr>
<td>Interest</td>
<td>4399.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>78656.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>855833.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>149798.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>50048.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>167743.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>22063.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40978.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>61139.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>74744.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36360.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>24377.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>78224.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11932.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>717406.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>138427.00</td>
</tr>
</tbody>
</table>

P&C funding assists with programs to support children across the school.
Mowbray Public School is committed to providing quality programs designed to encourage children to achieve their maximum potential in intellectual, physical and creative areas.

In 2013 these programs included:

- Learning Support
- Student Leadership
- Peer Support
- Peer Tutoring
- Gifted and Talented
- Band, Strings and Choral
- English as a Second Language
- Maths Olympiad (Years 5 and 6)
- Multicultural
- Transition to School
- Environmental Sustainability
- Excursions and Incursions
- Gymnastics, Dance and Drama (K-6)
- Gross Motor (K-2)
- Swim School (K-6)

Year 5 Poetry Competition
In support of its strong emphasis on the local environment, Willoughby City Council sponsored a poetry writing competition for Willoughby students on the topic of “Our Local Wildlife”.

The poems of five Mowbray students were included in the book which highlights the best works submitted for the competition.

Mind Marathon – 2013
Ten of our Year 6 students attended this yearly event held at East Hills Boys Technology High School. Our two teams competed against other schools in subjects such as Mathematics, English, Geography, Science, General Knowledge and a problem-solving construction activity with one of our teams coming third in the competition.

Excursion to Canberra

Years 5 & 6 visit Parliament House on their Canberra Excursion.

In 2013, Swim School included Kindergarten students for the first time.

Taronga Zoomobile
In the Zoomobile outreach program the children met, learnt about and interacted with native animals with the aim of encouraging them to support native wildlife conservation.
**SIGNIFICANT PROGRAMS AND INITIATIVES**

**Gifted and Talented Program:**

One of the studies conducted by the Stage 3 GAT students in 2013 was the investigation of photography. The students learned to use digital photography in order to acquire proficiency with both subject matter and technology skills.

The students developed sensitivity to the qualities of effective and evocative photographs. Students used project-based learning which allowed them to enhance their problem-solving abilities and their critical thinking skills.

**Dance Program:**

Dance continued to be a strength at Mowbray in 2013 with opportunities available for children from Kindergarten to Year 6 to join dance groups.

We were particularly proud of the senior group which performed at the *Sydney North Dance Festival* under the guidance of their teacher, Emma Goodbun.

**Music at Mowbray**

The music program is the result of a strong partnership between the parents and teachers of the Mowbray school community and the resulting program is an achievement of which we are particularly proud.

Among many appearances:

- Our Senior Choir has performed at the Opera House in the *ArtsNorth Festival* and the Junior Choir in the *Festival of Children’s Music* at the Chatswood Concourse.
- Camerata Strings, the Concert Band and the Senior Choir featured in the North Harbour Learning Community of Schools inaugural “Tutti” concert at the Concourse;
- Concert Band performed as part of the *Northern Sydney Symphonic Wind Ensemble (NSSWE)* at their concert at the Concourse;
- Chamber Strings achieved the Gold Award at the *Australian School Orchestral Festival*.

Added to these and other achievements are many in-school activities such as the week-end Music Camp attended by all members of Bands and Strings groups, Performing Arts Night and community events and school assemblies.
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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
- Our school’s results in literacy were well above the State averages
- In Reading, 46% of our students achieved results in the top band compared with 25% of DEC students in the State.
- In Spelling our students again achieved high results with a total of 73% in the top two bands.
- In Writing 61% of our students’ results were in the top two bands.
- In Grammar and Punctuation, 77% of Mowbray students achieved results in the top two bands compared with 51% of all DEC students.
- Results in the UNSW English, Writing and Spelling Competitions for Years 3 and 4 were: 1 High Distinction 14 Distinctions 20 Credits

Literacy – NAPLAN Year 5
- In Grammar and Punctuation 62% of students achieved results in the top band with overall, 91% in the top three bands.
- In Reading 90% of our students scored in the top three bands.
- Results in the UNSW English, Writing and Spelling Competitions for Years 5 and 6 were: 1 High Distinction 8 Distinctions 22 Credits

Progress in Literacy
Thirty seven students sat for the NAPLAN tests in Year 3 and Year 5 at Mowbray Public School. For these students, progress can be calculated.

In Spelling, for example, 25 of the 37 students reached or exceeded their anticipated growth rate with 15 of these students achieving growth of 100 points or above.

The table below is an example indicating that progress for Mowbray in the Spelling strand is well above both that of the State (DEC) and the Similar School Group (SSG).

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.9</td>
<td>81.7</td>
<td>96.1</td>
<td>94.2</td>
</tr>
<tr>
<td>SSG</td>
<td>83.8</td>
<td>75.7</td>
<td>92.5</td>
<td>82.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

In 2013, 45 Mowbray students sat for the NAPLAN tests in Numeracy.

