Mawarra Public School

Annual Report

2018

4466

Introduction

The Annual Report for **2018** 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 2018 Mawarra has continued to fulfil its goal to provide outstanding opportunities to students at the school, which 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.

2018 was the first year of the new three–year plan, formulated in 2017 to continue the school's journey of self improvement. The plan has a focus on academic improvement, student support, significant teacher professional learning and the increasing use of technology to engage both students and parents.

A major focus and achievement of 2018 was the school's preparation for and participation in the external validation process. The school self–assessed against the School Excellence Framework and prepared an analysed, annotated bank of evidence. The external panel validated the school's assessment in all fourteen areas.

The year also saw the school community come together for the school fete, held every three years. Again a huge success, the fete is the culmination of twelve months' work for both the school and community. An inclusive community event such as this has benefits beyond the fundraising, and everyone involved in the event should feel proud of the outcomes.

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 and staff.

School context

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

The school is proud of its consistent excellent academic achievements. Mawarra is recognised for providing experiences for its students in extra–curricular activities, including 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 and staff 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 future focused learning.

With an indigenous enrolment of only 3% and students from a background other than English making up only 5% 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–EducationalAdvantage' (ICSEA) is 1027 (Australian Average 1000), and the school's FOEI is 75 (NSW Average 100), 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process validated the school's self assessment in all 14 elements.

On 28th August, 2018, Mawarra Public School participated in the external validation panel discussion. The Validation Team organised, reviewed, annotated and analysed the body of evidence collected by the school staff over the three months to produce a detailed submission. The submission assisted the external validation team to validate the assessment the school team made when comparing our school with the descriptors in the key elements of high quality practice across the three domains of learning, teaching and leading.The school began the assessment and validation process by annotating the School Excellence Framework, 'plotting' where we believed we were in each element, and brainstorming evidence that would justify our assessments.Staff came to a common agreement on the levels and began collecting evidence of practice that had recently occurred or was currently regular practice at school. This evidence was grouped into seven evidence sets:

1. Data Skills and Analysis

2. Wellbeing

3. Capacity Building

4. Learning Support

5. Collaborative Practice

6. Future Focused Learning

7. Community Partnerships and Communication

Evidence in each of the sets spanned the domains of Learning, Teaching and Leading.

LEARNING

The results of this process indicated that in the School Excellence Framework domain of Learning Mawarra Public School was Sustaining and Growing. The positive learning culture at the school underpins every process, and is evident across every evidence set in the External Validation Submission. There is a strong focus on improved learning and high expectations. The school community and the students have high aspirations, and these are supported through well–developed partnerships and highly developed communication channels.Wellbeing continues to be a strength of the school, with strategic whole school systems in place to support students in their social and emotional growth. The Positive Behaviour Learning (PBL) systems, whole school programs including Peer Support, counseling and a School Chaplain ensure that each student can connect and succeed.The Curriculum at Mawarra is well planned to meet the needs of all students. Current collaborative practices like L3, Targeting Early Numeracy and Spirals of Inquiry, share and encourage quality teaching and learning experiences.Assessment and reporting work hand in hand, with teachers becoming increasingly skilled in integrating formative assessment routines in their teaching practice and using data walls, visible learning and technology such as Dojo and SeeSaw to report progress to parents in new and engaging ways. Internal and external student performance data is consistently analysed and shows that the students of Mawarra are achieving pleasing levels of performance and growth across their years at the school.

TEACHING

The results of this process indicated that in the School Excellence Framework domain of Teaching, Mawarra Public School is Sustaining and Growing. Teachers are consistently provided with opportunities to participate in professional learning to ensure they are at the forefront of evidence–based teaching methods. In our second year of implementation of L3 and with ongoing in–class support for TEN, literacy and numeracy teaching in the early years is providing students with a solid foundation. With a growing knowledge of formative and summative assessment strategies, planning to meet the needs of all individual students is an integral part of the assessing/planning/teaching cycle. Visible learning was a theme consistent throughout the evidence sets and was a practical insight into the level of implementation and understanding of quality, differentiated teaching. A focus in the current school plan is future focused learning, and staff are regularly extending their knowledge to embed these skills into everyday teaching and learning. This was evident across the sets of evidence in the submission.The majority of teachers at the school are pre–2004 accredited teachers who are now beginning to align their teaching practices and professional learning with the professional standards. In practice, they are still as highly engaged in professional learning as they have always been, to improve their impact on teaching and learning, but this year are beginning to focus on the language of the professional standards.

