

Mawarra Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Mawarra 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.

Paul Mallia

Principal

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Message from the Principal

Mawarra has, in 2016, continued to be proud of its sense of community and the numerous outstanding opportunities offered to students at the school, which aim to develop and educate the whole child. These successes have again been achieved through a balanced curriculum, quality teaching and supportive welfare programs. The number of extra–curricular opportunities available for students at Mawarra, clearly prepare them for a life beyond primary school.

The school plan was in full implementation, now in its second year, with many noticeable changes in teaching and learning, well being and engagement as well as improved connections with the community, especially in links with other local schools.

Academically, the teaching and learning programs offered have resulted in encouraging results in external testing. These results are supported by the analysis of in school data.

All staff participated in school–based professional learning in spelling, grammar, history and geography, and continued to implement changes in the way Numeracy is taught across the school.

Well being programs have endeavoured to meet the needs of all students, building resilience and leadership. Peer Support was implemented for the first time and a School Chaplain was engaged to improve support to students.

The school has improved communication through the use of ICT. The School Enews app has transformed the way the school communicates with parents.

I certify that the information provided in this report is the result of a vigorous school assessment and review process, undertaken with staff, parent and student input and provides a balanced and genuine account of the school's achievements and areas for development.

Paul Mallia

School background

School vision statement

At Mawarra Public School our vision is to maximise the potential of all our students.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden.

The school is proud of its excellent academic achievements. Mawarra is recognised for providing experiences for its students in school band, choir, drumming, dance, sport, public speaking and debating.

The school has an excellent student welfare program and an active learning support team. Mawarra's vision is to maximise the potential of all our students to ensure that they achieve personal excellence. This is achieved through dedicated staff providing quality teaching, quality learning opportunities and a happy, caring and encouraging environment.

Information and communication technology is consistently used as a tool across all K–6 classrooms to enhance and support 21st century learning.

With an indigenous enrolment of only 3% and students from a background other than English making up only 4% of the school's population, the school attracts little additional funding from these areas in the resource allocation model. The school's 'Index of Community Socio-Educational Advantage' (ICSEA) is 1040 (Australian Average 1000), once again limiting the amount of additional funding to support students from low socio-economic disadvantage.

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.

In the domain of Learning, we have continued to focus on student wellbeing, leadership and learning culture. Opportunities exist for students to participate in a wide variety of extra-curricular activities including dance, choir, drumming, drama, chess club, gardening, school band, public speaking and debating. These programs foster positive and respectful relationships between staff and students and enhance learning culture. The school's welfare committee have led initiatives to embed the guiding principles of learning, respect, responsibility and safety.

A focus in the domain of Teaching has been effective classroom and collaborative practices. The effective use of technology in classrooms continues to be a feature. All classrooms have interactive whiteboards or televisions, computers, ipads and Chromebooks. Teachers have engaged in training sessions on incorporating technology into lessons. Formative assessment methods have led to the introduction of bump-it-up walls. Community links with local schools allowed for classroom visits to enhance learning. The reviewed spelling scope and sequence was implemented and scope and sequences developed for History, Geography and Science & Technology.

In the domain of Leading, the school has implemented new reforms and mandatory processes. The LMBR software was introduced. School staff have contributed significantly to monitoring the School Plan. Teachers engaged in professional development plans while beginning teachers were supported through the accreditation process. 'Tell Them from Me' surveys have provided valuable feedback.

The self-assessment process will assist the school to refine the strategic priorities in the 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

Curriculum / Teaching & Learning: Provide quality teaching and learning programs across all key learning areas.

