

Mawarra Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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

In 2017 Mawarra has continued to provide numerous outstanding opportunities 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 prepares them for a life beyond primary school.

The school plan was in its third and final year, and evaluation of data about the achievements of the school over the past three years led to informed decision making with regard to the upcoming plan for 2018–2020.

Academically, the school's teaching and learning programs again led to encouraging results in external testing. These results are supported by the analysis of school based data.

All staff participated in school–based professional learning in spelling, grammar, numeracy, the use of technology in the classroom, and aspects of student welfare.

Well being programs have endeavoured to meet the needs of all students, building resilience and leadership. Peer Support was consolidated and a School Chaplain was most successful in providing additional support to students.

The school has improved communication through the use of ICT, with School ENews and the use of the Tell Them From Me surveys.

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, the school continues to focus and celebrate strong achievements in student wellbeing, leadership and learning culture. Opportunities exist for students to participate in an increased number of extra-curricular activities including sports, dance, choir, band, drumming, drama, chess club, gardening, public speaking and debating. These programs foster positive and respectful relationships between staff and students and enhance learning culture. The school's welfare committee has led initiatives to embed the PBL principles of learning, respect, responsibility and safety. Specific programs targeting individual and identified school needs are implemented, including Peer Support and Resilience Programs.

The domain of Teaching has focused on effective classroom and collaborative practices and professional learning. The increased effective use of technology in classrooms continues to be a focus. All classrooms have interactive whiteboards or televisions, computers, ipads and Chromebooks to engage students in learning. Teachers have engaged in training sessions on incorporating technology into lessons. Formative assessment and bump-it-up walls provide effective feedback to students and guide teachers' planning. 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, with formative and summative assessment practices in Numeracy also collaboratively developed.

In the domain of Leading, the school has implemented the many 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. The 'Tell Them from Me' and school based surveys provided valuable feedback to inform planning for the 2018–20 cycle.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

2017 was the second year for all teachers to implement the new K–6 Spelling Scope and Sequence to address the specific needs of students. Students' strengths and weaknesses were re-assessed in 2016, prior to fine tuning the document. This gathering of information proved invaluable when designing the scope and sequence and drove the elements included in the document. As part of the management plan, post-testing occurred again in Term 3 2017 and the results were again encouraging. Across every grade significant improvements to children's spelling has occurred. In addition, TWS–4 was administered which gave a better understanding of the ability of top students. Implementation of the K–6 Spelling Scope and Sequence will continue in 2018 but the school will also focus on transferring spelling skills to writing.

In Numeracy, classes across the school successfully implemented term planners which are reflected in teaching and learning programs, ensuring explicit and systematic teaching and learning progressions. Differentiated lesson plans, learning intentions and success criteria for each area of numeracy were created, ensuring differentiated lessons were an integral component of the teaching and learning cycle. A digital copy was placed in staff share for easy access and resulted in consistent use by all teachers.

Semester 1 and semester 2 numeracy summative assessments were designed, conducted and results for K–6 were placed by classroom teachers in Edupro on Sentral. All results were also placed on an excel spread sheet for further analysis and forward planning.

Two staff members completed the initial three days training to become TEN (Targeted Early Numeracy) trainers. This will provide a major direction K–3 in the upcoming school plan. As a follow up, current resources were analysed, new resources purchased and distributed in preparation for 2018.

The school has continued to fund expansion of personal devices into classrooms and currently has 91 Chromebooks and over 65 ipads. Each classroom has access to devices with the intention of having at least 10 devices available in each room. There is also weekly class access to a fully functioning computer lab.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved proficiency in spelling, grammar and punctuation measured through school data, improved NAPLAN trend data and student growth.	\$24500	On average across the entire school spelling results have improved by 4% from 2016 to 2017. The most significant growth came from the lowest performing students where the percentage of children who fell in the below average range was reduced by 8%. Of the total children who repeated the assessment from 2016 to 2017, 43% of Year 1 to Year 2 children and 73% of Kindergarten to Year 1 children increased their spelling score by 13 months or more. Supporting school data, no year 3 student and only 5% of Year 5 students fell in the lowest NAPLAN band for spelling. Year 3 trend data for spelling has shown continuous significant improvement since 2015 and 66% of Year 5 students grew at above the expected rate of growth since Year 3.
Improved proficiency in numeracy measured through school data,	\$2500	Year 3 trend data shows continuous and significant improvement since 2014. Mawarra is now

