



Mawson Primary School

Annual School Board Report 2020



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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

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

Professional Learning Communities (PLCs) were embedded in 2020 and are now a part of the culture at Mawson Primary School. In 2020 the PLCs were English, Mathematics, Bilingual Education, PBL and Visible Learning. The focus was to continue to develop and embed Mawson Primary School's Agreed practices and to deliver differentiated professional learning that upskilled staff to use these evidence based best practices.

The continued implementation of a balanced literacy block, a set of agreed practices for literacy, collaborative planning time for teachers, analysing data and setting SMART goals for reading made a positive impact on student outcomes.

In 2020 the school developed and implemented a Response to Intervention model to support reading. This has included targeted guided reading support for cohorts with the highest number of students below benchmark and one on one tier three support for students who are more than a year below benchmark. This ensured that we achieved our target of 90% of students reading benchmark level.

Developing SMART goals in teams each term after looking at the data and evidence was a powerful means of keeping the focus on tracking student progress and identifying strategies to differentiate and extend students.

Learning Intentions and Success Criteria to ensure teacher clarity are now embedded across the school in all classrooms. The school board again prioritised a budget for high calibre professional learning for the whole staff. In January 2020 all teachers participated in a workshop on *Learning Intentions and Success Criteria (LISC)* and in July 2020 they participated in a workshop on *Feedback that makes learning visible*.

Staff then collaborated to develop a Mawson Primary School effective practices in feedback document. All staff trialled conferencing strategies to provide feedback to their students. All staff explicitly taught their students what effective feedback is and also trialled peer feedback strategies. All teachers set learning goals with their students. Teacher understanding of effective feedback related to the LI & SC was enhanced. Teachers developed a tool kit of strategies for giving effective feedback based on learning intentions and success criteria.

We had planned to make mathematics a major focus of our work in 2020, however, due to interruptions to the school year we decided to hold off until 2021. We ran one cycle of PL before deciding to pause this and resume in 2021. We have already developed a PL plan for 2021.

We purchased resources to support the use of Numicon in our Early Years Mathematics program.

The Maths PLC analysed our mathematics NAPLAN data to provide a snapshot of trends in comparison to similar schools.

We purchased a wide range of high-quality maths manipulatives and resources ready for use in 2021.

School Context

Mawson Primary School's Priority Enrolment Area (PEA) includes the suburbs of Mawson, O'Malley, Isaacs and 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 bilingual 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 capacity for 530 students from P to 6 in 22 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 428 students enrolled at this school from K to 6.

Table: Student enrolment*

Student type	Number of students
Gender - Male	211
Gender - Female	217
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	22
LBOTE**	261

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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 Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	28.35
Teaching Staff: Full Time Equivalent Temporary	3.04
Non Teaching Staff: Full Time Equivalent	11.11

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 and a copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range 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, 83% of parents and carers, 92% of staff, and 73% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 38 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.	92
Staff are well supported at this school.	72
Staff get quality feedback on their performance.	75
Student behaviour is well managed at this school.	82
Students at this school can talk to their teachers about their concerns.	92
Students feel safe at this school.	87
Students like being at this school.	87
Students' learning needs are being met at this school.	85

Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	97
Teachers at this school treat students fairly.	97
Teachers give useful feedback.	90
This school is well maintained.	92
This school looks for ways to improve.	92
This school takes staff opinions seriously.	64
This school works with parents to support students' learning.	92

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 131 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	
I can talk to my child's teachers about my concerns.	84
My child feels safe at this school.	92
My child is making good progress at this school.	78
My child likes being at this school.	90
My child's learning needs are being met at this school.	72
Student behaviour is well managed at this school.	67
Teachers at this school expect my child to do his or her best.	88
Teachers at this school give useful feedback.	68
Teachers at this school motivate my child to learn.	80
Teachers at this school treat students fairly.	80
This school is well maintained.	81
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	63
This school works with me to support my child's learning.	74

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 146 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 can talk to my teachers about my concerns.	60
I feel safe at this school.	60
I like being at my school.	57
My school gives me opportunities to do interesting things.	68

My school is well maintained.	58
My school looks for ways to improve.	78
My teachers expect me to do my best.	82
My teachers motivate me to learn.	72
Staff take students' concerns seriously.	60
Student behaviour is well managed at my school.	48
Teachers at my school treat students fairly.	61
Teachers give useful feedback.	66

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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

Furthermore, given the changes to ACARA's comparison methodology, the NAPLAN quartile data no longer exists so we have changed our target in our School Improvement Plan to reflect this. Our new target is *to reach "above the average" when compared to schools with a similar background*. However, there is no NAPLAN data for 2020 to track progress against this target. ***There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.***

We are unable to comment on NAPLAN reading distribution data in 2020. We met our target of increasing the number of students at benchmark reading level to 90% in 2020. We will now need to work to maintain this in 2021.

Our PAT data and PM benchmark data correlates and affirms that the intensive professional learning program based on best practice in the teaching of reading has made a positive impact on reading attainment.

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	255902.21	129319.80	385222.01
Voluntary contributions	17560.00	9016.00	26576.00
Contributions & donations	0.00	25099.95	25099.95
Subject contributions	7865.09	1125.00	8990.09
External income (including community use)	2344.37	612.62	2956.99
Proceeds from sale of assets	1363.64	727.27	2090.91
Bank Interest	1505.63	1139.55	2645.18
TOTAL INCOME	286540.94	167040.19	453581.13
EXPENDITURE			
Utilities and general overheads	36500.33	50026.22	86526.55
Cleaning	0.00	0.00	0.00
Security	0.00	0.00	0.00
Maintenance	146455.86	29845.55	176301.41
Administration	17672.27	16756.00	34428.27
Staffing	0.00	0.00	0.00
Communication	1561.46	1694.41	3255.87
Assets	26923.59	51903.22	78826.81
Leases	0.00	0.00	0.00
General office expenditure	16259.00	21622.15	37881.15
Educational	28216.64	25385.80	53602.44
Subject consumables	6176.00	682.66	6858.66
TOTAL EXPENDITURE	279765.15	197916.01	477681.16
OPERATING RESULT	6775.79	-30875.82	-24100.03
Actual Accumulated Funds	179881.74	194306.95	194306.95
Outstanding commitments (minus)	-48167.30	0.00	-48167.30
BALANCE	138490.23	163431.13	122039.62

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
MIP Reserve Mandarin Immersion Program. Create learning spaces and enhance resources for the Mandarin Immersion Program.	\$10,000	02/2021
Refurbishment Reserve Refurbishment of flexible learning spaces in the school.	\$10,000	02/2021

Endorsement Page

Members of the School Board

Parent Representative(s): Jenny Sutherland Fiona Tay Douglas Oliver

Community Representative(s):

Teacher Representative(s): Constance Chen Jenny Thomas

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.

2020 Board Chair Signature:



Date: 30/06/2021

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: 30/06/2021