Purpose

Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australians. Schooling should also support the development of skills in areas such as social interaction, cross disciplinary thinking and the use of digital media which are essential in all 21st century occupations. (Melbourne Declaration, Preamble)

Overall summary of progress

There has been a focus on the areas of spelling and grammar in Literacy, while Numeracy has focussed on Aspects 2 and 4 of the numeracy continuum. Implementation and consolidation of history, geography as well as science and technology syllabus documents have also been a priority within Strategic Direction 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved proficiency in spelling, grammar and punctuation measured through increased NAPLAN trend data and student growth.	Students' strengths and weaknesses were assessed in 2015. The gathering of information proved invaluable when designing a whole school spelling scope and sequence. As part of our management plan, post-testing occurred in Term 3, 2016 and the results were hugely encouraging. Across every grade, significant improvements to children's spelling had occurred. In addition, it was our lower 7% of students who made the most significant gain, followed by our sound students. Our high achieving students continue to excel in the area of spelling.	\$3200
Improved proficiency in numeracy measured through increased NAPLAN trend data and student growth.	The Numeracy Committee complied semester one and two assessment tasks to track student progress in numeracy across all stages. The revised and updated school scope and sequences to align with the numeracy continuum and new syllabus. They also implemented differentiated numeracy lessons with a focus on improving strategies in the delivery of aspect 2 and 4 of the continuum.	\$1700
Consistent student growth demonstrated through school assessment schedule and analysed in SENTRAL.	Results from standardised testing and NAPLAN have been monitored in Sentral.	
Student access to current technology increased.	Access to technology increased with the purchase of 24 I pads and 24 Chromebooks. Weekly support was provided through the Computer Coordinators.	\$33000
Students producing and communicating individual research based learning tasks. The new science, history and geography syllabi will be implemented uniformly across the school following the schools scope and sequence.	Grades collaboratively developed and taught units in line with the agreed school scope and sequences for History, Geography and Science and Technology. Resources were purchased to support the implementation.	\$1100
All staff participating in classroom observations process.	The process of class observations occurred for every class teacher. This was coordinated at stage	\$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff participating in classroom observations process.	level to support teachers' Professional Development Plans. QTSS staffing was used to support this initiative.	
PLAN data showing growth for all students in Numeracy aspects.	Peer observations and mentoring have supported the development of skills for teachers in the recording and analysis of PLAN data. This has also improved the establishment of ability groups within classrooms.	

Next Steps

Conduct an in depth analysis of student NAPLAN data to identify specific areas for improved student outcomes. The use of this data will inform teacher professional learning in order to support student growth and increase the percentage of students achieving the top NAPLAN bands. Additionally teachers will focus on the explicit teaching of learning intentions and success criteria as well as formative assessment strategies to assist students to reflect on their own learning.

Strategic Direction 2

Student Engagement and Welfare: Maximise student opportunities for rewarding and productive futures.

Purpose

As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others. (Melbourne Declaration, Preamble)

Overall summary of progress

Student Well Being remains a strength, with peer support and leadership a focus in 2016.