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
increased NAPLAN trend data and student growth.		<p>performing consistent with the DoE state average. No Year 3 student fell in the lowest band for Numeracy.</p> <p>44% of Year 5 students grew at a rate greater than the expected growth from Year 3 to Year 5.</p>
Consistent student growth demonstrated through school assessment schedule and analysed in SENTRAL		The school's assessment schedule was updated to include current formative and summative assessments in literacy and numeracy. Results are monitored by stage leaders and the Learning Support Team.
Student access to current technology increased.	\$75309	The school has continued to implement personal devices into classrooms and currently has 91 Chromebooks and over 65 ipads. Each classroom has access to devices with the intention of having at least 10 devices available in each room. There is also weekly class access to a fully functioning computer lab.
<p>Students producing and communicating individual research based learning tasks.</p> <p>The new science, history and geography syllabi will be implemented uniformly across the school following the schools scope and sequence.</p>	\$1273	<p>History and Geography units have been implemented across all stages. New research based units, following the new scope and sequence have been created. New resources to supplement the units have been purchased for the teacher resource section of the library and used by teachers to provide engaging learning activities.</p> <p>To support science and technology with an emphasis on hands on investigations, equipment has been purchased to supplement the new research-based programs. The new units have been designed and shared in 'Staffshare' for all staff to access through the school intranet.</p>
All staff participating in classroom observations process.	\$17200	All teachers have been involved in the classroom observations process. This has been integrated into the weekly timetable with funding made available from the the QTSS initiative .
PLAN data showing growth for all students in Numeracy aspects.	\$2500	<p>Analysis of long term PLAN data shows continuous school improvement.</p> <p>In numeracy, in forwards number sequences, in Term 4 2012, 2% were performing at cluster 1, 4% at cluster 2, 6 % at cluster 3, 38% at cluster 4, 50% at cluster 5 and 0% at cluster 6. In term 4, 2017 100% of students were performing in cluster 6.</p> <p>In Early arithmetical strategies in 2012, 4% were performing in cluster 0, 27% at cluster 1, 58% at cluster 2, 10% at cluster 3 and 0% at cluster 4. By term 4 2017 18% of the students were performing in cluster 3 and 82% were performing in cluster 4.</p>

Next Steps

In literacy no further adjustments were made to the K–6 Spelling Scope and Sequence for implementation in 2018 and it will continue to provide systematic and explicit instruction in spelling K–6. The school will also focus on transferring spelling skills to writing in 2018. Teachers in Kindergarten and Year 1 will complete L3 training over the next two years.

In Numeracy, the training of early stage 1 and stage 1 and year 3 teachers in TEN (Targeting Early Numeracy) will provide better differentiation, targeting individual students' needs. Professional learning, demonstration lessons, team teaching and classroom observation opportunities will be provided during stage meetings and quality teaching time. Differentiated TEN numeracy groups will be set up by the end of term 1, 2018 and the TEN programming will be implemented in all K–3 classrooms from the beginning of term 2. Student data will be collected each 5 weeks to monitor student progress.

The use of technology will be a strategic area in the next three year plan. Further hardware expansion will enable technology to be used to engage staff and students, build staff and student skills and assist with engaging the community.

