2008 Annual School Report
MASCOT PUBLIC SCHOOL

NSW Public Schools – Leading the way
Our school at a glance

Students
Our school is very proud of its students and their achievements in 2008. Within the caring environment of Mascot Public School, we aim to develop the academic, social, physical and cultural potential of each child.

In 2008, our school enrolment was 495 students. In 2009 we predict we may have a non-teaching Assistant Principal appointed to the school as we will reach over 500 students.

We are proud of our inclusive and non-discriminatory culture- 76% of our students came from a language background other than English.

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

Quality teaching and learning programs and thus the education of students are the core business of the school and the foundation of what we do. At Mascot Public School these programs are led by an experienced and dedicated team of teachers and support staff. Without their dedication and commitment, the excellence of curricula and extra-curricula activities would not be possible. All teaching staff meets the professional requirements for teaching in NSW public schools.

Messages

Principal's message

Mascot Public school continues to provide excellence in education in a caring environment, as it has since 1922.

As Principal of the school I am committed to ensure that each and every child no matter what their background or ability are provided with quality learning programs in the classroom and a full range of extra curricular activities to extend and enrich their development, and that this education takes place within a safe and happy atmosphere rich in the values of integrity, respect, co-operation, responsibility, care, democracy, excellence, participation and fairness.

The school has high expectations for all students and our high standard of success is in no small way due to the strong partnership between a dedicated, professional staff and a caring supportive parent community.

I am committed to ensure that this school with its proud traditions will continue to be a place of excellence for all students and that we will together, ‘strive to achieve’ our very best.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Annette E McKeown, Principal. BA Dip Ed

Leading Educators from Vietnam visited our school and Pre School in May

P&C and School Council

In 2008 the P&C and the School Council actively supported the school in a significant number of ways. The Parents and Citizens Association proudly supported the school with a number of successful fund raising events. The two largest- the Halloween Disco and Christmas Carols raised over $6000. Funds raised were donated back to the school for Literacy, Technology and Arts programmes. There are strong partnerships between the school and parents/caregivers. The Parents and Citizens Association of the school, is an active body that meets monthly in the school Library. Mrs Linda Rabbitt was the President of the P&C in 2008.

The School Council discussed and considered a number of issues and projects relating to the development of the school and the promotion of positive student welfare programs. The school Council met 6 times during 2008, and thanks Voula Karahaliou for her contribution to the school council in 2007/8 as one of the teacher representatives.

Student representatives

Our school has an outstanding Student Representative Council program, with elected representatives from each class across the school. This group meets to consider school programs and coordinates a number of fundraising events.

Our school is also represented by our school captains and prefects, who in 2008 were:

Captains: Brittany Fong and Andrew Michael
Vice-Captains: Elem Guler and Liam Coleman
Prefects: Brianna Seers, Ciaran Bastick, Georgina Blackman, Lance Lynn, Athena Savvas, Bastian Acosta Roman, Dora Kelaiditis, Tom Perrin

‘Year 6 this year has been unforgettable and a wonderful experience… We value most of all, the friendships that we have formed and wonderful memories we will take with us and cherish forever. …I am proud to say that I attended Mascot Public School and would like to thank Ms McKeown and teachers for preparing us for the next step in our lives and also for their guidance and patience.’

Andrew Michael, school captain

Each year we farewell another fine group of students at our annual Year 6 farewell dinner

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>214</td>
<td>233</td>
<td>235</td>
<td>243</td>
<td>237</td>
</tr>
<tr>
<td>Female</td>
<td>220</td>
<td>212</td>
<td>200</td>
<td>201</td>
<td>218</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.8</td>
<td>93.2</td>
<td>92.9</td>
<td>93.8</td>
</tr>
<tr>
<td>Region</td>
<td>94.8</td>
<td>95.0</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K B</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K E</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K K</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 R</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 V</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1 Z</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 AW</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2 M</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2 S</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3 A</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3 M</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4 J</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4 N</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5 C</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5 L</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6MG</td>
<td>6</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5/6MG</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>6 G</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6 I</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>27.2</td>
</tr>
</tbody>
</table>

Staff retention

We welcomed Mrs Therese Awadalla, Ms Georgiou, Ms Catherine Rigg and Ms Melissa Cook as teachers and Ms Janet Pinfold to our office staff

We farewelled Ms Deborah Atkins, Assistant Principal, who was promoted to the position of Principal of St Peters Public School, Ms Vlahos, and Mrs. Chalmers who worked in our office for 11 years.