- Our results were high with 65% of our students recording results in the top two bands – significantly higher than the State level of 38%. This was a similar result to that of 2012.
- Results in the UNSW Mathematics Competition for Years 2, 3 and 4 were: 3 Distinctions and 21 Credits.
- The grid for Year 3 below shows that:
  - the average score of students at Mowbray was similar to that of the Similar School Group and considerably higher than the State DEC average for 2013;
  - there is a continuing high level of Mowbray students in the top two bands.

### Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>452.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number in Bands</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>0.0</td>
<td>4.5</td>
<td>29.5</td>
<td>40.9</td>
<td>25.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.0</td>
<td>1.0</td>
<td>9.8</td>
<td>27.0</td>
<td>33.8</td>
<td>28.4</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>0.5</td>
<td>2.0</td>
<td>9.4</td>
<td>23.5</td>
<td>33.4</td>
<td>31.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>9.7</td>
<td>22.7</td>
<td>27.8</td>
<td>23.0</td>
<td>13.3</td>
</tr>
</tbody>
</table>

In 2013, 37 Year 5 Mowbray students sat for the NAPLAN tests in Numeracy.

- Over 42% of our students achieved results in the top two bands (79% within the top three bands).
- Results in the UNSW Mathematics Competition for Years 5 and 6 were:
  2 High Distinctions 2 Distinctions 15 Credits
- A team of 30 students from Years 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiads. The students as a team received an overall score of 181 out of 250 which placed them in the top 25% of all schools which participated across Australasia. As a result we were awarded with a certificate for High Achievement. Five of our students scored in the top 10% of all participants and a further 8 in the top 25%.

### Progress in Numeracy

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

- The average growth for our students was 88.7 points, with 21 achieving results above their expected growth.
- Thirteen students improved their score by over 100 points one by an outstanding 256 points.

### Percentage of Year 3 students achieving at or above minimum standard.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Multicultural Education:
The English as a second Language Program is conducted across all Stages and is delivered in a variety of modes including:

- direct ESL instruction to targeted students separately from their class;
- collaborative teaching with mainstream classroom teachers;
- as a specialist teacher resource providing professional development to other staff.

Included in the ESL program in 2013 was a New Arrivals program for eligible students.

Data collected for the Annual Survey indicated that 33.1% of the total school enrolment had a Language Background other than English. Forty nine students were included in the ESL program. These students were assessed using the ESL Scales and reports to parents were provided twice during the year.

Harmony Day

A whole school event to celebrate Harmony Day included a Multi-cultural food fair and performance by a Tai Chi group. The school also facilitated a series of parent information meetings including a Living in Australia course and a Positive Parenting course.

Communication with parents from culturally and linguistically diverse backgrounds is enhanced by engaging interpreters for Parent/Teacher interviews and information sessions.

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

During Term 2, Stage 3 students were given the opportunity to participate in the Guringai Writing Competition. The students were asked:

“If an Aboriginal student joined your class what would you learn from them and how would knowledge of Aboriginal culture be valuable to non-Aboriginal people?”

Out of over 100 entries, Mowbray student, Ruby, won Runner Up in the Primary Division.

A quote from Ruby’s entry:

“The Aboriginals have the longest continuous oral memory of Australia’s history and to learn about Australia’s natural history would be amazing.”

“Knowing what their favourite games were would be nice so we could play them together.”

Ruby receives her award from Mayor of Willoughby, Pat Reilly.
School Evaluation Processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

The Mowbray Public School Plan (2012-2014) identifies areas for progressive development over the three year term of the plan. The School Plan was developed through consultation with staff and parents (through representation on KLA teams and P&C) and ratified by School Council. Detailed evaluations and reports covering each area of the Plan were prepared at the end of each semester indicating progress towards the goals of the Plan. These reports were presented to meetings of staff, P&C and School Council.

The processes used include:

- Establishment of management teams for each priority area;
- Detailed plans and evaluation strategies drawn up as part of planning schedule;
- Professional Learning built into plans;
- Assessments include observation, NAPLAN results, school-based assessments of student outcomes, teacher satisfaction and results of monitoring by Stage Co-ordinators.

School planning 2012-2014: progress in 2013

School Priority 1: Literacy

To cater for the varied learning needs of our students in literacy.

Outcomes for 2012 - 14

- Increase teachers’ understanding for implementation of the National Curriculum;
- Increase student’s learning in comprehension and spelling by 5%;
- Increase teachers’ understanding of the Literacy Continuum as an assessment tool.

Evidence of progress towards outcomes in 2013:

- Whole staff involvement in 10 different professional development programs based on successful implementation of National Curriculum

- Increase in NAPLAN growth by 4.3% in Reading Comprehension and 3% in Spelling.
- Impressive overall growth based on school-based assessments from K-6.

