



Figure 1: Logo for Mawson Primary School

Mawson Primary School
Annual School Board Report
2016

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.mawsonps.act.edu.au>.

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School Board Chair Report

As the chair of the Mawson Primary School Board, I am proud of the School's achievements and growth over the last seven years. The school has continued to grow in numbers and is now one of the choice schools in the Woden area. The school provides an outstanding learning environment for the diverse range of students that are at the school. The school shows sound NAPLAN results and continues to delivery it's popular Mandarin Immersion Program from Kindergraten to Year 6. Parents, students and teachers work together to ensure the students receive the best schooling available. There is a very strong community spirit in the school and this is evident whenever there is a social function, such as the school disco, or open school event such as an assembly.

Context

As of 2016 the PEA has changed to include O'Malley and Phillip.

Student Information

Student enrolment

In 2016 there were a total of 383 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	197
Female	186
Indigenous	4
LBOTE	238

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.0
1	94.0
2	93.0
3	92.0
4	93.0
5	94.0
6	92.0

Source: Planning and Analytics, December 2016

The school supports attendance and manages non-attendance with assistance, where needed from the school psychologist/counsellor and the Education Directorate's *Network Student Engagement Team*.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	41

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Mawson Primary School is highlighted 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	29
Teaching Staff: Full Time Equivalent	26.2
Non Teaching Staff: Head Count	5
Non Teaching Staff: Full Time Equivalent	4.4

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 980 hours

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Mawson Primary School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 81% of parents and carers, 96% of staff, and 76% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 27 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	96
Teachers at this school treat students fairly.	100
This school is well maintained.	78
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	85
Students like being at this school.	100
This school looks for ways to improve.	85
This school takes staff opinions seriously.	67
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	85
This school works with parents to support students' learning.	93
I receive useful feedback about my work at this school.	70
Staff are well supported at this school.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 103 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	87
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	86
This school is well maintained.	82
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	66
My child likes being at this school.	91
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	66
Teachers at this school motivate my child to learn.	83
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 74 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	96
My teachers provide me with useful feedback about my school work.	78
Teachers at my school treat students fairly.	74
My school is well maintained.	78
I feel safe at my school.	72
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	55
I like being at my school.	68
My school looks for ways to improve.	84
My school takes students' opinions seriously.	59
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	78

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

Eighty-eight percent of teachers agree or strongly agree the use of learning technologies is an integral part of learning and teaching at this school. This has increased from 72 percent in 2015.

Ninety-six percent of the teachers also believe that *overall I am satisfied the students are getting a good education at this school*. This has increased from 78 percent in 2015. The teacher's survey responses increased from 18 in 2015 to 27 in 2016. Results indicate that more work is needed on giving teachers feedback about their practice as 70 percent believe they receive useful feedback about their work at this school. This has improved from 56 percent in 2015.

There were 103 parent responses with an increase from 94 in 2015. Ninety six percent of parents agree they can talk to their child's teachers about their concerns. Staff have work to do to show we listen to parents as 66 percent believe Mawson takes parents' opinions seriously. We also have work to do with student behaviour as 67 percent of parents believe the student behaviour is well managed at this school.

There were 74 student responses as only Year 5 and 6 students complete this survey. Ninety five percent of students agree or strongly agree that their teachers expect them to do their best. Eighty-nine percent agree that the teachers motivate them to learn. Fifty-six percent of students agree that student behaviour is well managed at Mawson and this is an area for development, through the Kidsmatter Action team, in 2017.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of Semester Two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Mawson Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	52	119	49	121
Mathematics	37	52	39	54

Source: Planning and Analytics

NAPLAN assessment

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 2016, 11.00 % of year 3 students and 5.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Mawson Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	454	441	496	514
Writing	444	420	473	474
Spelling	441	421	479	490
Grammar & Punctuation	442	442	498	511
Numeracy	412	412	483	497

Source: Planning and Analytics

The results for year 3 Reading, Writing and Spelling tests in NAPLAN were above the ACT in all categories. LBOTE students (student with another language other than English at home) were above the ACT average for LBOTE students in all categories except writing.

In the Grammar and Punctuation (G&P) and Numeracy test the year 3 results were similar to the ACT average means. The Mawson girls were below the ACT average in G&P and Numeracy. Overall between 2.1 percent and 12.5 percent of the students in year 3 were at or below national minimum standards.

Overall year 5 student results were below the ACT means. Year 5 boys were above their ACT counterparts in writing and LBOTE students were above ACT LBOTE students mean score in writing, spelling and grammar and punctuation. Between 17 percent and 28 percent of students were at or below National minimal standards. In reading the scaled growth for Mawson was 85.8 percent and this was 10 percentage points higher than the ACT average. In Reading 63 of students made expected or greater growth, 47 percent in spelling, 42 percent in G&P and 70 percent in Numeracy.

Performance in Other Areas of the Curriculum

Two Mawson Primary School teams participated in the Primary School *Tournament of the Minds* competition that was held in September at the Australian National University.

Mawson Primary students have participated in the annual ACT Science Educators' Association's *Science Fair* competition for Preschool to Year 12. This competition is open to government, independent and catholic schools, as well as community groups. In 2016 the number of individual science fair entries increased. The results are as follows: one student, a Preschool class and the year 3/ 4 class won first place for their experiments. Three classes and three students received second place. Three students and four classes received *Highly Commended* awards.

At the Royal Canberra Show in February, Mawson Primary School won overall *Most Successful Junior Exhibitor*. The School came first for cucumbers, yellow capsicums and yellow cocktail tomatoes; second for the eggs and watermelon and third for the purple beans.

In February the Mawson Primary School's Kindergarten to year 2, Mandarin Language Choir, performed at the Australia- China Friendship Society Incorporated (ACT Branch) *Lantern Festival*. The choir sang *Waltzing Matilda* (in Mandarin and English), *Edelweiss* (in Mandarin and English), *Jasmine Flower* (in Mandarin) and *Auld Lang Syne* (in Mandarin and English).

The ACT branch of the Australia-China Friendship Society Incorporated also conducted the annual *Panda Art Competition*. Forty-five Mawson Primary students attended and prizes were awarded to thirty students who were winners and 6 students received a special acknowledgement. The venue for the awards was the great hall of the Chinese Embassy and Minister Counsellor Yang was the special guest giving student their prizes. It was followed by a delicious banquet for students, teachers and families.

The 3MIP class performed the *12 characters of the Chinese Zodiac* and the 4/5MIP class performed *Flower Drum* dance at the 10th *Mandarin Speaking Competition Awards Ceremony*, hosted by the Taipei Cultural and Economic Office. Six students from Mawson Primary School received a gift voucher and certificate for winning this competition in their respective sections.

The senior MIP students' trialled a new language program called, *Language Perfect*. The students' feedback was positive and the program will be used in 2017.

One of the Mawson Primary students participated in the formal Mandarin Proficiency Test (Level 1). This is new to our Mandarin Learners in ACT. This YCT (Youth Chinese Test) is an international standardized test of Chinese language proficiency. It assesses young foreign students' abilities to use Chinese in their daily and academic lives. This YCT consists of a writing test and a speaking test, which are independent of each other. The writing test is divided into four levels.

The Taste of Harmony celebrated the amazing diversity and richness of the Mawson School community on Harmony Day. Minister for Education in the ACT, Mr Shane Rattenbury MLA, was in attendance and commented on the amazing sense of community on display at Mawson Primary.

Students participated in Swimming, Cross Country and Athletic Carnivals and students were involved in the district sporting teams. All students participated in Hockey and AFL clinics and the whole school Walk-a-thon.

The Mawson Primary students participated in NAIDOC activities which included the learning of indigenous dance moves with a local indigenous dancer.

The whole school participated in the *Chief Minister's Reading Challenge*, *The Great Book Swap* and *Book Week* activities.

Students from the neighbouring high school, Melrose High School (MHS) completed a program titled *Big Picture Academy*. A number of MHS students, with expertise in a range of areas, came to Mawson Primary School each week to share their skills and interest with our teachers and students. This program also supported our year 6 students with their transition to high school.

The connection the school has maintained with the Education Directorate's *Instrumental Music Program* continued again through the Year 4/5 Recorder Band with combined band sessions with other schools taking place across the year.

In the area of Health, both Mawson Primary and Preschool continue to imbed healthy eating and drinking through the ACT Government's *Fresh Taste* initiative, including families being encouraged to send food to school with no packaging to go in the *landfill bins*.

Progress Against School Priorities in 2016

Below is Mawson Primary school's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	173902.00	162603.20	336505.20
Voluntary contributions	9661.00	8996.50	18657.50
Contributions & donations	9665.00	1753.18	11418.18
Subject contributions	0.00	0.00	0.00
External income (including community use)	6866.51	7741.90	14608.41
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3542.53	3439.37	6981.90
TOTAL INCOME	203637.04	184534.15	388171.19
EXPENDITURE			
Utilities and general overheads	24048.71	46802.14	70850.85
Cleaning	37564.13	38919.84	76483.97
Security	282.00	1796.80	2078.80
Maintenance	39276.28	20430.27	59706.55
Administration	3394.07	625.37	4019.44
Staffing	0.00	0.00	0.00
Communication	16425.92	1677.13	18103.05
Assets	62857.97	27296.93	90154.90
Leases	0.00	0.00	0.00
General office expenditure	8054.68	12699.55	20754.23
Educational	16923.61	9672.51	26596.12
TOTAL EXPENDITURE	208827.37	159920.54	368747.91
OPERATING RESULT	-5190.33	24613.61	19423.28
Actual Accumulated Funds	95413.39	45413.39	65413.39
Outstanding commitments (minus)	-372.73	0.00	-372.73
BALANCE	89850.33	70027.00	84463.94

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$750.

Voluntary Contributions

The funds listed were used to support the educational programs, with the spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
New Photocopier as current one needs replacing	\$20,000.00	2017
MIP – K-6 increase in Mandarin Immersion classes	\$50,000.00	Ongoing
Wireless Expansion Program 2016	\$15,000.00	completed 2017
School Improvement – awning for preschool, Upgrade classrooms	\$30,000.00	ongoing

Endorsement Page

I declare that the Mawson Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Scott K	Milly Wong	Scott Gurney
Community Representative(s):	Luke Edmondson		
Teacher Representative(s):	Monica Marsham	Fiona Stevenson	
Board Chair:	Scott Gurney		
Principal:	Amanda Andrews		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  Date: 02 / 05 / 2017

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

Board Chair Signature:  Date: 02 / 05 / 2017