As a part of the NSW Department of education and training ‘Principal for a Day Program’ the principal Annette E McKeown, was replaced for one day by Ms Maralyn Parker (Daily Telegraph education columnist)
Staff attendance
Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96%.

Teacher qualifications
All teaching staff meets 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>35%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>220 120.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>224 344.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88 052.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>186 913.00</td>
</tr>
<tr>
<td>Interest</td>
<td>17 487.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>114 824.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>851 740.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>56 779.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>39 544.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>81 691.00</td>
</tr>
<tr>
<td>Library</td>
<td>5 741.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>15 000.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>100 677.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>69 451.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>65 749.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>39 290.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>33 153.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>111 388.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6 763.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>625 226.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>226 514.00</td>
</tr>
</tbody>
</table>

Significant amounts of tied funds were transferred to 2009 programs.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council.

School performance 2008

Achievements

At our Annual Speech day students received awards for academic, sporting and cultural achievements.

Arts

Our school proudly participated in the annual Bondi School Showcase; in 2008 we danced to the tune of Zorba the Greek.

Our students won 1st prize and 3rd prize in the harmony day photographic competition.

All classes K-6 held public speaking challenges, with the winners from each class competing at their Stage level.

The choir continued to show their outstanding talent by performances at a number of special occasions this year. They delighted audiences with their beautiful singing.

There was very little interest shown by the parent community to establish the Mascot Public School, Concert band. The opportunity to learn a musical instrument and play in a band will be offered again in 2010.

Our school recorder group performed at the Opera House with over 700 students from across Sydney Region.
**Sport**

All students K-6 have an opportunity to participate in sporting activities to promote physical and mental well being.

Mascot PS children continue to distinguish themselves and their school by their enthusiasm, skill and sportsmanship.

**Some of our achievements were:**

- Aydin, Brianna and Kristin came first in their races at the District cross country, leading a team of 8 placegetters to allow our school to be winners yet again of the district Cross country.
- Our Mascot Rugby Union team became the Year 5 – 6 Champions of Division 1
- The boys open Rugby league side won the Legends of League State competition.
- Our school also had wins in district carnivals in swimming, athletics and cross country

Ms Coleen Gale was named as DUX in August with the following accolade ‘To Mascot Public School teacher Coleen Gale, coach of the NSW Rugby league All Schools Carnival winning Mascot Team. You have been coaching Mascot PS children in sports for 35 years. After decades of making champions they say you are the greatest one of all. Bravo and thank you.’

**Environmental programs**

In 2008 we established a school garden project and extended our environmental awareness programs in recycling and sustainability. We also constructed a frog pond!

A team of enthusiastic gardeners led school programmes that have been proudly supported by donations from local businesses and the Sydney Airport Corporation.

The frog pond goes into the ground
Academic

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.

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

Literacy – NAPLAN Year 3

Our results reflect a need for continued focus on literacy in the early years so that the overall results of literacy across the school are improved.

Numeracy – NAPLAN Year 3

The teaching of numeracy needs to remain a focus in 2009, as there are still too many students not achieving higher than bands 1 and 2.
Literacy – NAPLAN Year 5

Literacy development from years 3 to 5 will remain an area of focus in 2009 as there are still too many students not achieving the literacy results that are be necessary for success in schooling.

Numeracy – NAPLAN Year 5

The teaching of mathematics will remain an area of focus in 2009 as too many students are not achieving satisfactory levels in national testing of numeracy.

Progress in literacy

There was an improvement in the number of students who made good progress in literacy between years 3 and 5.
Progress in numeracy

The progress in numeracy over the past years has been not steady, and more focus needs to be given to the teaching of mathematics in years 3, 4 and 5.

Average progress in numeracy between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>103.4</td>
<td>93.4</td>
<td>76.9</td>
</tr>
<tr>
<td>2005 - 2007</td>
<td>60.0</td>
<td>84.7</td>
<td>83.7</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>81.5</td>
<td>83.3</td>
<td>80.4</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 & 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

Percentage of Year 3 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

On the 13th February 2008 all students of our school stopped work to watch the Apology to the Stolen Generations by Kevin Rudd, Prime Minister of Australia, on behalf of the nation. Our school is committed to reconciliation and we value school programs, practices and structures that support the education of Aboriginal students and the education of all students about Aboriginal Australia.

