



# Mawson Primary School

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## Annual School Board Report 2018



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

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## Reporting to the community

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

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

## Summary of School Board activity

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The Mawson Primary School board reviewed the way the Mandarin Immersion Program runs in 2018.

From Kindergarten 2019 Mawson Primary School will offer one Mandarin Immersion class. 50% of the curriculum will be taught in Mandarin and the other 50% in English. Entry into the MIP class will be through expression of interest. Should the demand for MIP exceed the number of spaces available, Mawson Primary School undertakes to investigate the feasibility of offering an additional Mandarin Immersion class within the constraints of human and physical resources.

Non Priority Area (PEA) enrolments into the MIP program will be considered if there are places available. Considerations for entry into the Mandarin Immersion Program for non-PEA students will include whether students can demonstrate suitability to a bilingual Mandarin / English program through prior knowledge of the language, parental commitment to the school's Mandarin / English bilingual program, active support of current siblings in the bilingual program and / or any other relevant supporting evidence including students who are native Mandarin speakers or students who have a Mandarin speaking parent or family member.

*Supporting documentation addressing these criteria is required for all non-PEA enrolments and an interview may also be required.*

All applications must provide proof of residency in the Australian Capital Territory (ACT). It is highly unlikely given current demand for places at Mawson Primary School that students from NSW will be considered.

Mawson Primary School currently has capacity for 458 students from K to 6 in 20 class spaces. There is also a library space, an Environment Centre and an LSU with capacity for 8 students. Enrolment of students from outside the PEA will only be considered for the Mandarin Immersion class within the context of the criteria for entry into the Mandarin Immersion Program and if there are spaces available.

A link to the Mawson School Enrolment Management Plan (SEMP) can be found on the school website: [http://www.mawsonps.act.edu.au/our\\_school/enrolment](http://www.mawsonps.act.edu.au/our_school/enrolment)

## School Context

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Mawson Primary School opened in 1968 and has provided the local community with high quality education from Preschool to Year 6 for 50 years.

Mawson Primary School is a dynamic and multicultural learning community. We celebrate diversity and develop international mindedness in our students within a safe and caring environment. Our school is committed to maximising student engagement in all curriculum areas, by providing stimulating learning experiences. We place a strong emphasis on the mastery of Literacy and Numeracy. Other curriculum areas are taught through an integrated inquiry approach. Our goal is to equip students with the knowledge and skills needed to achieve personal success. Positive relationships are developed through the explicit teaching of values and social skills within a Positive Behaviour for Learning framework. We acknowledge and value the contributions made by students, staff, parents, carers and other important stakeholders to the learning environment at Mawson Primary School.

In 2018 the school community worked collaboratively to revise the mission and vision statements and strengthen the bilingual aspect of the school.

***Our vision is to be an exemplary bilingual school where everyone is inspired and empowered to do their best.***

***Our mission is to deliver quality English and Mandarin learning experiences that support students to be lifelong learners in a culturally diverse world.***

## Student Information

### Student enrolment

In 2018 there were a total of 413 students enrolled at this school.

**Table: 2018 Student enrolment**

Student type	Number of students
Male	218
Female	195
Aboriginal and Torres Strait Islander	13
LBOTE*	252

\*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

### Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages\***

Year level	Attendance rate
1	91.0
2	90.0
3	92.0
4	90.0
5	93.0
6	90.0

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.



**Table: 2018 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	22.40
Teaching Staff: Full Time Equivalent Temporary	6.40
Non Teaching Staff: Full Time Equivalent	8.31

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## 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'*. 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

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

[http://www.cms1.ed.act.edu.au/\\_data/assets/pdf\\_file/0019/433441/Mawson Primary School - Review Report Summary 2018.pdf](http://www.cms1.ed.act.edu.au/_data/assets/pdf_file/0019/433441/Mawson_Primary_School_-_Review_Report_Summary_2018.pdf)

After the Review, we developed our new School Improvement Plan 2019-2023. A copy of the School Improvement Plan can be found on our website:

[http://www.cms1.ed.act.edu.au/\\_data/assets/pdf\\_file/0007/443824/Mawson Primary School Improvement Plan 2019 - 2023.pdf](http://www.cms1.ed.act.edu.au/_data/assets/pdf_file/0007/443824/Mawson_Primary_School_Improvement_Plan_2019_-_2023.pdf)

## School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 85% of parents and carers, 84% of staff, and 88% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 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.

