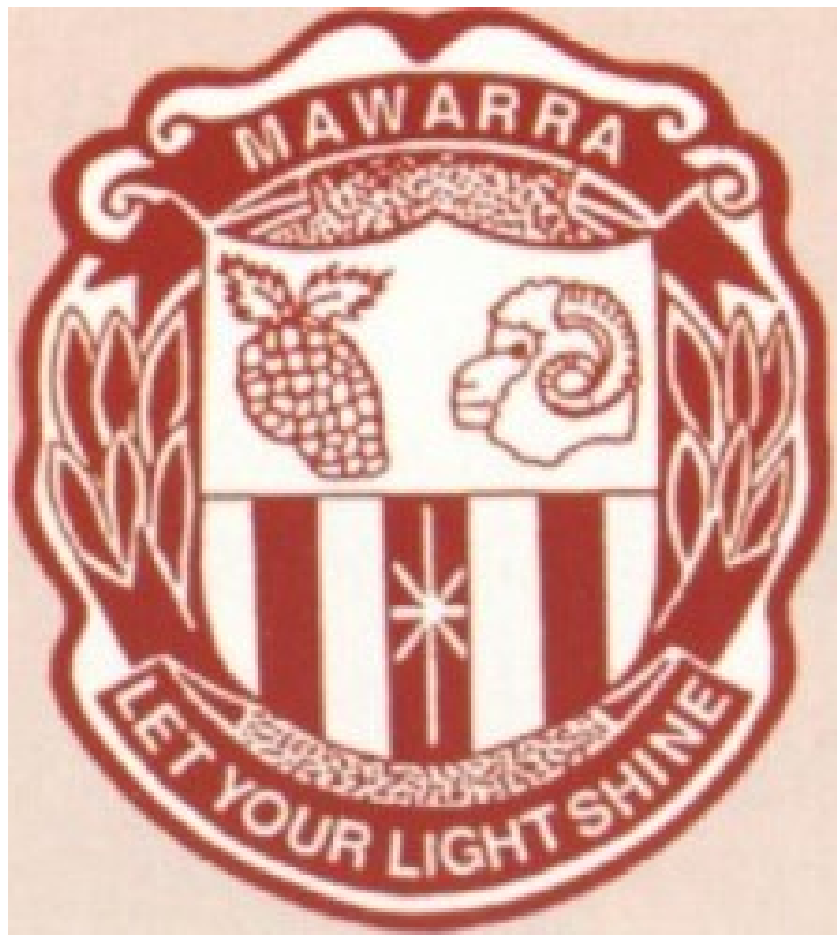


2022 Annual Report

Mawarra Public School



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Introduction

The Annual Report for 2022 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.

School contact details

Mawarra Public School

Macarthur Rd

CAMDEN, 2570

<https://mawarra-p.schools.nsw.gov.au>

mawarra-p.school@det.nsw.edu.au

4658 0990

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.

Mawarra Public School's current student enrolment is 370 students. The school's staffing entitlement is currently 21 full time teaching staff members and 3 non-teaching SASS staff. With Aboriginal and Torres Strait Islander enrolment of 4.8% and students from a background other than English making up 2.5% 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 75 (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: \$14,500.00

AP Curriculum & Instruction: \$120,000.00

Per capita: \$41,500.00

Summary of progress

Overview

In 2022, all teaching staff at Mawarra Public School engaged in high impact professional learning to support student growth and attainment in literacy and numeracy.

Teachers engaged in collaboration on a fortnightly basis. Once a term, they worked alongside the APCI and teaching teams to collaborate around teaching and learning programs, developed rigorous assessment opportunities and analysed and discussed student data. These practices enhanced teaching and learning programs, allowed teachers to engage in rich discussions about student learning and improved consistency across stage teams.