We now proudly and respectfully say the following acknowledgement of country at the commencement of all of our assemblies: ‘I would like to acknowledge the Dharrawal people who are the Traditional Custodians of this Land. I would also like to pay respect to the Elders both past and present of the Eora Nation and extend that respect to other Aboriginals present.’

Multicultural education

Our English as a second language program (ESL) allows students to rapidly acquire skills in English and to find their place in Australian society. We celebrate the multi-cultural nature of our school through programs that develop in all students the knowledge skills and attitudes required for a culturally diverse society.

The school has a Greek language program. All students in the school are now having access to the Greek program.

In September, we held a ‘Storytelling from Around the World’ day. Children heard stories from different cultures and in different languages from the parents who took part.

In our multi cultural school we celebrate all important festivals, including Christmas, with our annual Christmas Carols.
Respect and responsibility

Our school reviewed its anti-bullying strategy in 2007. Bullying is not conducive to a positive learning environment. Mascot Public School does not tolerate bullying. Parents, teachers and all staff are firmly committed to dealing with any act of bullying. Our staff promote and encourage respectful relationships within the school community, and model appropriate behaviour.

We continue to be proud of the legacy and heritage of the ANZACS and always commemorate Anzac Day and Remembrance Day. We remember the lessons of triumph against the odds and of courage in the face of adversity.

Mascot Public School proudly flies the Australian flag each day.

We were visited by some of the remaining ‘fuzzy wuzzy angels’, from Papua New Guinea. These men had assisted our diggers in WW2.

Other programs

Programs for students with needs for learning assistance

We continue to be proud of our inclusive and non-discriminatory culture, especially in regards to students with disabilities.

Our Learning Support Team coordinated specialist support programs for students who needed support with their learning.

In 2008 we had one class of students who are developmentally delayed. This class has outstanding programs taught by a qualified special education teacher.

Progress on 2008 targets

Target 1

Improve literacy outcomes for all students

Strategies to achieve this target included:

- The development of a literacy action plan by a team of teachers with clear targets, strategies and success indicators.

Teachers are now engaged with quality teaching practices and sound assessment strategies.

However, over 10% of students are still not achieving at the minimum Commonwealth benchmark standards for literacy.

Target 2

Develop a well resourced creative and performing arts program

Strategies to achieve this target include:

- The establishment of a school concert band.
  
  This did not occur as parents did not respond in adequate numbers for the programme to commence.

- Quality teaching of in our creative arts program.
  
  This will continue to be an area of focus in 2009.

- Resourcing and developing creative and performing arts space.
  
  This will continue to be developed in 2009.

Target 3

Improved technology based learning and infrastructure

Strategies to achieve this target included:

- Improving the infrastructure for networking of computers throughout the school, including wireless technology.

  As wireless technology is still being effectively developed in DET School we will develop this in 2009.

- Installation of interactive whiteboards in 25% of classrooms and the Library and computer rooms.

  This was achieved.

- Teacher professional learning in enhanced use of ICT, and specifically the use of the interactive whiteboards in the classroom.
This was achieved and teachers are confident in the use of this technology.

- Redevelopment of the web site. This will be completed in 2009.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Leadership and Mathematics.

**Educational and management practice**

**Leadership**

**Background**

A random group of Parents and teachers were surveyed. Only students in Years 5 and 6 completed the pupil survey. Students in Years 3 and 4 completed an adapted survey. We are committed to providing best practices in leadership and school management to ensure that Mascot Public School continues as a quality school.

**Findings and conclusions**

Over 95% of respondents to the surveys were satisfied with the leadership of this school and agreed with the following as occurring almost always and usually. One area was clearly identified as needing to become a target for future directions.

The leaders of Mascot Public School

- Understand the school and get the best from staff and students, enhancing the quality of the school
- Value the contribution of individuals and groups in the school, building relationships based on trust, collegiality and mutual respect
- Accept responsibility for the quality of student learning outcomes
- Ensure that all members of the school community- students, parents, teachers are treated fairly; through valuing and promoting equity
- Introduce changes that are good for the students resulting in improved student learning outcomes
- Are always looking to improve what the school does and that all groups in the school are involved in this process
- Encourage students, staff and parents to take on leadership roles within the school

**Future directions**

15% of parents and students felt that the school leaders did not model reflective practice - specifically that the leaders only sometimes discussed ways to improve students learning. It is important that teacher's professional learning activities be shared with parents and should become a regular feature of our newsletter.