Engagement through technology and environmental education showed positive results and improvements to the playground are also noteworthy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increased participation in the Club Zero celebrations and recognition through gold and silver recipients• Decreased numbers of students on behaviour levels• Students, staff and parents able to articulate the language of Mawarra Movers• Increased student self-regulation and use of positive strategies• Increased leadership opportunities and skills• Comparison of student and parent surveys, statistical data and teacher consultation showing increased engagement (eg Tell them from Me)	<ul style="list-style-type: none">• The SRC met fortnightly and discussed fundraising. Successful fundraising events were held to raise money for "Kids of Macarthur" and on Harmony Day.• Improvements were made to the Harmony garden.• We held our inaugural Peer Support Program in Term 2. Surveys at the end of the term showed the program had a very positive response from both the students involved and the Peer leaders.• The initial data from the tier 2 students showed an improvement in playground behaviour however as the term continued these positive behaviours lessened.• Students were very responsive to class based reviews and explanations of the student welfare system. Students reported having a much greater understanding of the different levels within the policy. Parents reported a better understanding of the reasons why students were placed on levels in our school discipline system.• End of year Club Zero data showed that between 91% and 95% of students were able to attend the end of term celebrations based on their good behaviour. 74% of students received recognition letters at the end of the year for remaining on level zero for the entire year.• Following the anti-bullying lessons students had a much greater understanding of what bullying is and how and why they need to be an active bystander.• Students in Year 6 attended transition to High School sessions with extra sessions being made available to students with greater needs. These sessions allowed for a smooth transition for students from Primary to High School.• Mandatory drug education and child protection lessons were part of all teachers' programs and taught to their students in an explicit and systematic manner.	\$3600
<ul style="list-style-type: none">• Increased resources to enable	<ul style="list-style-type: none">• Coordinated whole school evaluation of school	\$33000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
technology to be used to increase engagement in learning	<p>network and prioritised future improvements.</p> <ul style="list-style-type: none"> • Improved the connectivity of school's WiFi network by adding 3 additional wireless access points. • Provided teacher professional learning in the use of Google Apps for Education. • All primary students were taught to access their Google Apps and specific lessons improved skills. • Continued the roll out of personal computing technology by purchasing 12 ipads and 24 chromebooks along with charging stations. 	
<ul style="list-style-type: none"> • Increased sustainable practices throughout the school. 	<ul style="list-style-type: none"> * Vegetable garden crops were harvested and taken home by students. * A visit from Macarthur Sustainability Centre, Mt Annan about compost resulted in Improved composting system. * Eco lunch wallets sold by Eco Committee students at Kindergarten Orientation Day are growing in popularity. 	\$2500
<ul style="list-style-type: none"> • Improved engagement in the playground through increased opportunities and resources. 	<p>The school completed stage 2 of the playground upgrade, including:</p> <ul style="list-style-type: none"> • Developing a quiet area under the mulberry tree including additional decking seats and substantial concreted areas. • Doubling the size of the sandpit and added additional sun protection sails. • Purchasing and installing two permanent outdoor table tennis tables. <p>Student surveys indicate high levels of student satisfaction and engagement with all improvements.</p>	\$30000

Next Steps

Continued upgrade to the school playground through the installation of a water fountain on the top grass play area. This is in direct response to requests made by students through a student survey.

Continue to enhance student engagement through the use of connected devices. Investigate reducing the ratio of students per device with an ultimate aim of a device per student.

In Environmental Education plans are to upgrade the outdoor learning area with topsoil to re-establish grass, have a shade sail erected to cover stump seating, the planting of citrus trees to create a mini orchard and the creation of working worm farms to aid in compost management.

Strategic Direction 3

Community Partnerships: Foster partnerships between students, parents, families and the community to support students' progress.

Purpose

Partnerships between students, school, parents, families and communities bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and well being of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of citizenship. (Melbourne Declaration, A commitment to Action)

Overall summary of progress

The schools has used advances in technology to improve communication channels with parents. Connections have been made with the Aboriginal community and students with an ATSI background have identified as the 'Mawarra Mob' to lift eh profile of Aboriginality in the school.

Connections with other organisations in the community continue to grow and strengthen.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Increased subscription to and use of School E-news, Parent Online Payment system and electronic interview bookings Increased functionality, content and visits to the school website. 	<ul style="list-style-type: none"> The school community has embraced School Enews, with less than 20 families now requiring printed notes. The school newsletter sent electronically keeps parents and extended family informed of school events and procedures. The Interviews Online website has been welcomed and all parents are now independently booking school interviews. Pilot classes are experimenting with the use of communication Apps such as Class Dojo and SeeSaw. The school calendar for parents has been embedded into the school website and School Enews App. 	
Students' participation in Aboriginal initiatives increased.	<ul style="list-style-type: none"> An increased number of students have identified as ATSI as a result of the lifting of the ATSI profile. Improvements were made to the outdoor Aboriginal Learning Area. These included the purchase and construction of a flagpole to display the Aboriginal flag. The whole school had the opportunity to engage with an Aboriginal storyteller Monty Prior. All students identified as ATSI were invited to attend Muru Mittigar Gardens with Aboriginal Olders/Elders, with most identified students attending. A Welcome to Country was created by members of the Mawarra Mob. All ATSI students had PLP's developed, monitored and evaluated. 	\$6500
Current connections with the community strengthened and new connections created.	<ul style="list-style-type: none"> Connections with Elderslie High School have increased, with students participating in Dance-a-Thon, EHS Talent Quest, vocal workshop and transition programs in drama, science, dance. The extended transition program for students with additional needs was expanded and both student and parent feedback were extremely positive. 	\$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Current connections with the community strengthened and new connections created.	<ul style="list-style-type: none">• Links have been made with local pre-schools to improve transition to school.• The band, drumming group and dance groups have performed in high profile community events.• Students have attended leadership days with other local schools• Four volunteers sourced through Volunteering Macarthur have provided regular additional support across the school.	