Growth and Attainment in Literacy

The Assistant Principal, Curriculum and Instruction (APCI) and the Lead Specialist delivered whole school professional learning in reading. The professional learning developed teacher's understanding and skills in the research that underpins the new curriculum which will be implemented in 2023. All professional learning was embedded in a 'learn a little, try a little' format where staff committed to trying or refining current practices and collected student data for impact. These intersessional tasks developed teacher dialogue around the teaching of reading. The professional learning was aligned with targeted support by the APCI, where teachers worked shoulder to shoulder in classrooms to develop teaching practice. This resulted in a consistent approach to the teaching of reading, evidence of refined reading practices are evident in programs and teachers are engaging in quality talk around evidence informed reading practices. Teachers are feeling confident with the 2023 curriculum implementation and are utilising to department's literacy resources through the hub.

Growth and Attainment in Numeracy

In numeracy, teachers engaged in high quality professional learning that supported their knowledge and understanding of the new mathematics curriculum. Teachers worked alongside the APCI to delve into evidence informed teaching practices. This included the formation of a professional learning community to develop student reasoning in mathematics. Number talks were the focus with a group of staff leading this pedagogy, with the goal of embedding practices across K-6. This team have engaged with teachers across the local network to explore and refine implementation of number talks. This resulted in the development of a community of lifelong learners across our system and created strong foundation across Mawarra PS to enhance the numeracy outcomes for our students.

In 2023, the school will:

- continue to develop and enhance stage collaboration with the support of the Assistant Principal Curriculum Instruction
- deliver whole school teacher professional learning to support curriculum implementation
- use Quality Teaching Successful Students funding to enable teachers to work with the Assistant Principal Curriculum Instruction for an hour a week on curriculum delivery
- develop teachers evidence informed practices through high quality professional learning
- implement an enhanced explicit phonics program alongside the use of decodable texts
- continue to use data to target individual student need through systematic learning and support program.

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: <ul style="list-style-type: none"> Increase by 7.5% the number of Year 3 and 5 students who achieve the top two bands in NAPLAN Reading (System negotiated target) 	46.8% of students achieved in the top two bands in NAPLAN reading, indicating progress toward the upper-bound target.
Numeracy: <ul style="list-style-type: none"> Increase by 8.2% the number of Year 3 and 5 students who achieve the top two bands in NAPLAN Numeracy (System negotiated target) 	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased from 25.44% to 27.08%.
Reading: <ul style="list-style-type: none"> Increase by 3.5% (from baseline data) the number of students who achieve expected growth in NAPLAN Reading results. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-in data indicates ongoing focus is required in vocabulary and processes.
Numeracy: <ul style="list-style-type: none"> Increase by 3.5% (from baseline data) the number of students who achieve expected growth in NAPLAN Numeracy results. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-in data indicates ongoing focus is required in number sense and algebra.
Reading: <ul style="list-style-type: none"> Lower by 4% the number of students who are below school expected reading levels based on baseline 2020 data. 	The proportion of students achieving expected reading levels for the 2022 academic year is less than 3%.
<ul style="list-style-type: none"> Increase by 2% from baseline data, the number of students achieving proficient and Advanced Lexile levels. 	2243 Lexile texts were borrowed from the library in 2023. 65% of students are achieving proficient or advanced lexile levels.
Using our 2020 Reading PAT test data (years 1 to 6) as a baseline, increase our cohort median achievement level by a minimum of 2%	The school is no longer using external assessment data due to the strong and consistent DoE suite of assessments provided. Our current Check-in data indicates that 76.3% of students are working in the middle to upper bands in reading (average results across Year 3-6).
Numeracy: <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 2% 	The school is no longer using external assessment data due to the strong and consistent DoE suite of assessments provided. Our current Check-in data indicates that 90.9% of students are working in the middle or upper bands in numeracy (average results across Year 3-6).
Numeracy: <ul style="list-style-type: none"> Less than 10% of students in K-2 are identified as needing additional support as determined by the additive strategies on the learning progressions. 	92% of students in K-2 are meeting expected benchmarks in additive strategies.
<ul style="list-style-type: none"> Increase the number of ATSI students achieving in the top three bands for reading demonstrated through improved trend data. 	2 out of 3 Year 3 Aboriginal students achieved in the top 3 bands in reading. There were no Year 5 Aboriginal students enrolled in 2022.
<ul style="list-style-type: none"> Increase the number of ATSI students achieving in the top three bands for numeracy demonstrated through improved trend data. 	1 out of 3 Year 3 Aboriginal students achieved in the top 3 bands in numeracy.
<ul style="list-style-type: none"> Increase the number of Year 5 students who achieve the top two bands in NAPLAN Writing to within 2% 	The percentage of Year 5 students scoring in the top two bands in writing was 5% higher than statistically similar schools.

of students in Statistically Similar
School Group (SSSG).