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

At the beginning of the year all classes reviewed the school discipline policy, reward system and consequences for good/poor behaviour. All classes participated in Anti-bullying lessons. K-1 followed the "Bigger than a Bully program" while years 2 – 6 taught lessons from the "Target Bullying!" program. The school worked with the Regional PBL team to conduct an in depth survey of the Mawarra Movers program and is awaiting the report. A Peer Support program on Resilience was implemented in Term 2 and The Resilient Doughnut program was implemented in term 3. Term 4 saw Child Protection being taught in all classes K-4. Stage 3 students participated in Human Sexuality lessons which included child protection. The Student Welfare Team reviewed the School Discipline Policy and Playground duty expectations for 2018. The Committee reviewed the consistency of giving awards across the school and included acknowledgement of students who have attended other schools during their primary years with a recognition silver award for every 2 years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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)	\$2130	At the end of term 4, 95.4% of students participated in the Club Zero Celebrations for the term. This is consistent with data across the year which showed 93 – 95% of students participated each term. 72% of students received a recognition certificate for exemplary behaviour, and no incidents recorded throughout the entire year.
<ul style="list-style-type: none">• Increased resources to enable technology to be used to increase engagement in learning	\$75309	The school has continued to implement personal devices into classrooms and currently has 91 Chromebooks and over 65 iPads. Each classroom has access to devices with the intention of having at least 10 devices available in each room. There was successfully trialling the NAPLAN Online Test in preparation for delivery of this test by 2019. There has been continued development of student and staff skills in the use of cloud computing applications including Google Apps for Education and Microsoft Office 365. There was a significant upgrade to the school Local Area Network including improvements to connectivity for demountable classrooms and WiFi access points in all classrooms. The recruitment of specialised technology staff led to improvements to school-

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased resources to enable technology to be used to increase engagement in learning 		based network and infrastructure.
<ul style="list-style-type: none"> Increased sustainable practices throughout the school. 	\$763	During 2017 the Environmental focus was on streamlining the school's composting process. A workshop was held at school by the Macarthur Centre for Sustainable Living group. Students were trained in what was needed in a healthy compost. Composting bins were setup for each day of the week. In addition the vegetable garden and sunflower beds were re-soiled and planted out by students to produce crops of spinach, tomatoes, potatoes and sunflowers. Using money from the SRC, herb gardens and sensory gardens were also created, soiled and planted to provide a wider variety of produce and plants for students to learn about.
<ul style="list-style-type: none"> Improved engagement in the playground through increased opportunities and resources. 	\$4000	This year the committee installed a bubbler in the top playground to cater for lunchtime play and training, completing the current plan for playground improvements. Maintenance of the volleyball court and table tennis tables continued to provide additional lunchtime engagement activities.

Next Steps

In 2018 the focus for peer support will be "Living Positively" which looks at optimism. The student welfare team will continue to refine the Mawarra Movers program in response to student, parent and regional PBL team recommendations. Further opportunities for student recognition and reward for positive behaviour and engagement will be developed. Further work will occur in the playground to increase levels of engagement in productive and social activities.

Technology will be a whole school focus, improving student and staff skills and engagement, whilst continuing to improve the level of hardware and the quality of the school's network. Further use of cloud based computing will enhance staff and student productivity and collaboration. Staff training will transform the way mobile devices are used as a tool for teaching and learning. Technology will also be used to increase community engagement.

Environmental Education, while not continuing to be a focus in the next school plan, will be maintained as a school strength. Maintenance of the seasonal vegetable gardens and orchard will continue, along with waste reduction through the use of worm farms and composting. A covered self watering raised garden bed will be established.

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 use of technology to engage and inform parents is increasing with success. An increasing number of teachers are experimenting with apps like Class Dojo and Seesaw to improve communication with parents and even send work samples home, including video clips. School Enews is now the primary form of communication between the school and home.

ATSI students and the Aboriginal Education Committee continue to raise the profile of Aboriginal culture through the Mawarra Mob and through curriculum and extra curricular activities. ATSI students are provided with additional support to achieve their goals.