**Curriculum**

**Mathematics**

**Background**

Our school has always had a strong focus on quality teaching and learning in mathematics.

The excellence programs resulting in positive learning outcomes are:

- Use of the early number assessment (SENA 1 and SENA 2)
- Participation in Count Me In Too (CMIT) program for all of stage 1 and CMIT measurement and Space programs for stages 1 and 2
- A focus on hands on activities in all classrooms
- Professional learning opportunities for all staff in CMIT upgrades and hand on mathematics courses through the maths consultant
- Mathematics problem solving groups run for Talent Development
- Ongoing acquisition of targeted maths resources and teaching materials for use in the classroom
- Bi-annual diagnostic testing for stages 2 and 3 using PAT maths tests and analysis of these plus BST results in Year 3 and 5 to target direct learning.

**Findings and conclusions**

Through an analysis of results of testing K-6, the use of resources and professional learning for teachers these are the findings:

- Teachers are more confident to teach mathematics as their knowledge and skills are updated regularly
- SENA testing enables teachers to effectively assess and plan for each child's learning experiences in mathematics and their ability to process new concepts. It is also a diagnostic tool to pinpoint problem areas and to remediate these.
However student’s results in BST and now NAPLAN show that there are significant numbers of students who are not achieving national benchmarks.

Future directions
Mascot Public School has quality teaching and learning programs in mathematics but we need to continue to refine and improve quality pedagogical practices. The teaching of space needs to be reviewed.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Parents, students and teachers were interviewed and feedback invited.

All reflected that satisfaction was high, especially when an issue was raised with staff or the Principal. The open collegial culture of the school meant issues and suggestions were dealt with in a timely and professional manner.

We have strong support from our local community. Shown here the team from Bunning’s after planting the pre school garden.

Also shown (second from the left), the late Mr Malcolm Bishop, much loved and appreciated cleaner and General Assistant at Mascot Public School for over 15 years who passed away in early 2009.

Professional learning
Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non-teaching staff at Mascot Public School undertake ongoing professional learning that develops skills, knowledge and understandings in support of this goal.

School development 2009 – 2011
After a thorough review of the needs of our school we have developed a 3 year plan.

Our priority areas over a 3 year horizon at Mascot Public School will be
- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education
- Teacher Quality
- Connected Learning
- Sustainable School Environment

Targets for 2009
These targets reflect elements of our school plan, and are our areas of major focus.

Target 1
To improve student learning through quality teaching (QT)

Strategies to achieve this target include:
- Enhance teachers professional learning opportunities through the QT teaching materials
- The development of a literacy action plan by a team of teachers with clear targets, strategies and success indicators.
- The development of improved teaching practices in Mathematics K-6
- Upgrade ICT hardware and continue teacher professional learning in ICT

Our success will be measured by:
- Increased and more relevant use of ICT in classrooms
- Improved student performance and growth as reflected in our diagnostic tests and the NAPLAN with no more than 10% of students not reaching national benchmarks in literacy and numeracy and 0% by 2010
- 85% of K students at reading level 10 or above at the end of the K year
- Teachers engaged with quality teaching practices and sound assessment strategies
Target 2

Develop a well resourced creative and performing arts program

Strategies to achieve this target include:

- The improved teaching of creative arts
- Resourcing and developing a creative and performing arts space
- The introduction of an artist in residence program
- The production of an annual art show to showcase student achievement

Our success will be measured by:

- Measurable outcomes for achievement in the creative arts
- Excellence in the creative arts
- Parent, student and teacher satisfaction with the programs

Target 3

Improved technology based learning and infrastructure

Strategies to achieve this target include:

- Improving the infrastructure for networking of computers throughout the school, including wireless technology
- Installation of interactive whiteboards/Smartboards in 50% of classrooms and the Library and computer rooms
- Teacher professional learning in enhanced use of ICT, and specifically the use of the interactive whiteboards/Smartboards in the classroom
- Redevelopment of the web site

Our success will be measured by:

- Increased use of computer technology K-6
- Improved teacher skills and confidence to use ICT
- Positive feedback regarding Mascot Public Schools web site

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: