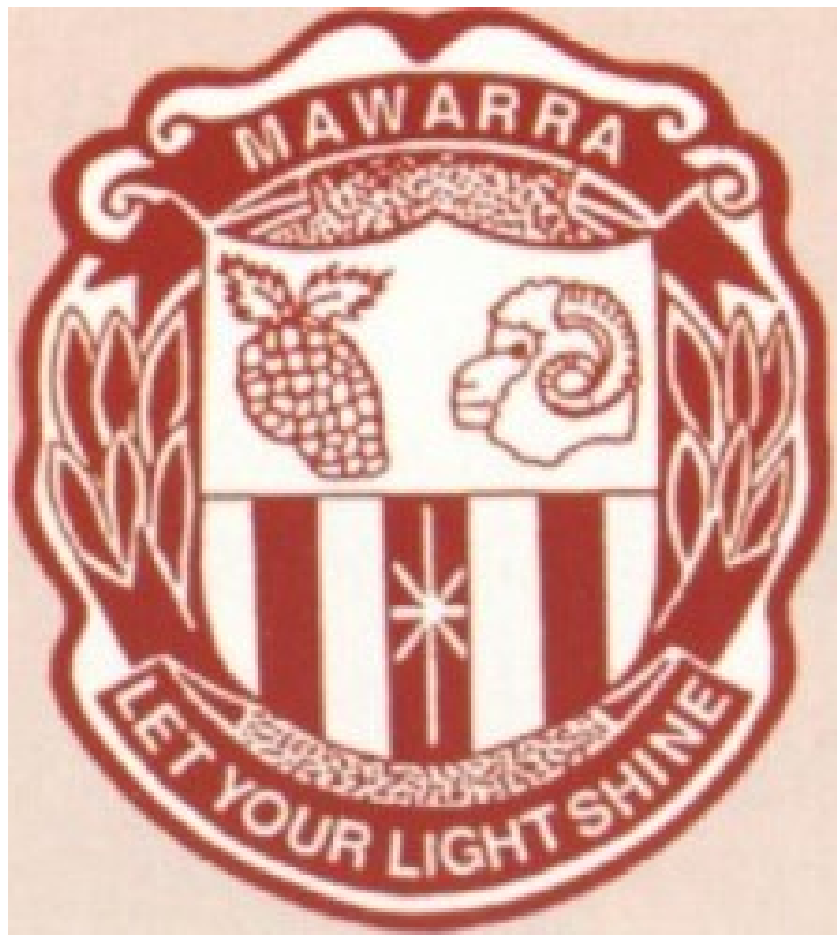


2021 Annual Report

Mawarra Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

At Mawarra Public School our vision is to maximise the potential of all our students and staff so they may flourish.

To achieve this, we will ensure that all our students are known, feel connected with our school and engaged in their learning. They will demonstrate strong measurable growth every year, working towards academic excellence. Our staff are lifelong learners and will continue to adopt best practice in response to the needs of their learners so as to be at the forefront of their profession.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden, on Dharawal country.

The school strives for consistent excellent academic achievement. Mawarra is recognised for providing experiences for its students in extracurricular activities such as; school band, choir, drumming, dance, cheerleading, sport, chess, public speaking and debating. The school community is supportive, appreciating the quality education and many extra-curricular opportunities offered. They are enthusiastic participants and willingly contribute in all aspects of school life in order to provide the best possible school experience for our children.

The school has engaging student wellbeing programs and a dedicated learning support team. Mawarra's vision is to maximise the potential of all our students and staff so they may flourish. This is achieved through committed staff providing quality teaching and learning opportunities in a happy, caring and encouraging environment.

Information and technology are embedded across all K-6 classrooms to support contemporary teaching, where students are actively engaged learners.

The school's staffing entitlement is currently 21 full time teaching staff members and 3 non-teaching SASS staff. With an Australian and Torres Strait Islander enrolment of 3% and students from a background other than English making up 5% of the school's population, the school carefully manages the limited additional funding to maximise the support of these students. Mawarra's schools FOEI is 78 (NSW average is 100).