Strategies to achieve these outcomes in 2014:

- Purchase of resources to support new curriculum implementation;
- Professional learning for teachers through online programs;
- Develop scope and sequence for spelling
- Independent readers supported through matching of ability to appropriate materials;
- Early intervention provided through engagement of speech pathologist to ensure children have success in accessing new curriculum.

School Priority 2: Numeracy

To cater for the varied learning needs of our students in Numeracy.

Outcomes for 2012 - 14

- Increased teachers’ understanding for implementation of the National Curriculum;
- Increased student learning outcomes in number, patterns and algebra;
- Scope and sequence developed allowing for a continuum of learning and growth.

Evidence of progress towards outcomes in 2013

- Scope and sequence developed and used by 100% of teachers;
- Professional learning for staff on K-2 in the TEN program resulting in 10% improvement in children’s results in these classes;
- NAPLAN growth in Numeracy from Years 3-5 by 88.7 points;
- Percentage of students in top two bands in Year 5 Numeracy rose from 46% to 54%.

Strategies to achieve these outcomes in 2014:

- Professional learning provided in-school;
- TEN program to continue;
- Develop assessment tool to track student progress and development.
SCHOOL PLANNING AND EVALUATION

School Priority 3: Curriculum Differentiation

To foster higher order thinking skills in order to facilitate students’ learning achievements.

Outcomes for 2012-14

- Commitment to being a “Curriculum Differentiated School”;
- Teachers skilled in strategies for curriculum differentiation;
- Higher order thinking skills used to facilitate learning achievements of all students;
- Target students identified and reading skills increased.

Evidence of progress towards outcomes in 2013:

- Criteria for vacancies includes commitment to Curriculum Differentiation;
- TEN Numeracy program supported;
- Two staff members participated in professional development for gifted education;
- Twelve Stage 3 students participated in Mind Marathon;
- Chatzfest Film Festival – 16 films submitted with 1 being highly commended;
- MiniLit – all students achieved growth of an average of 9 levels with 96% of Kindergarten students reaching the expected exit level 10.

Strategies to achieve these outcomes in 2014:

- Continue to implement TEN program;
- Lock in regular professional development sessions once a term;
- Stage 2 and 3 to participate in Chatzfest;
- Link data on Differentiation into TARS process.

School Priority 4: Technology

To create new learning environments and strategies to support quality teaching using technology.

Outcomes for 2012 – 14

- Increased student and teacher access to quality technology with a focus on mobile technology access where appropriate.
- Improve integration of technology into teaching programs to enhance student learning outcomes.
- Increase teacher access to professional development in the area of technology.

Evidence of progress towards outcomes in 2013:

- Wireless technology installed and 16 laptops purchased and in use;
- K-6 Technology Scope and Sequence implemented;
- Implementation of Digital Citizenship resource K-6;
- Training provided o video conferencing;
- Increase of 50% in staff using Personal Learning Networks;
- Two staff meetings per term focusing on sharing of new technology ideas.

Strategies to achieve these outcomes in 2014:

- Focus on adaptations to technology during school upgrade process;
- Purchase additional laptops and trolley;
- Ensure all classrooms have interactive technology;
- Continue to provide opportunities for professional learning.
Professional Learning

Priorities and strategies for Teacher Professional Learning (TPL) as detailed in the School Plan:

**Literacy Priority Area Professional Development:** - Note: All sessions were attended by all staff
- The Learner and the New Curriculum, The Teacher and the New Curriculum
- Your School and the New Curriculum
- Program Builder
- Visual and Multimodal Literacy and Responding to and Composing Multimodal Texts
- Exploring the New Syllabus and composing new programs for Kinder to Year 6
- Engaging personally with text (K-2 teachers)
- Stage Teams produced a unit of work to be implemented and evaluated in Term 4
- Professional development in teaching comprehension strategies

**Mathematics Priority Area Professional Development:**
- Team Leader attended session conducted by consultant on introduction of National Curriculum
- All K-2 teachers trained in TEN program
- Development of new Scope and Sequence – all teachers involved
- Intensive TPL in Mathematics is planned for 2014.

**Technology Priority Area Professional Development:**
- Staff involved in devising and implementation of *K-6 Technology Scope and Sequence*
- Training provided to all staff on Video Conferencing
- Two sharing staff meetings held each semester with focus on new technology and increased use of digital tools
- “Breakie with a Techie” - 4 meetings in Semester 2 – attended by 50% of staff.

**Curriculum Differentiation Priority Area Professional Development:**
- One TPL meeting held each Semester for sharing new Curriculum Differentiation ideas and strategies
- Two teachers participated in Professional Development for Gifted Education in Kindergarten
- Stage 2 and 3 teachers participated in training for Chatzfest film-making for their students

**School Development Days:**

All School Development Days have included at least two sessions from those indicated above and were attended by all teachers.