The school has strengthened ties with Elderslie High School and other local community groups and businesses. The school's performing groups are an ideal way to forge new connections with the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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. 	\$600	<p>No parent is is now requesting paper copies of the school's newsletters and notes. 76% classrooms use either Class Dojo or Seesaw as an additional tool to communicate with parents. 15 parents attended a Cyber-safety information session to support Life Education Cyber-safety talks. Only 2 parents attended the Resilience Doughnut workshop.</p> <p>Outdated content on the school's website was removed to make it a more generic information source than a news page. Approximately 400 people visit the school website on a weekly basis.</p>
Students' participation in Aboriginal initiatives increased.	\$9817	Parents of ATSI students were consulted on the formulation of PLPs for Aboriginal Students. Students attended the MAC Day excursion with local Elders and Olders, along with other local ATSI Students. All students K-6 were subsidised to attend a workshop by Aboriginal storyteller Sean Choolburra.
Current connections with the community strengthened and new connections created.		<p>Links with Elderslie High School remain strong, with students attending transition programs in science, drama, dance and vocal performance. The The school attended the high school's dance and musical functions and enhanced the transition procedures for students with additional transition needs.</p> <p>The school band, drumming, MMMs and dance groups have continued to be ambassadors for the school performing in community events.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Current connections with the community strengthened and new connections created.		Local community groups and businesses now sponsor numerous awards at the end of year Presentation Assembly.

Next Steps

Technology will be used over the next three years to further engage parents and the community. This will be a part of the Technology strategic direction in the 2018–2020 school plan. The school will tap into the growing power of social media and use video options such as Filmpod to connect with busy parents.

The Aboriginal Education Committee, under a change of leadership will continue to forge new connections with the wider ATSI community and provide cultural opportunities for the ATSI and non-ATSI students of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9817	<p>Continued improvements were made to the outdoor Aboriginal learning area. These included students working on Australian native plantings & ATSI student rock paintings.</p> <p>The whole school was subsidised to have the opportunity to engage with an Aboriginal storyteller Sean Choolburra.</p> <p>All 3–6 students identified as ATSI were invited to attend The Australian Botanic Gardens with Aboriginal Olders/Elders, with most identified students attending.</p> <p>The Welcome to Country created by members of the Mawarra Mob in 2017 was used at all school functions and received well by the community.</p> <p>All ATSI students had PLP's developed, monitored and evaluated with some targeted students receiving intensive support to achieve goals.</p>
English language proficiency	\$5088	<p>Identified EALD students were reviewed and ongoing support was given to selected students with additional identified EALD needs.</p> <p>Improvement was identified in the areas of spelling, grammar and punctuation.</p>
Low level adjustment for disability	\$129883	<p>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.</p> <p>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.</p> <p>Funding also allowed SLSOs to be employed to support students individually or within a group.</p> <p>2017 saw a significant amount of training for LaST and SLSO covering dyslexia, severe reading disability, understanding personalised learning plans, behaviour support and autism support. This new knowledge and skills added to the success of programs and expertise in the school.</p>
Quality Teaching, Successful Students (QTSS)	\$58323	<p>Funding provided time for stage leaders to develop and implement professional development plans for staff.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$58323</p>	<p>In weekly sessions, staff engaged in professional dialogue, team teaching, visits to other classrooms, visits to other high performing schools, professional observations, cooperative planning and professional learning sessions.</p> <p>Major improvements to teaching practice included introduction of visible learning and success criteria used in classrooms, improvements in formative assessment practices and shared knowledge in the differentiation of numeracy teaching.</p>
<p>Socio-economic background</p>	<p>\$51300</p>	<p>An SLSO was funded 8 hrs/wk to run the MiniLit program for identified students in Year 1 and 2. 12 students completed the program in 2017.</p> <p>The Band teacher was released from class for 30 mins/wk to provide band experience for students 3–6. This year the senior band had 28 members, performing at school assemblies and community events.</p> <p>The beginner band had 25 members. To supplement private lessons they were tutored by the band coordinator and some senior band members, completing their first performance at the school showcase and end of the year performance.</p> <p>An additional 2 hours/wk was funded for the School Chaplain to provide support for students 2 full days per week. The chaplain supported numerous individuals and organised groups to meet student needs.</p> <p>The Sport Coordinators were funded 1hr/wk to organise the large number of students who participate in trials, gala days, knockouts and PSSA participation. Students were selected to participate in zone, regional and state teams across a number of sports.</p> <p>A teacher was funded 1.5 hrs/wk to provide enrichment programs to higher performing students. Programs were designed in numeracy, writing and STEM (Science, technology, engineering, mathematics).</p> <p>Funding was also used to support families experiencing financial difficulties to pay for excursions and school events.</p> <p>Additional teachers were employed to allow participation in extra curricular events. In orienteering, students were trained and were awarded first in the state for the fourth consecutive year.</p> <p>Funding for chess allowed the school to participate in interschool chess competitions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	220	227	243	241
Girls	197	203	207	203

After a peak in 2016, and with no further development in the school's catchment area, the enrolment has been maintained. There is unlikely that the school will continue to grow.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.2	96.1	95.9	96.5
1	96.2	94.8	95.1	94.7
2	95.4	95.5	94.8	95.1
3	96.2	94.8	93.7	95.2
4	96.5	94.6	93.5	94.4
5	95.8	96	94.2	93.6
6	95.6	94.5	93.4	94.9
All Years	96.1	95.2	94.4	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.89
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.12
Other Positions	0

*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 long term member of staff transitioned from leave to retirement in 2017, while two other long term members of staff also retired. Three new staff members will begin in 2018.

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

Two early career teachers were provided with additional support time in their first year of teaching, funded by the Great Teaching Inspired Learning initiative. They also had a mentor allocated time to work

with them at this crucial time.

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. A major school professional learning focus on formative and summative assessment introduced improved data collection and feedback. Two staff members attended an Apple Cluster Learning Initiative and received accreditation from Apple. Professional learning for SASS staff centred around the implementation of new LMBR software and procedures.

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 fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	226,643
Revenue	3,847,568
Appropriation	3,550,663
Sale of Goods and Services	29,487
Grants and Contributions	263,649
Gain and Loss	0
Other Revenue	0
Investment Income	3,769
Expenses	-3,784,483
Recurrent Expenses	-3,784,483
Employee Related	-3,345,514
Operating Expenses	-438,969
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	63,085
Balance Carried Forward	289,728

The school was in its first full year using the SAP finance system. A budget committee comprising executive, teaching and SASS staff planned an initial budget, taking into account available funding, the school plan and other school priorities.

The budget was monitored using the new SAP reports.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,895,854
Base Per Capita	68,772
Base Location	0
Other Base	2,827,082
Equity Total	176,762
Equity Aboriginal	13,473
Equity Socio economic	39,714
Equity Language	5,088
Equity Disability	118,486
Targeted Total	122,472
Other Total	212,392
Grand Total	3,407,479

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

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

The school has an annual assessment schedule outlining the school based and standardised testing and data collection by each grade.

Data is regularly collected and stored for reading levels, spelling and numeracy.

Formative assessment is used to plot students on the literacy and numeracy continuum and this data is entered into the Department's PLAN software for analysis and further planning.

Specific school based assessment is completed to inform the school of progress and achievement in focus areas. Specific assessment to monitor the success and implementation of the spelling scope and sequence indicate that:

- Across every grade significant improvements to children's spelling has occurred.
- The lower performing students made the most significant gain, followed by the middle range students.
- The top performing students continue to excel in the area of spelling.
- On average across the entire school spelling results have improved by 4% from 2016 to 2017.
- The most significant growth came from the lowest students where we have reduced the percentage of children who fell in the below average range by 8%. Of the total children who repeated the assessment from 2016 to 2017, 43% of Year 1 to Year 2 children and 73% of Kindergarten to Year 1 children increase their spelling score by 13 months or more.

Analysis of PLAN Data

All teaching staff use the literacy and numeracy continuums to gather assessment information, track and monitor student progress, guide future learning and as a tool for communicating with students and parents. The continuums assist teachers when making the necessary adjustments to their programs to meet the needs of their students when developing differentiated programs, units of work or lesson plans as well as supporting the development of individual learning plans. Information gathered about student progress along the literacy and numeracy continuums assists the Learning Support Team when identifying students who need extra support and determines which aspects of learning need support. It also highlights the students who are working well beyond and helps identify students for the Gifted and Talented Programs.