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

Per capita: \$7,000.00

Aboriginal background: \$4,600.00

QTSS release: \$74,124.00

Professional learning: \$7,599.00

Summary of progress

Improving students' connectedness and engagement through building community relationships

Community consultation sessions were introduced this year to gain authentic community voice on various areas of focus around the school. This has raised the level of community engagement. 100% of parents and carers who attended gave positive feedback on the sessions. In 2022, the community sessions focused on student discipline, celebrating student success, school planning and curriculum reform. There were over 20 parents in attendance at each session. The community were invited to events that showcased teaching and learning, student achievement and well-being.

Improving students connectedness and engagement through whole school and targeted well-being programs

Mawarra Public School's well-being team met fortnightly to analyse well-being data which drove the fortnightly 'Mawarra Moover' focus areas. The well-being team worked with the community to revise the school's discipline policy. This resulted in a policy that has been developed alongside the community, staff and students. The revised policy is inclusive of all students and clearly outlines the roles, responsibilities and expectations of all stakeholders.

The well-being team and teaching teams relaunched a focus on the PBL rules and expectations. This included collaborating with staff and student focus groups to ensure the expectations were co-developed. This has resulted in improved engagement on the playground. A key focus was lifting the engagement level of Stage 3 boys on the playground. Competitive, structured and supervised games were introduced, resulting in a significant reduction of playground incidences.

Data was collected and analysed to develop a targeted well-being intervention program for Stage 3 boys. This included accessing an external provider, volunteering for a local charity and leading a mentoring and well-being program for their peers. This has resulted in improved classroom engagement, self-confidence and resilience among the cohort.

The school has improved Kindergarten transition programs to set students up for success, increase confidence and build a strong sense of positive well-being. This resulted in the implementation of a high quality 11 week transition program, where 90% of 2023 students attended most sessions. 100% of new parents valued the program.

Mawarra Public School's Aboriginal students (Mawarra Mob) have continued to meet to develop a deeper connection to country.

Engagement through literacy and numeracy

Teaching teams have worked alongside an *Apple Professional Learning Specialist* to co-plan engaging lessons, using iPads as a tool. This has included engaging in Innovation Days where students transfer a range of literacy and numeracy skills into a collaborative project. This has resulted in students collaborating and using their creative thinking to complete a task using iPads. Staff feedback data shows the professional learning is valuable and has taught teachers a range of technology skills to engage students in high quality, engaging teaching and learning.

In 2023, we will:

- engage the community through authentic opportunities feedback opportunities
- enhance well-being programs through a whole school approach (morning routine)
- launch the new 2023 'Celebration of Learning' annual awards
- engage students in teaching and leaning through the implementation of a structured extra curricular and additional events calendar with uninterrupted student learning time
- continue to develop PBL practices
- implement high quality programs that target boys education

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
<p>Attendance:</p> <ul style="list-style-type: none"> • Increase by 3.4% (from baseline data) the number of students attending school for 90% of the time or more during Semester 1. (System negotiated target) 	<p>Mawarra Public school has had a 4.1% uplift in students attending greater than 90% of the time from Semester 1 (192 students) to Semester 2 (203 students).</p>
<p>Wellbeing and Connectedness:</p> <ul style="list-style-type: none"> • 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 2.7% from baseline data. (System negotiated target) 	<p>Tell Them From Me data indicates 78.1% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p>
<ul style="list-style-type: none"> • Using 2020 data as a baseline, the percentage of students engagement in mathematics through Mathletics begins to trend upwards. 	<p>In 2022, K-6 students attempted 18131 activities on Mathletics. Students spent an average of 12 hours and 40 minutes engaging in the numeracy online learning.</p>
<ul style="list-style-type: none"> • Using 2020 data as a baseline, increase by 5% the number of lexile books being borrowed and lexile quizzes undertaken as a measure of engagement in reading. 	<p>The number of lexile books being borrowed, compared to 2020, remains the same. In 2022, 23% of students reached advanced lexile levels compared to 12% in 2020.</p>