A total of 32 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback.	86
Teachers at this school treat students fairly.	88
This school is well maintained.	38
Students feel safe at this school.	81
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	91
Student behaviour is well managed at this school.	56
Students like being at this school.	94
This school looks for ways to improve.	97
This school takes staff opinions seriously.	59
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	74
This school works with parents to support students' learning.	84
Staff get quality feedback on their performance	70
Staff are well supported at this school.	56

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 181 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	
Teachers at this school expect my child to do his or her best.	91
Teachers give useful feedback.	89
Teachers at this school treat students fairly.	92
This school is well maintained.	84
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	80
My child likes being at this school.	93
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	73
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	84

My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	80

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 93 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in years <<5 to 6/ 5 to 10/ 7 to 10/ 11 to 12>> in agreement with each national opinion item**

National opinion item	
My teachers expect me to do my best.	94
Teachers give useful feedback.	76
Teachers at my school treat students fairly.	74
My school is well maintained.	72
I feel safe at this school.	71
I can talk to my teachers about my concerns.	78
Student behaviour is well managed at my school.	47
I like being at my school.	84
My school looks for ways to improve.	93
Staff take students' opinions seriously.	69
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	80

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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 1 and 2. Below are the results for this school.

**Table: Mawson Primary School PIPS 2018 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	60	141	42	59
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

**Table: Mawson Primary School 2018 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	477	441	516	518
Writing	432	411	449	460
Spelling	442	410	500	494
Grammar & Punctuation	474	438	512	510
Numeracy	449	416	498	494

Source: Analytics and Evaluation

## 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-June	July-December	January-December
Self-management funds	190575.22	194039.67	384614.89
Voluntary contributions	26695.00	13454.00	40149.00
Contributions & donations	5334.00	8290.00	13624.00
Subject contributions	1360.00	1170.00	2530.00
External income (including community use)	5329.56	8170.64	13500.20
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4516.14	4006.39	8522.53
<b>TOTAL INCOME</b>	<b>233809.92</b>	<b>229130.70</b>	<b>462940.62</b>
EXPENDITURE			
Utilities and general overheads	26318.24	51579.74	77897.98
Cleaning	37985.29	40737.29	78722.58
Security	85.00	0.00	85.00
Maintenance	75487.06	34418.26	109905.32
Administration	3551.83	34226.68	37778.51
Staffing	0.00	0.00	0.00
Communication	15494.08	-4810.20	10683.88
Assets	17820.74	41502.36	59323.10
Leases	0.00	0.00	0.00
General office expenditure	13197.53	42421.41	55618.94
Educational	17173.14	29978.75	47151.89
Subject consumables	0.00	0.00	0.00
<b>TOTAL EXPENDITURE</b>	<b>207112.91</b>	<b>270054.29</b>	<b>477167.20</b>
<b>OPERATING RESULT</b>	<b>26697.01</b>	<b>-40923.59</b>	<b>-14226.58</b>
<b>Actual Accumulated Funds</b>	<b>182867.01</b>	<b>208390.78</b>	<b>258390.78</b>
Outstanding commitments (minus)	-23391.39	0.00	-23391.39
<b>BALANCE</b>	<b>186172.63</b>	<b>167467.19</b>	<b>220772.81</b>

## 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 2018.

## Reserves

Name and Purpose	\$50,000 Amount	Expected Completion
<b>MIP</b> The MIP reserve was \$50,000. We drew down \$20, 000 for this to pay for our Visible Learning teacher professional development delivered by CORWIN	\$20,000	2021
<b>Playground equipment</b>  \$10,000 was used to repair the existing playground to make it safe for students to use.  \$30,000 was drawn down to add to the rest of the reserves (\$60,000) to refurbish two classrooms, the junior corridor and the admin areas. A new executive staffroom and teacher planning room was created.	\$40,000	2020



## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Fiona Tay,	Jenny Sutherland	Scott Gurney
<b>Teacher Representative(s):</b>	Fiona Stevenson	Constance Chen	
<b>Board Chair:</b>	Scott Gurney		
<b>Principal:</b>	Elizabeth Courtois		

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

  
Board Chair Signature:

Date: 10/05/2019

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: 10/05/2019