LEADING

The results of this process indicated that in the School Excellence Framework domain of Leading Mawarra Public School was Sustaining and Growing. In modeling educational leadership, the leadership team supports the culture of high expectations, as seen especially in the evidence sets of wellbeing, learning support and collaborative practice. The leaders, along with staff, encourage community engagement through a strong P&C Association, consistent community consultation and highly developed communication channels. This was most evident in evidence set 3, 'Wellbeing' and evidence set 7, 'Community Partnerships and Communication'.The school plan was developed to be responsive to the needs of the school and there is continuity between the current School Plan, Annual School Report and the External Validation evidence sets. The school is working on improvement in the three strategic areas of 'Quality Teaching and Learning', 'Welfare and Community' and 'Future Focused Learning and Communication through Technology'. There are clear improvement measures to monitor our progress toward desired outcomes.The school has well–developed systems and structures in place to ensure high quality service delivery and there is constant feedback sought to ensure ongoing school improvement and effectiveness. In a school that receives comparatively little equity funding, resources available to the school are used strategically to ensure the best systems and outcomes, resulting in high quality education and community satisfaction.The element of School Planning, Implementation and Reporting was not highly featured in the seven evidence sets, but the inclusion of the School Plan, Milestones, and Annual School Report in the submission showed how many of the initiatives in the evidence sets were school practice due to their inclusion in the School Plan.

Our self–assessment and the external validation 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

Quality Teaching and Learning

Purpose

To apply evidence based pedagogy to promote quality learning environments that improve learning outcomes and meet the needs of diverse learners.

Overall summary of progress

In the area of Literacy there was a focus on Writing. The following is a summary of the progress achieved:

* An Action plan was generated, highlighting "where to next" for literacy improvement across the school.

* Extensive external professional learning has occurred.

* Seven Steps of Writing has been successfully implemented and this knowledge is now evident in students' independent daily practice.

* Whole school knowledge of best practice in Writing K–6 (theoretically and practically) has improved with independent staff members having attended extensive professional learning opportunities throughout Terms One – Three; inclusive of opportunities to view 'best practice' in action (evidence based practices). This has been delivered through Jann Farmer–Hayley, 7 Steps to Writing Success, Stage 2 & 3 Instructional Leader (7 Steps to writing success), L3 & L3S1 training, lesson observations.

* 2018 NAPLAN literacy data has been analysed and will drive planning for 2019.

* A draft version of K–6 Writing Pedagogy has been formulated by the Literacy Committee and disseminated to all staff.

In the area of Numeracy, there was a focus on Early Arithmetic Strategies. The following is a summary of the progress achieved:

* There was an analysis of Semester 1 and 2 Summative Assessment K–6 data to guide and support further programming.

* To support the Targeting Early Numeracy (TEN) implementation, there was continuous K–3 five weekly data collection, recording and analysis of student progress.

* SENA testing data was continuously updated, based on teacher assessments.

* All kindergarten students ended the year above 'emergent' level, all year one students were at 'figurative' (1–20) and all year two students are assessed at 'counting on and back' (1–30).

There was a whole school focus on improving collaborative practice through the introduction of 'Spirals of Inquiry:

* All stages have participated in Spirals of Inquiry sessions.

* Staff were trained in the process of Spirals and are now are familiar with the process of collecting evidence to guide further improvements in practice.

* Spirals have made improvements in areas of mathematics, writing and social skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Efficient collection and use of data to drive programming and teaching.	$ 6 000	• Staff were trained in the process of Spirals and are now are familiar with the process of collecting evidence to guide further improvements in practice. Spirals have made measurable improvements in areas of mathematics, writing and social skills.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
• Efficient collection and use of data to drive programming and teaching.		• Formative assessment practices have improved, notably in the area of numeracy, where student achievement is consistently measured and recorded to update information initially gained through SENA testing.
• An increased performance and growth in Numeracy Naplan data for years 3, 5 and 7 • 90% of students meet the expected year's growth as described by the numeracy continuum or learning progressions • Maintain and grow average annual grade percentage for school based summative assessments	$ 6 700	Year 3 NAPLAN performance increased to above the state average. Year 5 NAPLAN showed improvement to almost reach state average. The number of students who grew at the expected rate between Year 3 and Year 5 grew from 43.9% to 60.6%
• All staff embed our K–6 writing pedagogy into classroom practices. • Increase the number of students achieving greater than, or equal to, expected growth in NAPLAN Writing Year 3, 5 and 7.	$ 4 000	The number of students who grew at the expected rate between Year 3 and Year 5 in Writing grew from 40.4% to 54.2%
• Classrooms will have evidence of visible learning embedded into daily practice.		All classrooms show evidence of visible learning with learning intentions and success criteria becoming an integral part of school culture.

Next Steps

- Spirals of Inquiry will continue in 2019 to promote professional discussion and continuous improvement. Stages will meet on a three week cycle.
- The use of learning intentions and success criteria will continue to be used across the school.
- The literacy focus in 2019 will be a school–wide approach to writing.
- Numeracy will focus on further training of teachers in Targeted Early Numeracy
- Numeracy will be used to familiarise staff with the new learning progressions and PLAN 2

Strategic Direction 2

Welfare and Community

Purpose

A strong well–being focus will maximise opportunities for rewarding, productive futures and promote a community culture of excellence.

Overall summary of progress

The Student Wellbeing team worked to improve practices across this area to improve student behaviour, engagement and wellbeing.

* After meeting with a Positive Behaviour Learning (PBL) mentor a TFI survey was conducted throughout school analysing information from staff and students.

* Canteen Vouchers have been given out in all assemblies after introducing tokens for positive behaviour. Children have been very responsive to this award in K–2 and 3–6.

* New Playground bags have arrived and implemented. This supports students and staff during playground duties.

* A Mawarra Mover token competition was held and new tokens were distributed around school. We added tokens in office, at scripture, canteen and during peer support. Teachers are handing out 4 positive tokens for one negative action.

* There has been significant staff Teacher Professional Learning on Positive Behaviour Learning (PBL) through a PBL course.

* A new Mawarra Mooovers mascot was introduced. A cow named OREO is now used on all Mawarra Mooovers publications and signage.

* New playground activities were introduced to increase playground engagement, including cheerleading, a Giant JENGA, dominoes and memory. Other lunchtime activities were also introduced to cater for a wide range of students, including Coding Cub and a Lego Maker Space.

* Student data was analysed each two week period to guide the upcoming Mawarra Mover focus behaviours.

The Wellbeing Team also worked towards increasing community engagement at school:

* A new parent representative from the P&C has joined the Wellbeing Committee to add a parent perspective.

* The use of ENews has been improved, with the introduction of a live calendar.

* Facebook is being routinely used to communicate celebrations and events. By the end of the year 351 people have followed the Facebook page.

* A fathers Day BBQ was held with approximately 150 fathers. There were several positive comments made on the school Facebook page.

The school worked towards improving staff recognition throughout the year. Many additional measures were also taken to communicate the achievements to the community:

* Staff appreciation weeks were held throughout the year.

* Staff Professional Learning was shared with the community through the School Newsletter, via electronic means (Class Dojo / SeeSaw or Facebook) and at the monthly P&C Meeting.

* PBL Meetings have been held each 4 weeks, with reports fed back from individuals' projects.

* A SASS Staff breakfast was held to recognise SASS Staff and build collegiality. Several positive comments were

posted on the staff Facebook page.

* Scripture Teachers have had input to a possible change in bell times.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in student engagement in the playground and a decrease in lunchtime notifications.	$2 500	* Students are engaged in a wider variety of lunchtime activities * A "What's on at Mawarra" poster is regularly publicised for students to use. * an average 94% of students have remained on level zero and able to attend Club Zero.
Student recognition that their achievements and efforts are celebrated.	$ 4 100	* 12 students earned their gold medallions in 2018. * A record 58 students received their gold award. * 18 students received a gold award in the Premier's Reading Challenge and 7 received a platinum award. * Mini awards recognise everyday achievements in the ratio of 4 positives to one negative.
Improved anti–bullying data from students and parents.		* Student data in Tell Them from Me surveys shows that students are subject to bullying at a lower rate than the state average.
Improved measures of staff training, well being and wider recognition	$ 1 000	* A survey of staff shows positive recognition of the value of the significant increase to professional learning throughout 2018.

Next Steps

* The school Facebook page and School ENews will be used to regularly communicate school successes to the community.

* Successes of students and staff will be routinely celebrated in the school's newsletter.

* Spirals of Inquiry will continue to meet students' learning and staff professional learning needs.

* Staff Professional learning will focus on staff needs, as determined from PDPs and staff surveys.

* The positive behaviour learning system will be relaunched with a new mascot on all signage and stationery.

Strategic Direction 3

Future focused learning and communication through technology.

Purpose

To develop a community of learners who have the skills to be creative and innovative users of technology as a foundation for future success.

Overall summary of progress

A focus in this area for the year was around building teacher knowledge and confidence in technology.

* Staff members are now familiar with and using OneNote in addition to Google Docs to improve collaborative practice.

* 5 staff members have attended full day Apple Ipad professional learning days.

* A Social Media Policy was developed and delivered to all stakeholders to guide appropriate use of increased technology.

* 'Teckkie Brekkie' was held regularly throughout the year, covering topics on iPads, which have been transferred to classroom practice.

* Datacom completed an Indepentent Learning Experience (ILE) with one class (3F) using a one–to–one device allocation. The classroom teacher worked with Datacom and was up–skilled in using various apps, including Keynote, Notes, Camera, to enhance student engagement in their learning.

* Staff (21) were issued with their staff iPads. Through Techie Brekkie, staff continued to learn more about the accessibility of the iPad, including the use of the Apple Pencil.

* All staff were exposed to and are experimenting with Film Pond

* A range of examples has been collected and reviewed to construct our own scope and sequence or implement this across the school.

The year also focused on building student skills and confidence in the use of technology:

* Students completed NAPLAN online after sitting the practice test environment.

* 3F participated in an individual learning experience with Datacom and Apple Education. Each student used their ipad to transform the way they completed classroom tasks. Students learned new skills in presenting their work and recflected on their learning. Students shared their positive reflections with their teacher using SeeSaw.

* Code club continues to run weekly with an increased student participation especially by girls.

* Students have participated in LEGO WeDo and Sphero sessions and technology activities were integrated in an enrichment day.

* StemShare Kits ordered for Robotics and Coding for term 2, 2019 .

* A Digital Citizenship Program was introduced for Term 4 – "Be Internet Awesome" addressing Cyberbullying and Blackmail.

The power of technology was also employed to increase community engagement and communication:

* The 'Tell Them From Me' (TTFM) surveys were conducted with students, parents and staff to gain feedback from across the community.Results were analysed to drive further improvement.

* A Social Media Policy was delivered to all stakeholders

* A school Facebook page has been published and in use. All school events positively publicised , including student successes, Staff TPL, and reminders. There has consistently been very positive feedback from the community.

* Many stage members have now begun using increased technology skills to engage parents, including experimenting with Seesaw and the many functions it has.

* One staff member trained in the use and editing of the school website.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– Student and staff surveys including, Tell Them From Me, report an improvement in engagement and capacity in the use of future focused learning tools. – Data from online learning tools demonstrates increased student use and performance	$ 23 000	* 2 staff members have completed their certified Apple teacher qualification. * 1 teacher and the students of her class engaged in a focused digital learning experience with Datacom. This opportunity resulted in improved teacher knowledge and skills and enhances student engagement. * All staff were issued with an Ipad in order to increase staff capacity and support the implementation of the digital technologies curriculum. * Staff and students participated in esafety webinars in order to support students in the positive use of digital technology.
100% of school events communicated via a variety of forums, including social media.		* Events communicated through School Enews, with regular reminders. * ENews Calendar introduced to keep an up to date source of information for community. * Facebook page launched with 351 followers by the year's end. * Teachers using Class Dojo, SeeSaw or Google Classroom to communicate with parents.
Increased community awareness of school events, successes and daily practice.		* Parents' responses in TTFM Surveys have improved but still do not reflect growth in satisfaction with communication.

Next Steps

* Increased use of technology to engage students in learning, with a school scope and sequence developed.

* Use of Stemshare kits and staff training in this area to provide students with experiences in digital technologies

* Increased use of the School ENews calendar to inform parents of upcoming events

* Increased use of social media, including Facebook.