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

Professional learning: \$3,500.00

Summary of progress

Systems for consistency and continuity in literacy and numeracy data collection and analysis

The school moved away from purchasing external assessment tools to using the full DoE suite of assessments. This has allowed for consistent data collection and automatic storage of data in Scout. Data is analysed regularly at a school, executive and stage level. A community consultation session was held to share the school's data practices with parents and carers.

Systems for consistency and continuity in planning and documentation

Structures were implemented to enhance consistent teacher practice across stage teams. Teachers engaged in stage planning for a day a term, under the leadership of the Assistant Principal and Assistant Principal Curriculum Instruction. This included collecting and analysing, and responding to student data and working collaboratively to plan and implement high quality collaborative teaching and learning programs. Teaching teams are developing skills in backward mapping the knowledge, skills and understanding students need to be successful. Teams discussed and created high quality assessment opportunities with low floors and high ceilings to cater for varying student achievement.

The school has adopted revised scope and sequences to reflect the demands of the new curriculum.

In 2023, we will:

- continue to improve the consistent collection of data through the enhancement of stage collaborative practices
- refine revised scope and sequences through a cycle of teacher feedback
- build consistent teacher judgement practices across the school and network
- continue to develop collaborative practices across stage teams.

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
• 100% of students in years 1 to 6 have their Numeracy PAT test data centrally recorded and tracked for student growth	The Numeracy Check-in and Interview for Student Reasoning data is accessible to all staff in Scout or PLAN2.
• 100% of staff are competent in the processes of recording student data in Sentral and 100% of students make measurable progress in the Fast Maths each year.	The DoE suite of assessments are administered by teachers and 100% of staff can access the data through Scout. Teachers assess numeracy through the Check-in Assessment, Interview for Student Reasoning and the collection of other assessment data.

- NESAs compliant scope and sequences for English, maths and technology will be collaboratively developed in line with NESAs expectations.
- Professional learning on agreed communication platform and processes for document storage and sharing.

Mawarra Public School have implemented revised scope and sequences across English and mathematics to reflect the new curriculum. 100% of staff use a consistent communication platform.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$48,424.00</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"> • Hiring additional Learning and Support staff to target student needs in literacy and numeracy. • Hiring additional Learning and Support staff to target student well-being needs. • Funding the increase in hours, on top of National Funding, for a school chaplain to improve student wellbeing. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Targeted, small group lessons improved students literacy and numeracy attainment. - Wellbeing and behaviour incidences have declined. - Students are supported through small group well-being programs. - The Open Parachute mental health program was delivered and gave students a variety of strategies to support positive mental health and well-being. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Creating and implementing a whole school approach to mental health through a daily well-being morning routine. - Continuing to use funds to hire SLSOs to support students in literacy and numeracy attainment.
<p>Aboriginal background</p> <p>\$14,600.00</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Timetabling of additional staff (SLSO) to support Aboriginal students. • Staffing release to support development and implementation of Personalised Learning Plans. • Staffing release to develop the cultural knowledge of Aboriginal students. • Leading a Junior AECG day. • Engaging Aboriginal and Torres Strait Islander students through student focus and feedback groups. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - An increased sense of belonging through engagement in the 'Mawarra Mob'. - Tell them from me data indicates that 82% of Aboriginal students feel good about their culture. - Engaged, active members of the Mawarra Mob and Junior AECG. <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$14,600.00</p>	<ul style="list-style-type: none"> - Engage an Aboriginal SLSO or Elder to work with students on a regular basis. - Increase opportunities for student feedback around Aboriginal and Torres Strait Islander programming. - Teachers engage in 'Connecting to Country' professional learning.
<p>English language proficiency</p> <p>\$11,294.50</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"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Additional staffing to implement Individual Educational Plans for all EAL/D students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EALD students are achieving at or above expected literacy and numeracy benchmarks. - Targeted support in phonics and vocabulary has improved achievement in reading and writing . <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - LST teacher and SLSO interventionist to engage in EALD training with a specialist. - EALD scales (where needed) added to school reports.
<p>Low level adjustment for disability</p> <p>\$135,590.97</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. • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • Targeted students are provided with an evidence-based intervention to increase learning outcomes. • Employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Data and evidence informed practices drive intervention programs. - Short, sharp, targeted 5 week programs were implemented and evaluated regularly. - LST data demonstrates student growth in literacy and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - LST and COVID interventionist/s work collaboratively to deliver high quality intervention programs. - Data is analysed and shared with executive and teaching teams every 5 weeks.
<p>Professional learning</p> <p>\$25,599.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mawarra Public School.</p>