Plan data results show an upwards trend in both literacy and numeracy. An analysis of Plan data 2012 to 2017 reflect this upward trend.

In Literacy, reading texts term 4, 2012, 2% of students were performing in cluster 2, 13% in cluster 3, 21% in cluster 4, 11% in cluster 5 and 1 % in cluster 6. By

2017, students results were; 1% in cluster 6, 1% in cluster 8, 5% cluster 9, 20% cluster 10, 23% cluster 11, 3% cluster 12 and 1% cluster 13.

In writing, term 4, 2012, 2% of students were performing in cluster 1, 2% in cluster 2, 35% in cluster 3, 56% in cluster 4 and 4% in cluster 5. By 2017, students result were; 3% in cluster 6, 6% cluster 7, 9% cluster 8, 13% cluster 9, 38% cluster 10, 31% cluster 11.

In numeracy, in forwards number sequences, in Term 4 2012, 2% were performing at cluster 1, 4% at cluster 2, 6% at cluster 3, 38% at cluster 4, 50% at cluster 5 and 0% at cluster 6. In term 4, 2017 100% of students were performing in cluster 6.

In Early arithmetical strategies in 2012, 4% were performing in cluster 0, 27% at cluster 1, 58% at cluster 2, 10% at cluster 3 and 0% at cluster 4. By term 4 2017 18% of the students were performing in cluster 3 and 82% were performing in cluster 4.

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.

In Reading, trend data for Year 3 has continued to show continuous improvement since 2015. Only 4% of Yr 3 students fell into the lowest band for Reading, compared with 6% for the state average. There has been an upward trend in band performance, where more Year 3 students are performing in bands 4 and 5. In Year 5 results, while trend data did not continue to improve in 2017, student growth between Year 3 and year 5 was well beyond state performance at 88.5, compared with 78.2 for the state. Reading growth for Year 7 students from Mawarra (49.9) was above the state growth rate of 46.3. It is a challenge for the school to move a greater proportion of students into the top band across Years 3, 5 and 7.

In Spelling, no Mawarra student in Years 3 and 7, and only 2% in Year 5, fell into the lowest band for spelling. Trend data shows continuous improvement for Year 3 since 2015. After 4 years of continuous improvement in trend data for year 5, this year saw a slight fall, to be almost consistent with the state average. Trend data for Year 7 has also shown continuous improvement since 2014. Average growth for Year 5 students in Spelling was 99.8 compared with 89.6 for the state, while growth in Year 7 was 54.1 compared with only 52 for the state average.

In Grammar and Punctuation, trend data for Year 3 showed significant improvement to be equal to state performance. Trend data for Year 5 fell below state performance, however growth for these students since Year 3 was almost consistent with state growth. Trend data for Year 7 showed consistent improvement since 2015, with Mawarra students now performing better than state average. Growth for these students at 48.0 far exceeded state growth of 37.0. As with reading, and with spelling, it is the school's next challenge to increase the proportion of students in the highest performing band.

In Year 3 writing results, 71.5% of students performed in the top two bands. Trend data was also positive with Year 3 students continuing to perform far above state average. In Year 5, students were over represented in the middle bands, with trend data falling below state average. In Year 7, data showed a reduction of students in lower bands and an increase in student attaining the highest band. Trend data for Year 7 has also shown continuous improvement since 2013, with students now performing above the state average.

In Numeracy, Year 3 trend data has shown continuous improvement since 2014, with students now performing

consistent with state average. No Year 3 student fell into the lowest band for numeracy. Results showed relatively equal performance in Number Patterns and Algebra as well as the areas of Data, Measurement, Space and Geometry. Following two years of continuous improvement in numeracy for Year 5, this year data showed performance dip to below state average. This group of students also showed growth below that of state growth. Particularly, students showed difficulty with questions relating to decimals and problem solving in questions presented as language-rich sentences. Year 7 trend data has shown continuous improvement since 2014, but is still slightly below state average. Students are over represented in the middle bands. Performance was far stronger in Number Patterns and Algebra than in the area of Data, Measurement, Space and Geometry.