* All classes to use Class Dojo, SeeSaw or Google Classroom to enhance communication.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$ 12 100	* All ATSI PLP's have been collaboratively reviewed and future directions added. * Support was allocated for ATSI students through the Learning Support Team * Cultural opportunities were regularly organised for the 'Mawarra Mob' * Kari backpacks have been ordered for ATSI DEC High School students.
English language proficiency	$ 2 000	* Students were allocated support by the Learning Support Team. Individual needs were addressed as required.
Low level adjustment for disability	$ 41 000	* In the area of Learning Support, funding allowed for classroom observations, development of Access Requests, the management of SLSOs and volunteers, consultation with APLaST and liaison with staff to develop student IEP's, PLP's and Risk Management Plans for all identified students. * Timetables and programs remained fluid and flexible allowing for point of need intervention. All IEPs, PLPs and Risk Management plans have been reviewed, evaluated and either closed, carried over or rewritten for 2019. The process of developing, actioning and evaluating these plans involved discussion at Learning Support Team Meetings, consultation with APLaST, review meetings with parents and key stakeholders. Access requests were developed and actioned with success based on this process. * The LST, in consultation with classroom teachers, assessed and created student profiles to address specific learning needs. * Support was given to classroom teachers, LaSTs and SLSOs to ensure programs were continually delivered and reviewed, thus improving student engagement and outcomes. The delivery of these programs ranged from team teaching, small group or 1–1 intervention by LaSTs and SLSOs. * 2018 saw a significant amount of training for LaST and SLSO covering dyslexia, severe reading disability and behaviour support. This new knowledge and skills added to the success of programs and expertise in the school. * All Learning Support Programs have been closed, reviewed and evaluated Resources/equipment and relevant data collated in anticipation for use in 2019. Data for student handover for 2018 – 2019 has been collected and Access Request development is underway for funding/support in 2019.

Quality Teaching, Successful Students (QTSS)	$ 78 000	* Funds supported the employment of casual teachers to release class teachers to participate in Spirals of Inquiry. Spirals sessions resulted in improvements in areas of mathematics, writing and social skills. * A 1 hour session per stage each week allowed for teachers to view others teachers' lessons, visit other schools or participate in team teaching to improve practice.
Socio–economic background	$ 39 000	* Time was provided for the School Band Organiser to be released from class for a half an hour each week to work with the school band. * The School Sport Organiser was released from class for 1 hour per week to provide additional opportunities for students to participate in school and representative sport. * Funds were provided for students experiencing financial hardship to have school needs subsidised where appropriate. * Funds were allocated to allow enrichment activities to occur, including the school writing competition, orienteering program and Mawarra Enrichment Day. * The MiniLit program was funded to allow for a SLSO to operate the program 4 mornings each week. * The Learning Support Coordinator was released to organise volunteers and assist in the running of the MultiLit program.
Support for beginning teachers	* 17 000	* Two teachers were provided with an additional two hours per week release from face–to–face teaching to complete additional planning or work with a mentor.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	227	243	241	221
Girls	203	207	203	209

The school's enrolment has reached its peak and is beginning to fall. The impact of small areas of the school's catchment being reduced to Spring Farm and Elderslie primary schools will see a slight reduction in enrolments over the coming years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	95.9	96.5	96.6
1	94.8	95.1	94.7	95
2	95.5	94.8	95.1	94.4
3	94.8	93.7	95.2	94.6
4	94.6	93.5	94.4	95
5	96	94.2	93.6	94.9
6	94.5	93.4	94.9	91.4
All Years	95.2	94.4	94.9	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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
KP	18
KH	18
KB	19
1_2P	23
1W	23
1G	23
2H	24
2_3N	30
2T	27
3F	29
3_4D	27
4B	27
4_5K	27
5M	30
5B	29
6T	29
6K	28

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.17
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.12

*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 declared their Aboriginal heritage.

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	22

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.

One teacher achieved their accreditation with NESA as a proficient teacher.

Two teachers 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, preventing fraud and corruption, 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 focus for professional learning throughout the year was training and participation in Spirals of Inquiry. Executive were initially trained, followed by all staff. Sessions were held to meet the needs of each stage in their quest to further improve student outcomes for their stage. This was funded through the Department's 'Quality Teaching, Successful Students' initiative.

Staff participated in significant training in the area of technology. Apple Learning Days, an individual Learning Experience with Datacom (ILE) and several staff meetings improved teachers' skills and confidence in the use of technology in the classroom and for professional use.

Professional learning for SASS staff continued around the implementation of new LMBR software and procedures.