Next Steps

The Aboriginal heritage of students will continue to be celebrated to increase the profile, and Aboriginal students will receive increased support in achieving goals in their Personalised Learning Plans.

Links between the school and parents will be strengthened through workshops and improved communication channels.

Links with the community will continue to be strengthened through school visits, combined events and partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • An increased number of students have identified as ATSI as a result of the lifting of the ATSI profile. • Improvements were made to the outdoor Aboriginal Learning Area. These included the purchase and construction of a flagpole to display the Aboriginal flag. • The whole school had the opportunity to engage with an Aboriginal storyteller Monty Prior. • All students identified as ATSI were invited to attend Muru Mittigar Gardens with Aboriginal Olders/Elders, with most identified students attending. • A Welcome to Country was created by members of the Mawarra Mob. • All ATSI students had PLP's developed, monitored and evaluated. 	\$6500
English language proficiency	<ul style="list-style-type: none"> • 25 students were identified as meeting EALD criteria. From these identified students 40% received ongoing support through 30 minute weekly sessions. • A further 16% of identified students received an in-class support, Junction Works(Speech and Occupational Therapy) 8 week program, small group LaST withdrawal and Minilit. 	\$2500
Low level adjustment for disability	<ul style="list-style-type: none"> • In the area of Learning support, funding allowed for classroom observations, development of Access Requests, the management of SLSOs and volunteers, and to consult with APLaST. • In consultation with the LST leader, LaSTs across all stages assessed the needs of identified students and created student profiles to address specific learning needs. In addition to this, support was given to classroom teachers, LaSTs and SLSOs to ensure programs were developed and implemented, thus improving student engagement and outcomes. • Funding also allowed SLSOs to be employed to support students individually or within a group. 	\$28000
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Staff were released to participate in peer observations, demonstration lessons and inter-school visits to improve quality teaching practice. • Stage leaders were able to assist teachers in achieving goals set out in their Performance and Development Plans. 	Staffing entitlement of 0.16 teachers, equivalent to approximately \$16300
Socio-economic background	<p>Equity funding enabled the school to run several programs to support or extend students.</p> <ul style="list-style-type: none"> • Mawarra writing competition increased participation rate from 58 to 138 students across the school. • In supporting the Chess Competition, Macarthur District Primary Schools One Day Chess Teams Tournament, 16 students entered resulting in the best ever 	\$26000

<p>Socio-economic background</p>	<p>achievement of 9th and 12th out of 58 teams. Primary Schools Chess Competition – 3 teams. Rookie team came 1st. Remaining teams achieved a personal best.</p> <ul style="list-style-type: none"> • In the The Da Vinci Decathlon two teams entered; Year 5 team winning the Engineering category, while Year 6 team achieved 1st in general knowledge and 3rd overall • In the Amity Cup, 9 students attended, achieving Mawarra's most favourable mathematical performance. • The Mawarra Enrichment Day saw 50 students from years 4–6 participate in a range of technology, literature and team based problem solving activities. • Funding allowed the school band teacher to work with the band, allowing 27 students to participate in 'Big Band' and 20 students to participate in 'Beginner Band'. • A trained SLSO worked with small groups to implement the MINILit program to improve reading and spelling for 16 Stage 1 students. • A teacher was able to monitor volunteers and SLSOs to implement the MULTILit program for Stage 2 students. 	<p>\$26000</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Mawarra was funded to support one beginning teacher in their second year in 2016. Funding was used to allow an additional hour for the teacher to research, prepare, and interact professionally with colleagues to improve practice. 	<p>\$4500</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	198	220	227	243
Girls	207	197	203	207