**Funding for Professional Learning:**
- School Funds: $22,000
- Global Funding: $8,000
- Total: $30,000

**Teacher Accreditation:**

<table>
<thead>
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<th>New scheme teachers working towards NSW Institute of Teachers Accreditation:</th>
<th>4</th>
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<tbody>
<tr>
<td>New Scheme teachers maintaining accreditation at Professional competence:</td>
<td>6</td>
</tr>
<tr>
<td>Other teachers working towards NSW Institute of Teachers Accreditation:</td>
<td>0</td>
</tr>
<tr>
<td>Other teachers maintaining accreditation:</td>
<td>0</td>
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</tbody>
</table>
**KEY EVALUATION**

**Parent/caregiver, student and teacher satisfaction: School Culture**

The school sought the opinions of parents, students and parents about the culture of the school using the School Map survey tool. The surveys used best practice statements to gather the school community’s perception of the culture of Mowbray Public School.

Questionnaires were distributed to:

- each family through SurveyMonkey with 35% returned;
- each staff member with 90% returned;
- all students (162) in Years 3-6 with 100% returned.

**In the Parents’ survey** 70% or more indicated that they always or usually agreed with 11 of the 13 best practice statements. Highlights included:

- “I am proud of my school” (90% agreed);
- “The school encourages everyone to be a continuing learner” (89% agreed);
- Meeting the needs of students is the school’s main priority” (87% agreed);
- “The school recognises and celebrates achievement “(84%).

**In the Teachers’ survey** 90% or more indicated that they almost always or usually agreed with all of the 13 best practice statements. Highlights included:

- “The school encourages children to do their best” (100%);
- “The school culture supports a sense of ownership of the school” (100%);
- “The school recognises and celebrates achievement” (100%);
- “I am proud of my school” (93%).

**In the Students’ survey** 70% or more indicated that they always or usually agreed with all but one of the best practice statements. Highlights included:

- “The school encourages students to do their best (93%);
- The school encourages everyone to learn (93%);
- The school praises and rewards students who are successful (93%);
- The school helps all students to learn (90%).

**Findings and Future Directions:**

Results of the SchoolMap survey indicate that the majority of partners in the education process at Mowbray Public School find that the school has a positive and supportive culture.

The two best practice statements on which staff and parent opinions differed most were:

“The school is continually finding ways to improve what it does” (20% difference) and “When it is necessary, the school makes important changes to what it does” (28% difference).

Further investigation is required to determine the basis of the lower response and action needed to restore balance and confidence in these areas.
MOWBRAY PUBLIC SCHOOL

In June, 2013, the NSW Minister for Education, Adrian Piccoli, MP, announced a major redevelopment of Mowbray Public School to accommodate rising demand for school places on the North Shore.

A Project Control Group, including the school principal, parents, local council and Department of Education and Communities has been established and the group has considered a range of options to increase the capacity of the school before it will make a recommendation to the Department of Education and Communities.

Some of the Design Ideas Under Consideration

At consultation meetings during 2013 the Project Control Group has considered a range of options to increase the capacity of the school. We are pleased that there has been agreement on the retention of the school’s impressive sporting facilities including the oval, tennis courts and netball courts. When a final plan has been agreed upon, a recommendation will be made to the Department of Education and Communities.

The level of consultation and information sharing with the school community has been impressive. Public meetings have given school and local community members the opportunity to see and discuss plans and issues with the architects and those in charge of the project. The students have had information sessions with the architects and landscape designer and have even had the opportunity to submit ideas and plans for their ideal playground!

We are confident that our school will be a model for 21st Century education facilities.
About this report

In preparing this report, information has been gathered from evaluations conducted during the year. The School Planning Teams have determined targets for the school’s future development.

**School Plan Team Leaders - 2013:**

- **English:** Jodie Barton
- **Mathematics:** Wendy Lee
- **Technology:** Sarah Critoph/Michelle Spartalis
- **Curriculum Differentiation:** Anne Hodgson

**KLA Team Leaders:**

- **PD/H/PE:** Philippa Hartman/Mat Duff
- **Creative and Performing Arts:** Jennifer Flynn
- **Science:** Michelle Spartalis
- **Human Society:** Gina McCann

**School Council Members: 2013**

- **Paul Marsh** Chairperson
- **Anna Blakeney** Principal
- **Vanessa Rengger** P&C President
- **Terry Fogarty** Community Member
- **Michael Barton** Parent
- **Mark Bunting** Parent
- **Jonathan Ladmore** Parent
- **Debra Cunningham** Teacher
- **Dana Duveck-Steele** Teacher
- **Celia Cayzer** Teacher

Mowbray Public School

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