Each teacher also 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	289,728
Revenue	3,904,380
Appropriation	3,684,160
Sale of Goods and Services	30,355
Grants and Contributions	186,513
Gain and Loss	0
Other Revenue	0
Investment Income	3,353
Expenses	-3,733,150
Recurrent Expenses	-3,733,150
Employee Related	-3,345,587
Operating Expenses	-387,563
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	171,230
Balance Carried Forward	460,958

The school uses a distributive budgeting model, where committee leaders and staff with an area of responsibility develop and monitor their budget. A school budget committee oversees the formulation of the annual budget and this is monitored throughout the year. The school has been able to accumulate additional funds through community use of school facilities to be able to provide additional staffing and resources to improve student outcomes. In 2019 a major upgrade of the school hall will be funded, creating a performance space to be used by the school and local community groups.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,866,224
Base Per Capita	85,856
Base Location	0
Other Base	2,780,369
Equity Total	176,387
Equity Aboriginal	10,363
Equity Socio economic	39,138
Equity Language	2,003
Equity Disability	124,883
Targeted Total	132,025
Other Total	262,189
Grand Total	3,436,825

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.

The use of formative assessment has been increased throughout 2018. Data collected 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. The school has done preliminary training on the use of the new Progressions in Literacy and Numeracy as the learning continuum and PLAN are due to be phased out by the Department.

Data is also collected and analysed in the area of student wellbeing. This data forms the basis for directions in the Positive Behaviour Learning program on which Mawarra Movers is based.

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.

Mawarra moved to NAPLAN Online in 2018. As a pilot school, the students undertook the online practice test to expose them to the new format. Year 3 students continued to complete the Writing component using the traditional pencil and paper test.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 trend data shows an increase in performance in Reading since 2015, however school performance is still slightly below the state average. Following two years of outstanding growth in Spelling, Year 3 showed a dip in performance in 2018. Over the past three years there has been erratic performance in Year 3 grammar and punctuation performance, oscillating above and below the state average. In writing, Year 3 data remains clearly above the state average.

In reading, the number of students in the lowest band remains very low, at only 3%. The number of students moving into the higher bands 6, 7 and 8 is increasing, peaking at 33% in 2018.

Year 5 trend data over the past 5 years has been erratic, scoring well above and below the state average. In 2018, results are an improvement on 2017 performance, however slightly below the state average. Spelling performance declined in 2018, with the school falling below the state average for the first time since 2015. The number of students falling into the lowest bands for reading though, is declining, with only 2% falling into the lowest two bands. In writing, the school's performance was above the state average, however a slight decline on 2017 performance. Significantly, boys have shown a steady rate of decline whilst girls continue to show improvement in writing. Boys also show a decline in performance for grammar and punctuation, taking the school's performance in this area to below that of the state average.

2018 Numeracy trend data for Year 3 shows a continuation of the steady increase since 2014. Numeracy results for Year 3 are now above the state average. The number of students performing in lower bands in Numeracy is declining, while a greater number of students are moving into middle to upper bands.

Year 5 trend data shows an increase in performance from 2017, returning the school to a position just below the state average. The number of students in the lower NAPLAN bands continues to decrease and the number of students in middle and upper bands is increasing

over time.

Growth for students in Year 5 can be measured compared with their performance in Year 3 NAPLAN. While average growth for students in Numeracy was just below state average growth, the number of students who grew at or above expected growth was greater than that of the state average.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The school analyses NAPLAN results annually to identify trends, strengths and areas for further improvement. Statistics such as monitoring the number of students in the top two bands, and in the lowest bands, as well as levels of growth between years are used to plan future teaching and learning focus areas and for teachers' professional learning. The school had 34.8% of students overall performing in the top two bands in 2018, compared with 30.26% in 2017.

The small number of Aboriginal students at the school do not allow for percentages in top and bottom bands to be published.

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me surveys for the second time in 2018. 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. The power of TTFM surveys is that responses can be compared with the level of responses across the state.

Highlights or significant responses from the student survey included:

- 90% of students responded that they were able to participate in sporting activities compared with 83% across the state, and 69% of students responded that they participated in extra–curricular activities compared with 55% across the state.
- 92% of students responded that they had friends at school they can trust and help them make positive choices compared with 85% across the state.
- Only 33% of students responded that they had

been victims of bullying compared with 36% across the state.
- Students responded significantly below the state in a question relating to positive homework behaviours.
- Only 70% of students responded that they were interested and motivated compared wiht 78% across the state.