The school's enrolment climbed as high as 456 in 2016. With all vacant land in Mawarra's catchment now developed, it is unlikely that the school will continue to grow.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	97.2	96.1	95.9
1	96.2	96.2	94.8	95.1
2	96.2	95.4	95.5	94.8
3	97.1	96.2	94.8	93.7
4	95.1	96.5	94.6	93.5
5	96	95.8	96	94.2
6	95.1	95.6	94.5	93.4
All Years	96.1	96.1	95.2	94.4
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 at Mawarra continues its trend of being above the state average. Parents and the school strive for good attendance by all students. The school has systems in place to follow up on absences and works closely with the Home School Liaison Officer.

Class sizes

Class	Total
KR	20
KJ	18
KB	21
K/1P	19
1/2N	25
1W	22
1H/B	22
2K	25
2H	25
3F	29
3D	29
3/4B	28
4KN	30
4/5SR	28
5S	26
5K	28
6T	29
6K	30

Structure of classes

Class sizes have remained within Department of Education guidelines. Composite or cross-grade class structures were required to address the enrolment profile. In 2016 there were four composite classes across the school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration & Support Staff	3.28
Other Positions	1.16

*Full Time Equivalent

The Australian Education Regulation, 2014 required schools to report on Aboriginal composition of their workforce.

One member of staff at Mawarra has Aboriginal heritage.

Workforce retention

One member of staff retired in 2016 and was replaced by a full time permanent staff member.

One member of staff was on long service leave for the year, pending retirement in 2017.

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	20

Professional learning and teacher accreditation

One early career teacher was provided with additional support time in their second year of teaching, funded by the Great Teaching Inspired Learning initiative.

One teacher successfully achieved maintenance of proficiency.

All teaching and support staff were trained in mandatory anaphylaxis procedures, first aid and CPR. Other regular compliance training was conducted in areas of child protection, complaints handling, code of conduct, and work health and safety.

All teaching staff participated in further professional learning on the Australian Teaching Standards and the Disability Discrimination Act.

The Quality Teaching, Successful Students initiative funded time for teachers to work with mentors and peers, in classrooms, to improve teaching practice.

Each teacher established a Performance and Development Plan (PDP) to set goals for learning, based on school and personal needs. These were monitored throughout the year for teachers to demonstrate continual learning in their profession.

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.

A financial position is usually reported each year at November 30, however in 2016 with the change over to the LMBR school management system, the financial statement was prepared in October and reflects lower levels of spending than typical. Further spending in the final part of the year is reported through a separate statement.

- Higher levels of spending for maintenance and capital programs reflect the work that was completed in the school playground.
- A lower level of expenditure of tied funds is due to further wages needing to be paid for term 4.
- Short term relief is significantly lower than previous years, as the date of the financial statement is earlier in the year. Once term 4 wages are paid, the figure would be more comparable with previous years.
- There was a significant increase in spending for technology with the purchase of ipads and Chromebooks for classroom use.

Income	\$
Balance brought forward	239 024.23
Global funds	306 023.61
Tied funds	256 526.49
School & community sources	150 054.61
Interest	4 960.92
Trust receipts	18 833.24
Canteen	0.00
Total income	975 423.10
Expenditure	
Teaching & learning	
Key learning areas	32 641.91
Excursions	66 138.49
Extracurricular dissections	75 605.43
Library	8 951.08
Training & development	2 523.20
Tied funds	156 025.71
Short term relief	74 623.53
Administration & office	50 592.24
School-operated canteen	0.00
Utilities	34 157.36
Maintenance	36 237.84
Trust accounts	23 791.65
Capital programs	24 833.45
Total expenditure	586 121.89
Balance carried forward	389 301.21

The information provided in the financial summary includes reporting from 18th October to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	478 966.47
(2a) Appropriation	414 061.21
(2b) Sale of Goods and Services	137.19
(2c) Grants and Contributions	64 429.95
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	338.12
Expenses	-252 323.55
Recurrent Expenses	-252 323.55
(3a) Employee Related	-112 560.33
(3b) Operating Expenses	-139 763.22
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	226 642.92
Balance Carried Forward	226 642.92

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.