This plan closely aligns to recommendations from our 2020 situational analysis; the culmination of the collection and analysis of internal and external data, drawn from students, staff and community. The recommendations from the situational analysis were grouped to form three areas for improvement. Firstly, growth and attainment in literacy and numeracy, secondly, providing a culture of wellbeing, connectedness and engagement, and the third standardising processes and expectations across the school to provide consistency and continuity.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

Purpose: Building strong foundations for academic success, we will maximise student achievement in literacy and numeracy through new and refined evidence based teaching and learning practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Growth and Attainment in Literacy
- Growth and Attainment in Numeracy

Resources allocated to this strategic direction

Professional learning: \$8,367.00

QTSS release: \$20,000.00

Literacy and numeracy: \$14,728.76

Literacy and numeracy intervention: \$47,873.00

Summary of progress

In 2021, staff engaged in professional learning on best practice in early reading behaviors, assessment practices through *Spirals of Inquiry*, team meetings and mentoring. The *Spirals of Inquiry* process focused on developing staff capacity in the teaching of phonics and phonemic awareness. Engaging in *Spirals of Inquiry* improved the way teachers responded to data. It allowed teams to collaborate around problems of practice and inquire into evidence informed ways to improve teacher practice, alongside high impact teaching strategies. Teachers implemented these practices, observed student learning behaviours and collected data to determine student impact.

81% of teachers stated that it developed their skills in identifying what's going on for learners and provided a highly structured process where teams could collaborate around student outcomes.

In 2022 we will continue to:

- Build staff capacity through high impact professional learning that builds teacher knowledge, skills and understanding of the pedagogies and research that underpins the new English and Mathematics Syllabus. The Assistant Principal Curriculum Instruction (APCI) will work shoulder to shoulder with teachers to link professional learning to classroom practice.
- Implement and support structured opportunities for all teachers to collaborate, engage in consistent teacher judgement, develop high quality assessments and use data to respond to student need in the classroom.
- Develop teacher's skills in collecting, analysing and responding to data.
- Develop executive teacher's skills in understanding data at a school, cohort, class and individual level, enabling them to lead high quality stage collaboration sessions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading: • Increase by 3% (from baseline data) the number of Year 3 and Year 5 students who achieve the top two bands in NAPLAN Reading. (towards a 7.5% system negotiated target)	NAPLAN results indicate a 4.05% increase in the number of Year 3 and Year 5 students who achieved the top two bands in NAPLAN Reading.
Numeracy: • Increase by 4% (from baseline data) the number of Year 3 and Year 5 students who achieve the top two bands in NAPLAN Numeracy. (towards	The number of students who have achieved in the top two bands in Year 3 has decreased from 40.63% in 2019 to 29.09% in 2021. An 11.54% decrease from our baseline data.

an 8.2% system negotiated target)	
<p>Reading:</p> <ul style="list-style-type: none"> Increase by 2% (from baseline data) the number of students who achieve expected growth in NAPLAN Reading results. 	2021 NAPLAN data indicates an increase of 6% of Year 5 students have achieved at or above expected growth in reading. The 2023 target has already been achieved.
<p>Numeracy:</p> <ul style="list-style-type: none"> Increase by 2% (from baseline data) the number of students who achieve expected growth in NAPLAN Numeracy results. 	2021 NAPLAN data indicates an increase of 15.3% of Year 5 students who have achieved at or above expected growth in numeracy.
<p>Reading:</p> <ul style="list-style-type: none"> Lower by 2% the number of students who are below school expected reading levels based on baseline 2020 data. 	Internal assessment data indicates a 2% increase in the number of students who are not meeting reading benchmarks.
<ul style="list-style-type: none"> An upward trajectory of the number of students achieving Proficient and Advanced Lexile levels. 	The data indicates an increased trajectory of students achieving advanced lexile levels from 12% in 2020 to 15% in 2021.
<ul style="list-style-type: none"> Using our 2020 Reading PAT test data (years 1 to 6) as a baseline, increase our cohort median achievement level by a minimum of 1% 	The cohort median achievement in the PAT Reading Assessment has decreased by 8%.
<p>Numeracy:</p> <ul style="list-style-type: none"> Using our 2020 Numeracy PAT test data (years 1 to 6) as a baseline, increase our cohort median achievement level by a minimum of 1% 	The cohort median achievement in the PAT Numeracy Assessment has decreased by 1.24%.
<p>Numeracy:</p> <ul style="list-style-type: none"> Less than 12% of students in K-2 are identified as needing additional support as determined by the additive strategies on the learning progressions. 	13.37% of students were identified as needing support in additive strategies. This target was not met.
<ul style="list-style-type: none"> Increase the number of ATSI students achieving in the top three bands for Reading and numeracy demonstrated through improved trend data. 	The number of Aboriginal and Torres Strait Islander students achieving in the top three bands in NAPLAN reading and numeracy has increased by 33%
<ul style="list-style-type: none"> Increase the number of Year 5 students who achieve the top two bands in NAPLAN Writing to within 3% of students in Statistically Similar School Group (SSSG). 	2021 NAPLAN Writing results indicate the progress measure of (within 3% of students in SSSG) was not achieved.

Strategic Direction 2: Wellbeing, Connectedness and Engagement

Purpose

Purpose: We will develop and refine highly engaging curriculum and wellbeing practices to support the needs of our school community, creating an environment where all children can connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improve Students' Connectedness & Engagement
- Engagement through Literacy & Numeracy

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Aboriginal background: \$10,436.00

Summary of progress

The wellbeing team, alongside teaching teams, continued to embed positive behaviour for learning strategies across the school. The team met fortnightly to discuss student data and used the data to determine PBL focus areas. These meetings included members from the school community. Teachers embedded these focus areas into every day classroom practice. Mawarra mash up videos were introduced to engage students through the development of mini video clips that focused on the school's PBL focus areas. This enabled the SRC Leaders to contribute to whole school communication and developed their technology skills.

In 2022, we will:

- Use student data to determine ways to improve whole school wellbeing practices.
- Work in partnership with an external expert to develop teachers skills in using technology as a tool to enhance and engage teaching and learning experiences.
- Develop teacher's knowledge, skills and understanding in catering to the numeracy needs of students, in particular, High Potential Gifted Students (HPGE) through open-ended rich tasks.
- Develop teacher's knowledge, skills and understanding in catering to the reading needs of students through rigorous, high quality texts.
- Provide authentic opportunities for our parent community to engage in student learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase by 1.7% (from baseline data) the number of students attending school for 90% of the time or more during Semester 1. (towards System negotiated target of 3.4%)	The number of students attending greater than 90% of the time or more has decreased by less than 1%.
• The proportion of students reporting 'Expectations for Success, Advocacy and Sense of Belonging at School' as reported in Tell Them from Me surveys rises by 1.4%. (System negotiated target)	83.37% of students reporting positive wellbeing outcomes has decreased by 3% across the positive wellbeing measures.
• All classes will use Mathletics to increase engagement in mathematics.	In 2021 the Mathletics program was used across 100% of classes.
• Measure an upward trajectory in the number of lexile books being borrowed	There was an increase of 391 lexile books borrowed in 2021.

and lexile quizzes undertaken as a measure of engagement in reading.

Purpose

Purpose: We will lead transformational change in the teaching cycle through evidence driven practice, by enhancing consistent school-wide systems of planning, assessment, data collection, storage and analysis.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems for Consistency and Continuity in Literacy and Numeracy data collection and Analysis
- Systems for Consistency and Continuity in Planning and Documentation

Resources allocated to this strategic direction

QTSS release: \$30,000.00

Summary of progress

The executive team, alongside teaching teams, developed a whole school assessment schedule to support the consistent collection of data across K-6. Teachers engaged in professional learning in PLAN2. They developed their skills and understanding in monitoring and analysing student strengths and areas for growth using the National Learning Progressions. The use of PLAN2 has supported the identification of learning priorities for targeted teaching. Data collected was analysed through the *Spirals of Inquiry* process every 3 weeks.

The school's management system was enhanced to reduce administration time for teachers which reduced the manual handling of data, improved accuracy and information flow to parents and teachers. These structures and processes supported the development of consistent data collection across the school.

In 2022, we will:

- Include all Department of Education (DoE) assessments to supplement existing school assessment practices. and collection of data.
- Build the capacity of staff through professional learning that supports the use of the DoE assessments as a data collection tool, aiming to build consistency K-6.
- Begin using the Interview for Student Reasoning Assessment to supplement existing school practices to identify how students construct their mathematical understandings and to help teachers tailor their teaching more specifically to student needs.
- Continue to build high quality collaborative practices in stage teams to develop consistency and continuity in planning and documentation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • 100% of students in years 1 to 6 complete PAT Numeracy test and discussions with staff identify a location for storage and tracking of this assessment data 	All classes years 1 to 6 completed the PAT Numeracy assessment. These assessments provided teachers with information to measure students' knowledge, skills, and understanding in numeracy to help pinpoint where they are in their learning journey and what they need to progress.
<ul style="list-style-type: none"> • Whole school internal and external assessment schedules for Literacy and Numeracy are developed and staff trained in the storage and retrieval of assessment data. 	In 2021, a whole school internal and external assessment schedule was developed. The ongoing collection of data underpinned <i>Spirals of Inquiry</i> .
<ul style="list-style-type: none"> • A timeline will be developed to update current scope and sequence documents and committees will 	All scope and sequence documents have been updated and refined. The mathematics and English scope and sequences make reference and align to the new curriculum, allowing a smoother transition leading up to the 2023

commence initial writing

- Staff discussions on the value of various communication platforms used by the school with a view to identify the most effective and valued.

mandatory implementation.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$49,055.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mawarra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to lead and implement wellbeing programs to support identified students with additional needs. • Engage with external providers to support student engagement and retention. This included employing an Apple Professional Learning Specialist. • Professional development of staff through the Spirals of Inquiry process. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Staff being released in 3 weekly cycles to engage in the Spirals of Inquiry Process, resulting in high quality teaching and learning practices that are driven by student data. - The opportunity for all students to work with the Apple Specialist 3 times per year. This resulted in the high student engagement and the development of 21st century learning skills that supported teaching and learning focus areas across K-6. - Assistant Principals being released to support, lead and implement high quality, targeted well-being programs and small group instruction to support social, emotional and academic success and improvement. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue the releasing of staff to support the collaboration time and the Spirals of Inquiry process. - Continue to engage and enhance teaching and learning through the use of technology. Providing support for teachers to learn and develop their own skills in using technology as a tool to engage, challenge and provide opportunities for student creativity. - Iterate the well-being programs that had the largest impact and build the capacity of teachers to implement them as part of the school's whole school well-being practices.
<p>Aboriginal background</p> <p>\$10,436.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mawarra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Students' Connectedness & Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students. • Employment of specialist additional staff (LaST) to support Aboriginal students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Improved results for our Aboriginal and Torres Strait Islander students, including an increased engagement in the borrowing of lexiles and use of

<p>Aboriginal background</p> <p>\$10,436.00</p>	<p>mathletics.</p> <ul style="list-style-type: none"> - A greater sense of connectedness to school through the implementation of the 8 ways of learning into teaching and learning programs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Provide opportunities for students to engage with students across our network of schools. - Provide targeted support to develop confidence in students to engage in extra curricula activities across the school. Eg. Public speaking, sport, leadership etc.
<p>English language proficiency</p> <p>\$8,956.55</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mawarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement Individual Educational Plans for all EAL/D students. • Employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Targeted 1-1 and small group support for EALD students. - Opportunities for highly explicit teaching opportunities targeted at student need. - Accurate placement on the EALD learning progression. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue these successful practices in 2022. - Provide professional learning opportunities for LST team to develop understanding of the EALD Progression.
<p>Low level adjustment for disability</p> <p>\$136,530.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Mawarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - High quality, targeted support for students with additional needs. - The implementation of personalised teaching and learning programs. - The development of student's social skills through playground supervision and targeted support. - The reduction of classroom and playground incidents. - An increase in student's personalised literacy and numeracy goals being successfully met. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue to support students with additional needs with targeted classroom and playground support.

<p>Literacy and numeracy</p> <p>\$14,728.76</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mawarra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth and Attainment in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy. • Purchasing of literacy resources such as quality picture books for guided and shared instruction. • Teacher release to engage staff in Spirals in Inquiry. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - High student engagement through programs that support the teaching and learning of literacy and numeracy. - A well resourced school that supports high quality teaching and learning. - The consistent collection of data through the purchasing of PAT Reading and PAT Mathematics. - Improved teacher dialogue and use of data through Spirals of Inquiry. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Compare trends across multiple data sources to determine the use of Department of Education's assessment tools and external providers. This will determine future directions. - Continue to refine collaborative practices through Spirals of Inquiry.
<p>QTSS release</p> <p>\$50,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mawarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth and Attainment in Literacy • Systems for Consistency and Continuity in Literacy and Numeracy data collection and Analysis <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs. • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The development and improvement of high quality collaborative practices through Spirals of Inquiry. - The development of knowledge, skills and understanding in the teaching of writing, including the use of high impact teaching strategies. - Assistant Principals working alongside classroom teachers in classrooms to improve teaching practice and student results in literacy and numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Release a high quality teacher to work alongside the APCI to develop co-planning, co-teaching and co-reflecting opportunities K-6.
<p>Literacy and numeracy intervention</p> <p>\$47,873.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mawarra Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,873.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth and Attainment in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teachers funded to release teachers to participate in Spirals on Inquiry. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Improved collaborative practices and use of data to shift and lift results in literacy and numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue to employ additional teachers to release classroom teachers to engage in spirals and collaboration. - APCI to work shoulder to shoulder with teachers to improve teaching practice.
<p>COVID ILSP</p> <p>\$105,216.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Improved reading results through targeted explicit support. - Improved student results in key foundational numeracy areas. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue to employ a teacher to deliver high quality, targeted small group instruction.
<p>Integration funding support</p> <p>\$146,834.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mawarra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • Intensive learning and behaviour support for funded students. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The development of authentic partnerships with stakeholders to support the additional learning needs of students. - The creation and implementation of high quality personalised teaching and learning programs. - Safe and engaging learning environments.

Integration funding support

\$146,834.00

After evaluation, the next steps to support our students with this funding will be:

- Continue to use the funds flexibly to employ Student Learning and Support Officers and provide additional teacher release for mentoring, classroom observations, collaborative planning and professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	221	228	217	207
Girls	209	198	189	176

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.6	94.4	96	94.2
1	95	94.5	94.6	93
2	94.4	94.9	95.6	94.1
3	94.6	93.1	91.8	95
4	95	93	95	93.8
5	94.9	92.9	95.4	91.9
6	91.4	91.3	94.4	91.8
All Years	94.6	93.4	94.7	93.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.91
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	321,302
Revenue	3,754,278
Appropriation	3,628,675
Sale of Goods and Services	18,697
Grants and contributions	103,845
Investment income	549
Other revenue	2,513
Expenses	-3,767,809
Employee related	-3,468,998
Operating expenses	-298,810
Surplus / deficit for the year	-13,531
Closing Balance	307,771

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	146,834
Equity Total	205,845
Equity - Aboriginal	11,302
Equity - Socio-economic	49,056
Equity - Language	8,957
Equity - Disability	136,531
Base Total	2,740,836
Base - Per Capita	100,086
Base - Location	0
Base - Other	2,640,750
Other Total	361,458
Grand Total	3,454,972

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.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021, parents gave very positive feedback regarding the successful implementation of our learning from home programs.

- 89% of parents were happy with the quality and amount of work that was given to the students.
- 71% of parents were happy with their child's ability to access and complete the learning independently.
- The majority of students were engaged and willing to complete set tasks.
- The majority of students were able to successfully navigate the remote learning platforms.
- 88% of parents were satisfied with the level of communication and feedback provided by teachers.
- 86% of parents found the communication given by the school was 'extremely clear' or 'quite clear'.

The vast majority of parents were impressed with the high level of engagement and support from staff during remote learning. The overwhelming positive responses from the community demonstrated the school's ability to cater to the whole child through regular, ongoing communication and feedback and high quality well-rounded learning opportunities.

'Our child loves engaging with the videos his teacher has prepared for him, story-time with the teacher is popular at our house.'

'Both of our children are receiving valuable and timely feedback which is very much appreciated, considering the enormous workload teachers are under. We know how hard everyone is working at Mawarra PS, thank you for caring for your students.'

'I feel the work is really achievable and not too overwhelming but enough to keep them on track. The combination of stages has really helped and has been a life saver for us.'

'My children's teachers have been extremely supportive to both the children and myself in order to keep them motivated and answer any questions.'

'The weekly Zoom catch ups are wonderful. This is a great way for my children to connect and see their friends and covers the well-being component.'

'I'd like to thank our Year 3 teachers for the care and consideration that they have taken to check in on my child's learning during this difficult time.'

Through parent satisfaction surveys, the following areas were identified as areas for improvement:

- Provide more challenging work for High Potential Gifted Students (HPGE).
- Provide more online live teaching opportunities to deliver content.
- The provision of small group instruction for students who are not meeting benchmarks.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Mawarra Public School are committed to targeting and improving the educational outcomes of our Aboriginal students.

Through our strong collaborative practices, high quality teaching and learning programs are developed to improve student results in literacy and numeracy. Quality teaching and assessment practices are rigorous and culturally inclusive. Teaching and learning programs develop a deeper understanding of Aboriginal histories, cultures and languages through cross-curriculum content.

All Personalised Learning Pathways (PLP) are developed in consultation with students, parents/carers and teachers. They are regularly reviewed and updated.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

At Mawarra Public School, we are committed to demonstrating respect for all cultural, linguistic and religious backgrounds for all members of our school community. We promote acceptance and harmony through high quality, inclusive teaching and learning programs and through whole school events and celebrations. We provide a communication platform where information can be translated into over 100 languages.

We have an active Anti Racism Contact Officer who assists the teaching staff with any issues relating to racism.