Highlights or significant responses from the parent survey included:

- Parents responded less favourably to state responses about questions relating to two–way communication, including the question about parents being informed.
- One of the poorest responses was to the question relating to being informed about their child social and emotional development.
- Parents responded favourably to the question relating to teachers showing an interest in their child's learning.
- Parents responded well to the questions regarding students being clear about the rules for school behaviour and teachers expecting students to pay attention in class.
- Parents responded that the most useful forms of communication were formal interviews and informal meetings.

Staff participated in a detailed survey regarding professional learning, a need identified in 2017 TTFM surveys. Highlights or significant responses from the staff survey on professional learning included:

- 94.4% of staff found that participation in Spirals of Inquiry was effective in improving teaching and learning
- Only 5.6% of staff did not wish to see Spirals continue in 2019.
- All staff who participated in Targeted Early Numeracy training in 2018 reported that it was very effective or somewhat effective.
- All staff who participated in the Writing and Technology professional learning throughout the year reported that it was very effective or somewhat effective.
- 94.1% of staff requested that the program be continued in 2019.
- Staff saw a need for further professional learning in the area of technology, followed by numeracy, differentiation and writing.

Policy requirements

Aboriginal education

At Mawarra Public School 3.1% 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 across the school. All K–6 students at Mawarra participated in activities to celebrate NAIDOC Week.

ATSI students from the 'Mawarra Mob' met regularly during the year to complete activities to explore or celebrate their culture. The Mawarra Mob also attended activities with Olders and Elders. ATSI students from Mawarra joined with ATSI students in other local schools in an organised day of learning.. All ATSI students had PLPs developed and those with additional learning needs had allocated intensive support from the Learning Support Team.

Multicultural and anti-racism education

This year Mawarra participated again in the annual visit from 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 exchanged cultural performances and gifts at a K–6 assembly, then experienced primary classrooms and learning experiences.

The school has an anti–racism officer but there have been no instances of racism reported in 2018.

Other school programs

Special Swimming Scheme

Children from years 2 – 5 participated in the Special Swimming Scheme (SSS) run by the Department of Education. The SSS teaches children to improve their water confidence, swimming style and water safety. The children improved their styles, distance and general swimming confidence.Of the 118 children who attended 22% were able to swim 1–10 metres, 28% – 25 metres, 6%–26–49 metres and 43% –50 metres by day 9 of the scheme.

Orienteering

In 2018 all 55 Year 4 students were trained in Orienteering skills over 3 weeks. 57 students from Year 4, 5 and 6 made up the Mawarra Orienteering team which won the SSW Orienteering Championships held at Camden Equestrian park in July 2018. 6 participants went on the represent Mawarra at State level Orienteering in August.

Visual Arts

Achievements in the Visual Arts in 2018 include the establishment of the Mawarra School Art Gallery in the school hall, where 120 student artworks were showcased. 8 students received awards at the Camden Show and 5 students attended Operation Art workshops at Sydney Olympic Park. 4 artworks were selected to be included in the 80 student artworks from across NSW schools to be exhibited in the Nagoya Sister City Art Exchange, Japan and a year 6 student designed the winning entry in the Camden Mayoral Christmas Card competition.

Enrichment Programs

A Camden Area historical quest was designed and students participated in activities across 2 days exploring the local area and solving problem based tasks. Parent helpers assisted and all students thoroughly enjoyed the quest and team activities. A tenth school based writing competition was held in term 3 attracting 110 students. All entrants received a mini award to acknowledge their efforts. Certificates and prizes were awarded at a K–6 assembly. A school based enrichment day was held in term 3 with 30 students from Camden South and 30 students from Year 5 & 6 at Mawarra participating in a range of science, technology and teamwork challenges. The day was very successful with feedback given via google survey from participants. The purchase of 12 LEGO WeDo kits and a set of 12 Spheros helped teachers to begin the implementation of coding as part of the curriculum. Teachers were given the opportunity for professional learning with both LEGO WeDo and Sphero through Techie Brekkies and Staff Development Days with teachers starting to use WeDo in their classrooms, especially stage one and two. Over twenty Year 5 students joined Tuesday lunchtime Code Club. Code Club continues to run weekly with an increased student participation especially by girls. Collaboratively, students worked together using basic block coding with LEGO WeDo and Sphero, solving various challenges. Students were very enthusiastic to complete the coding tasks and discuss their thought process of how they solved the problem.