<p>Professional learning</p> <p>\$25,599.00</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 • Growth and Attainment in Numeracy • Engagement through Literacy & Numeracy • Systems for Consistency and Continuity in Literacy and Numeracy data collection and Analysis • Systems for Consistency and Continuity in Planning and Documentation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive team participated in professional learning that developed leadership capacity. • A strategic approach to literacy professional learning was implemented. All staff engaged in reading PL alongside APCI and lead specialist. • Opt-in, evidence informed professional learning was implemented (spelling and number talks). • Teachers engaged in literacy and numeracy PL to enhance knowledge on new curriculum. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The development of teacher expertise in evidence informed teaching and learning strategies. - Revised scope and sequences aligning to new curriculum. - Teachers developed knowledge, skills and understanding in the use of decodables. - Consistency in the teaching of literacy and numeracy, aligning to evidence informed practices across teams. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Strategically plan professional learning to support curriculum implementation. - Use data to support PL plans, including the ongoing collection of data to measure the impact of professional learning. - Executive teachers to engage in 'Connection to Country' professional learning. - Literacy and numeracy professional learning communities continue and expand.
<p>QTSS release</p> <p>\$74,124.00</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"> • Engagement through Literacy & Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Staffing release to work with Assistant Principal Curriculum and Instruction. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Development of quality collaboration practices across teams. - Consistency in teaching and learning programs, evidence informed practices and assessment across teams. - Development of skills in analysing student data and responding to student need. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Release teachers for an additional hour per week to prepare for curriculum reform.

<p>COVID ILSP</p> <p>\$84,173.00</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 2022.</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. • Providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Targeted support for students in literacy and numeracy. - Short, sharp 5 week literacy and numeracy teaching and learning cycles for targeted students. - Lift and shift in literacy and numeracy attainment for targeted students. - PLAN2 data indicates growth in key reading and numeracy markers. - PLAN2 data indicates that 90% of targeted students shifted from 'demonstrated' to 'consolidated' in targeted areas of reading and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Employ a Student Learning and Support Officer to target small groups of students in key literacy and numeracy skills.
<p>AP Curriculum & Instruction</p> <p>\$120,000.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Growth and Attainment in Literacy • Growth and Attainment in Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • 0.2 APCI role funded by school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Consistent shoulder to shoulder support in classrooms. - Development of support materials to develop consistent, high quality practices across school. - Planning and delivery of small group and whole school professional learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to fund 0.2 APCI position. - Continue to develop literacy and numeracy teaching practices.
<p>Integration funding support</p> <p>\$145,440.00</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"> • Additional staffing to assist students with additional learning needs. • Staffing release for individual case conferences and development of