The school's budget is determined at the beginning of the year with curriculum and project committees submitting needs for the year. A budget committee determines appropriate allocations.

The budget is monitored throughout the year by the Principal, School Administrative Staff, committee and project leaders.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 841 843.13
Base Per Capita	23 196.41
Base Location	0.00
Other Base	2 818 646.72
Equity Total	137 998.57
Equity Aboriginal	6 481.29
Equity Socio economic	20 407.15
Equity Language	2 121.42
Equity Disability	108 988.70
Targeted Total	88 640.01
Other Total	196 633.24
Grand Total	3 265 114.94

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

School-based assessment

Following the introduction of a new spelling scope and sequence, school-based testing revealed improved growth across the school. The most significant growth came from our lowest students where there was a reduced percentage of children who fell in the below average range from 24% to 7%. Of the total children who repeated the assessment from 2015 to 2016, 50% of Year 1 to Year 2 children and 64% of Kindergarten to Year 1 students increased their spelling score by 13 months or more.

NAPLAN

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

The school analyses data from NAPLAN results to assist with identifying individual needs and designing programs to address those needs.

Group and whole school trends are analysed to drive change and improvement to teaching programs.

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.

The school has demonstrated greater than expected growth in NAPLAN results between Year 3 and Year 5, and between Year 5 and Year 7. For example, 68% of Year 5 students grew at greater than expected rates in Numeracy, and 72% grew at greater than the expected rate in Spelling.

Trend data has shown consistent improvement over consecutive years, and Year 5 students are now performing above the average for NSW Department of Education schools in reading, numeracy, spelling, grammar and punctuation.

Parent/caregiver, student, teacher satisfaction

For the first time in 2016 the school participated in the Tell Them From Me surveys, which provide valuable feedback on what students think about school life, how

engaged they are with school and the different ways that teachers interact with them.

Highlights or significant responses from the student survey included:

- Year 6 students responded as having significantly greater participation in sport and extra curricular activities than the NSW norm. The difference is particularly higher for girls.
- All grades showed a higher than NSW norm response for the belief that school outcomes are valued.
- Students in all grades responded that students had positive behaviour (91%) compared with the NSW norm (83%).
- All grades responded that students at this school tried hard to succeed (93%) compared with the state norm (88%).
- With regard to bullying, only 25% of students responded that they had been victims of bullying in the previous month, compared with the state norm of 36%.
- Students responded relatively poorly compared with state norms regarding their positive attitude to homework. This was more significant in Year 6.

The accompanying parent survey gave pleasing and useful feedback to the school.

Highlights or significant responses from the parent survey included:

- Relative strengths in parent feedback were in responses to the school supporting positive behaviour, the school being a safe place and that parents are welcome.
- Areas for future development include needing to involve parents as supporters of learning at home and having better informed parents.

The Focus on Learning Survey for Teachers is a self-evaluation tool for schools. This was completed by staff at Mawarra.

Highlights or significant responses from the parent survey included:

- The highest common response from teachers is that Mawarra is an inclusive school, with very high agreement that the school creates opportunities for success for students who are learning at a slower pace, and that teachers establish clear expectations for classroom behaviour.
- Teachers' reflection on teaching strategies used resulted in consistently positive responses about the variety and quality about teaching strategies used.
- Responses about leadership indicated that teachers would like school leaders to help create new learning opportunities and help them improve their teaching.