It would be a school goal to increase the number of Year 5 and 7 students performing in the top band, and to assist students with skills to attack word problems.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The small data set for Aboriginal students from Mawarra is not great enough to report on the improvement of ATSI students in line with the Premier's priorities.

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me surveys for the second time in 2017. The surveys 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:

- A far higher participation in sports and other extra curricular activities as compared with state responses. This was common across all groups. For example 91% of Mawarra girls responded positively to extra curricular participation compared with 66% for the state.
- Students' positive sense of belonging was above state in younger students but declined as students aged.
- Students admit to having significantly lower positive homework habits than the state norm.
- Students' level of interest and motivation declined as they reached Year 6.
- Student who responded that they were victims of bullying at school was well below the state norm.

Highlights or significant responses from the parent survey included:

- Parents responded more favourably than the

state norm about being easily able to speak with their child's teacher.

- Parents responded that parent activities are not scheduled at times when they can attend, more significantly than the state norm.
- Parents indicated that they are not as well informed of school activities as the state norm.
- The school reports were presented in a language that parents could understand.
- Children are clear about the rules for school behaviour, significantly better than the state norm.
- Parents responded poorly to the statement "The school helps to prevent bullying". (However students see themselves as bullied far less than other state schools)

Highlights or significant responses from the staff survey included:

- Staff indicated that they receive valuable feedback from school leaders about their teaching but would like leaders to create new learning opportunities for students.
- Responses show a culture of collegiality, with responses about professional dialogue stronger than state norms.

Policy requirements

Aboriginal education

At Mawarra Public School 3.6% 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 focus in HSIE and history lessons. All K-6 students at Mawarra participated in activities to celebrate NAIDOC Week.

ATSI students from the 'Mawarra Mob' met regularly during the year and completed an Aboriginal Dreaming area 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 ATSI students had PLPs developed and those with additional learning needs had allocated intensive support.

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 of the highlights of their Australian experience.

The school has an anti-racism officer but there have been no instances of racism reported in 2017.

Other school programs

Public Speaking and Debating

Mawarra had a successful 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. In the Macarthur Area Public Speaking Competition, one student from each stage represented Mawarra at the zone final. Two students received 'highly commended' awards and our ES1 student won her division and competed in the competition's final. Mawarra entered two debating competitions this year. The Year 5 teams entered the Sydney Primary Schools Debating Competition, with one team winning the zone and finishing in the final 25 schools in NSW. The Year 6 teams entered the Premier's Debating Challenge, with one team winning their zone.

Special Swimming Scheme

Of the 108 children who attended 2 children were unable to achieve a survival distance, 65% were able to swim 1–10 metres, 19% 11–25 metres, and 15% swam 25 metres or more 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 were outstanding at the Mawarra Performing Arts Showcase. They demonstrated excellent skills in dance and choreography. 7 students were selected in the Elderslie High School Dance Transition Program.

Sport

The school was well represented across various sports in 2017. Years 3 – 6 students participated in summer and winter gala days developing various team based skills. Mawarra were successful as runners up or winners across a number of sports. Many students represented Mawarra at swimming, cross country and athletics zone carnivals. As well, 7 students represented SSW Region at NSW PSSA State Championships. Additionally, Mawarra achieved success in the NSW PSSA State Knockouts for netball and soccer. Both teams progressed through to round 6 which is a great achievement for a school of our size. The senior boys Tiger Shield soccer team were outright

winners of the competition this year.

Fundamental Movement Skills

Students from K–6 at Mawarra Public School enjoyed participating in explicit weekly fundamental movement skills lessons. These lessons have enabled students to participate in games, sports, dance, gymnastics and physical recreation activities with greater confidence as their skills developed throughout the program. The fundamental movement skills developed through Health and Physical Education include: static balance, running, leaping, jumping, hopping, dodging, galloping, skipping, throwing, catching, kicking and striking.