<p>Integration funding support</p> <p>\$145,440.00</p>	<p>Personalised Learning and Support Plans (PLSPs).</p> <ul style="list-style-type: none"> • Consultation with external providers for the implementation of a targeted well-being program. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Targeted support and intervention to support students with additional needs. - Safe and secure learning environments for all students. - Collection and analysis of student data - used to drive intensive teaching and learning support and programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Intervention to operate in 5 week blocks. - Increase in playground supervision and structured play opportunities. - Build in opportunities for literacy and numeracy intervention to occur in classrooms. - SLSO staff to engage in literacy and numeracy professional learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	228	217	207	191
Girls	198	189	176	180

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	96.0	94.2	90.2
1	94.5	94.6	93.0	88.6
2	94.9	95.6	94.1	89.0
3	93.1	91.8	95.0	89.3
4	93.0	95.0	93.8	89.8
5	92.9	95.4	91.9	88.9
6	91.3	94.4	91.8	87.2
All Years	93.4	94.7	93.3	89.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.8
Classroom Teacher(s)	12.88
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	307,771
Revenue	4,062,434
Appropriation	3,854,903
Sale of Goods and Services	16,262
Grants and contributions	186,156
Investment income	4,275
Other revenue	838
Expenses	-4,196,215
Employee related	-3,630,260
Operating expenses	-565,954
Surplus / deficit for the year	-133,780
Closing Balance	173,991

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.

	2022 SBAR Adjustments (\$)
Targeted Total	125,822
Equity Total	209,968
Equity - Aboriginal	14,661
Equity - Socio-economic	48,421
Equity - Language	11,295
Equity - Disability	135,591
Base Total	2,783,076
Base - Per Capita	96,776
Base - Location	0
Base - Other	2,686,300
Other Total	478,881
Grand Total	3,597,747

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

Throughout the 2022 school year, the school collected a range of data from stakeholders to seek opinions and feedback across a variety of areas.

The school held 3 community consultation sessions to gain feedback on the schools practices.

- 100% of parents who attended the sessions valued the opportunity to give feedback.
- There was a 10% increase in attendance across each session.
- 100% of parents requested they continue in 2023.
- 72.7% of parents in attendance gained extensive knowledge about the school's discipline framework.

Mawarra Public School's Tell Them From Me parent survey identified the school's strengths and areas for improvement.

- 93% of parents recommend the school.
- 80% of parents believe that the staff have high expectations of achievement.
- 96% of parents believe that Mawarra PS is a culturally safe place to learn.

The following areas were reported by parents as having a positive impact on their child.

- Committed and approachable staff.
- Opportunities for extra-curricular activities.
- Positive and engaging teachers.
- Wide range of opportunities for girls.
- Encouragement and acknowledgment of student achievement.
- Warm and friendly environment.
- Extensive sporting opportunities.

The following areas were suggestions for ongoing improvement.

- Ongoing school maintenance.
- More opportunities for high potential, gifted students.
- Increased opportunities for boys.
- Improved communication.
- introduction of sustainability education.
- Improved merit award system.

Our executive and teaching teams work collaboratively to plan and deliver high quality teaching and learning opportunities for our students.

The following areas were reported by staff as having a positive impact on student learning and school practices.

- 84% feel that the leadership team has helped create new learning opportunities for students.
- 'School leaders have supported me during complex times'- 84%
- 82% report positive collaborative practices that enhance student learning.
- 92% of staff believe that Mawarra PS has a culture of setting high expectations for students.
- 91% of staff believe that clear expectations for behavior are expected.
- 100% of teachers believe that Mawarra PS leaders are successfully leading improvement and change. Student voice and feedback is collected and used to guide school planning and identify school initiatives. The following areas showcase our strengths and areas for improvement.
- 87% of students have a high rate of participation in sport
- 79% of girls participate in extra curricular activities
- 85% of students indicate positive relationships with friends.
- 87% feel proud to be at Mawarra PS.
- Students enjoy extra curricular activities, including public speaking and debating.
- The implementation of 'very important buddy' chairs were successful. Below are some areas students would like the school to focus on in 2023.
- Playground upgrades.
- More extra-curricular opportunities for boys.
- More interactive and passive playground activities.
- Opportunities for students to go in academic competitions

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.

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.