Policy requirements

Aboriginal education

At Mawarra Public School 3.5% of students identified as Aboriginal or Torres Strait Islanders. Many school

initiatives have been implemented to ensure that this group of children have the opportunity to maximise their learning in an inclusive and respectful environment. The school plan, classroom programs and practices all include strategies that reflect the aims of the Aboriginal Education Policy. Studies of contemporary and traditional Aboriginal society and culture have been a major focus in HSIE and history lessons. ATSI students from the Mawarra Mob met regularly during the year and completed an Aboriginal Dreaming Garden to display the Aboriginal flag and promote harmony. The Mawarra Mob also attended activities with Elders and Elders. All students were appreciative that one of the school grandfathers, an Aboriginal Elder, was involved with all ATSI activities, where he assisted in sharing his knowledge with students as well as sharing his connections with the Aboriginal community. All K–6 students at Mawarra participated in activities to celebrate NAIDOC Week.

Multicultural and anti-racism education

This year Mawarra again welcomed students from Kashiwa, Japan, as part of a cultural exchange between Camden and Kashiwa run by C.I.F.A. (Camden International Friendship Association). The Japanese students enjoyed an assembly with entertainment provided by the various Mawarra creative arts groups. The highlights were a performance by the Japanese students and the school band performing the Japanese national anthem. The Japanese students joined Mawarra students in classrooms. Japanese students stated that coming to Mawarra is one the highlights of their Australian experience.

The school has an anti-racism officer but there have been no instances of racism reported in 2016.

Other school programs

Fundamental Movement Skills

Structured Fundamental Movement Skills lessons were conducted from K to Year 6. Students developed each skill over several weeks prior to being assessed. Progress was tracked with all students making gains.

Special Swimming Scheme

Children from years 2–4 participated in the Special Swimming Scheme to improve their water confidence, swimming style and water safety. Of the 111 children who attended 54% were able to swim 1–10 metres, 32% – 25 metres, and 14% –50 metres by day 9 of the scheme.

Dance

The school dance groups (Senior, Year 4, Year 3 and K–2) were extremely popular. The groups performed at school assemblies, Elderslie High School Dance Spectacular and for the first time at the Mawarra Performing Arts Showcase. 9 students who demonstrated skills in dance were selected in the

Elderslie High School Dance Transition Program.

Band

The Mawarra School Band had a very successful year with 27 members. 9 new members graduated from beginner band. They performed at the community functions as well as all special assemblies. The band entered BandFest this year and gained a silver award. They also performed at the Mawarra Showcase. This year the beginner band had a very strong ensemble of 20 students.

Drumming

The strong ensemble of 30 students had many community performances and also participated in the Mawarra Showcase. Due to the popularity of drumming, a junior ensemble of 30 students was also formed.

High School Transition Program

All of year 6 completed sessions aimed at improving knowledge and confidence in beginning Year 7. At the end of learning sessions, 90% of students felt more confident about attending high school. In addition, 10 students attended extra transition sessions, greatly reducing anxiety and increasing their skills in organisation.

Public Speaking and Debating

Mawarra had an excellent year with public speaking and debating with high involvement across the school. Mawarra was again very successful in the statewide Multicultural Perspectives Public Speaking Competition. Two students from both stages represented Mawarra at the local final. One of the Stage 2 students received a 'Highly Commended' award while one of the stage 3 students won her section. She went on to represent Mawarra at the state final. The ES1 representative won the regional final and went on to succeed again in the Macarthur Area Network Final, representing the Macarthur Area in Grand Final at Clemton Park Public School.

Premier's Spelling Bee

All classes from years 3–6 held class competitions to select representatives. 42 students then participated in the school final. From this final, 4 students were chosen to represent Mawarra at the Regional Final. One stage 3 student came second at Regional level.

Premier's Reading Challenge

274 students successfully participated, a significant increase on 2015. 251 students received participation certificates. 16 students received gold certificated for 34 years participation and 7 students received platinum certificates for 7 years participation.