



Mawson Primary School

Annual School Board Report 2021



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2022

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	2
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	3
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	7
Outcomes for College Students	Error! Bookmark not defined.
Post School Destination	Error! Bookmark not defined.
Financial Summary	8
Voluntary Contributions	9
Reserves	9
Endorsement Page	10
Members of the School Board	10

Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

In 2021 the School Board reviewed a number of policies including the Homework, Uniform and Sun Smart policies.

The Board also considered a proposal from the P and C to enhance opportunities for students to participate in sporting competitions and decided that Mawson would take part in futsal and basketball.

Professional Learning Communities (PLCs) are now fully embedded and an important part of the culture at Mawson Primary School. Our PLCs evolve each year. In 2021 PLCs took the form of a book study group. Each teacher received a copy of Visible Learning in Literacy, Maths or Science book. Teachers collaborated to discuss chapters of the book and we created Google classrooms with questions where they recorded their reflections. The planned culmination was to be a mini action research project. However, due to online learning, the project could not be completed but will be a focus in 2022. In Term 4 teachers shared their project proposals and they will conduct their research in S1 2022 with presentations to be made to peers in term 4 2022.

On line learning impacted our results in reading. We did not quite meet our target of increasing the number of students at benchmark reading level to 90% in 2021, however, we came close. Cohort data indicates that year 2,3 & 5 met this goal. Kindergarten data is significantly below 90%, only 67% of students recorded benchmark. Year 4 and year 6 is close to 90%.

There has been another steady increase in teacher capacity to use data to enhance planning from 80.6% in 2020 to 87% in 2021. 87% of teachers agree that they systematically use data and evidence to plan lessons and next learning steps. This is an increase of 7% from last year. 93.5% of our teachers are comfortable sharing achievement and progress data, compared to 67.7% in 2020. Teachers now more systematically using data to plan lessons and next learning steps. This practice is embedded across the school.

In the Student Satisfaction Survey data, 60 % of students indicated that they have learning goals that help them to be successful. In our school based visible learning data this figure is 82.1%.

All teachers participated in a professional learning workshop, Visible Learning for Mathematics with our Corwin consultant. This ensured that there is a common language and shared understanding of best practice in the teaching of mathematics across the school.

As a result of this PL all teachers have reflected on how to differentiate their success criteria at surface, deep and transfer levels. All teachers have gathered student perception data for mathematics. We have extended our SMART goal process to mathematics. Each year level team

looks at their student data to develop a termly SMART goal. We refined this process throughout the year.

School Context

Mawson Primary School's Priority Enrolment Area (PEA) includes the suburbs of Mawson, O'Malley, Isaacs and part of Philip. Mawson Primary School is one of only three bilingual schools in the ACT. It is the only public school that offers a Mandarin Immersion Program. Its immersion program has been operating since 2005 and has grown in reputation and popularity over the years. Since 2019, Mawson Primary School offers a full immersion program starting from Kindergarten. Fifty percent of the curriculum is taught in Mandarin and fifty percent in English. Entry into this program is based on clear selection criteria. Two thirds of students are in the MIP program and the other third are in a mainstream class that has one hour of Mandarin LOTE as part of the release program.

Mawson Primary School currently has 550 students from P to 6 in 26 learning areas. There is also a library space, an Environment Centre and an LSU with capacity for 8 students. Enrolment of students from outside the PEA is only considered for the Mandarin immersion classes within the context of the criteria for entry into the Mandarin Immersion Program and if there are spaces available. Mawson Primary School is a Category A school.

Student Information

Student enrolment

In this reporting period there were a total of 442 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	216
Gender - Female	226
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	24
LBOTE**	266

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	93.0
2	93.0
3	95.0
4	93.0
5	91.0
6	92.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and

staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	28.29
Teaching Staff: Full Time Equivalent Temporary	6.00
Non Teaching Staff: Full Time Equivalent	12.88

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 85.7% of parents and carers, 92.9% of staff, and 69.6% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 42 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff* in agreement with each national opinion item

National opinion item	
Parents at this school can talk to teachers about their concerns.	88
Staff get quality feedback on their performance.	85
Student behaviour is well managed at this school.	81
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	95
Teachers give useful feedback.	97
This school is well maintained.	95
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 98 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers* in agreement with each national opinion item

National opinion item	
My child feels safe at this school.	88
My child is making good progress at this school.	81
Student behaviour is well managed at this school.	67
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	70
Teachers give useful feedback.	70
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	81
This school is well maintained.	86
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	46
This school works with me to support my child's learning.	72

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 125 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students* in agreement with each national opinion item

National opinion item	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	45
I feel safe at this school.	61
I am happy to be part of this school.(Replaces 'I like being at my school')	74
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	51
My school is well maintained.	50
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	90
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	70
Staff take students' concerns seriously.	55
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	73
Teachers give useful feedback.	62

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Table: Mawson Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	63	133	38	56

ACT	58	125	38	56
------------	----	-----	----	----

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 0.00 % of year 3 students and 4.92 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	460	437	523	515
Writing	430	418	502	475
Spelling	430	409	524	502
Grammar & Punctuation	434	426	513	497
Numeracy	421	404	512	492

In NAPLAN Mawson is 23 points above the ACT in reading in year 3. In year 5 we are 8 points above. 70% of students are in the top two bands in reading. This is on par with similar schools across Australia.

93% of students in year 5 are in the middle to upper bands for reading. This is 5% higher than ACT schools. 46.6% of students in this cohort are in the upper two bands for reading.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-December
Directorate Funding	306296.27
Contributions and Donations	54981.36
Subject Contributions	400.00
Hire of Facilities	20705.96
External Revenue	32657.29
Sale of Assets	0.00
Interest Received	1979.85
Other School Revenue	36108.18
TOTAL INCOME	453128.91
EXPENDITURE	
Utilities and General Overheads	88291.98
Security and Caretaking	0.00
Maintenance	49158.17
Administration	29683.59
Staffing Expenditure	0.00
Communication	3604.77
Assets & Leases	80937.68
General Expenses	38752.60
Educational Resources	65362.74
Subject Consumables	0.00
Directorate Funded Payments	13389.02
Other Payments	41156.81
TOTAL EXPENDITURE	410337.36
OPERATING RESULT	42791.55
Accumulated Funds	157094.38
BALANCE	199885.93

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Visible Learning Professional Learning workshops for all staff: January and March 2022. Goal is to enhance teacher capacity to measure their impact.	\$14 000	03/22

Endorsement Page

Members of the School Board

Parent Representative(s): Fiona Tay Douglas Oliver

Teacher Representative(s): Jenny Thomas Wenyan Liu

Board Chair: Jenny Sutherland

Principal: Elizabeth Courtois

I approve the report, prepared in accordance with the provision of the *ACT Education Act 2004*, section 52.

2021 Board Chair Signature:

Date: DD/ MM/ YYYY

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:

Date: DD / MM / YYYY