



Mawson Primary School

Annual School Board Report 2022



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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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Contents

Reporting to the community.....	1
Summary of School Board activity	1
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	6
Financial Summary	7
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 2022, the Board continued to review and develop school policies including a complaints policy which had input from the staff and the Board. The policy is now available on the school website.

All students now have learning goals for reading. This has ensured that students are more able to articulate where they are going and what they are aiming for in their learning.

The majority of teachers agree that they routinely analyse the impact they are having on individuals and groups of students at regular staff and team meetings. Teachers rate this strategy as commonplace and systematically embedded at the school in the Visible Learning Matrix. Teachers also agree that they systematically use data and evidence to plan lessons and next learning steps. Teachers are now comfortable sharing achievement and progress data. Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix. Every teacher's planning evidences that they are working collaboratively with their team leaders to analyse reading data and plan for support and extension.

In 2022, despite the challenge of teacher absenteeism and staffing shortages, we continued to rigorously implement our RTI model.

All teachers participated in a Visible Learning for mathematics workshop with our Corwin consultant. The school followed this up with professional learning around high impact teaching strategies.

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 (MIP). Its immersion program has been operating since 2005 and has grown in reputation and popularity over the years. Since 2019, students in the immersion program learn the Australian Curriculum through Mandarin and English. Fifty percent of the curriculum is taught in Mandarin and fifty percent in English. Entry into this program is based on clear selection criteria. Approximately half our students are in the MIP program and the other half are in a mainstream class that has one hour of Mandarin LOTE as part of the release program.

In 2022, Mawson Primary School had an enrolment of 550 students from P to 6. The school has a newly renovated library space, an Environment Centre and a Small Group Program. 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 476 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	226
Gender - Female	250
Aboriginal and Torres Strait Islander	22
LBOTE*	287
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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.

Table: Attendance rates in percentages

Year level	Attendance rate
1	88.0
2	88.0
3	88.0
4	89.0
5	89.0

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, 153 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	30.99
Teaching Staff: Full Time Equivalent Temporary	5.00
Non Teaching Staff: Full Time Equivalent	12.96

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 will be reviewed in 2023.

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, 82.9% of parents and carers, 86.1% of staff, and 70.1% 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 36 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.	94
Teachers give useful feedback	97
Teachers at this school treat students fairly.	92
This school is well maintained.	78
Students feel safe at this school.	83
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	89
Student behaviour is well managed at this school.	58
Students like being at this school.	83

This school looks for ways to improve.	75
This school takes staff opinions seriously.	56
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	72
This school works with parents to support students' learning.	83
Staff get quality feedback on their performance	68
Staff are well supported at this school.	53

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 70 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.	74
Teachers give useful feedback	69
Teachers at this school treat students fairly.	77
This school is well maintained.	81
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	86
Student behaviour is well managed at this school.	64
My child likes being at this school.	93
This school looks for ways to improve.	67
This school takes parents' opinions seriously.	56
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	73
This school works with me to support my child's learning.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 147 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	
My teachers expect me to do my best.	86
Teachers give useful feedback	61
Teachers at my school treat students fairly.	63
My school is well maintained.	55
I feel safe at this school	57

I can talk to my teachers about my concerns.	46
Student behaviour is well managed at my school.	41
I like being at my school.	61
My school looks for ways to improve.	72
Staff takes students' concerns seriously	52
My teachers motivate me to learn.	71
My school gives me opportunities to do interesting things.	67

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 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	73	136	40	59
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

Our 2022 BASE results in reading show that we have again exceeded our target of students demonstrating above average growth with 33% in this growth band. Mawson students once again showed above average growth when compared to the ACT average in BASE assessments.

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, no 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	494	450	538	522
Writing	442	427	515	492
Spelling	454	420	542	510
Grammar & Punctuation	491	439	529	503
Numeracy	441	409	532	496

In 2022 NAPLAN reading distribution data for Year 5 indicates that we have narrowed the gap between SSSG schools and Mawson. Mawson is now only 0.3 points below. Boys scored above the SSSG cohort (3 points above) and girls scored just under their SSSG cohort (5 points below). Our overall results were 23.9 points above the ACT average for reading.

We now have 64% of students in the top two bands (SSSG 57.8%) and 32% in the middle band and only 4% in the bottom two bands. This compares favourably to SSSG schools and is well above the ACT average. There has been a steady trend downwards in the number of students in the bottom two bands. The 2018 figure of 15.7% in the bottom two bands dropped to 6.9% in 2021 and to 4% in 2022. It is evident that our consistent practices in reading and our rigorous professional learning based on best practices in literacy have made a positive impact on student reading outcomes.

We are unable to comment on the number of students who made less than expected growth in reading in year 5 NAPLAN due to the test not being administered in 2020.

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	355312.52
Contributions and Donations	51694.90
Subject Contributions	8000.00
Hire of Facilities	40027.43
External Revenue	1031.82
Sale of Assets	0.00

Interest Received	4477.75
Other School Revenue	35536.50
TOTAL INCOME	496080.92
EXPENDITURE	
Utilities and General Overheads	108467.38
Security and Caretaking	0.00
Maintenance	68066.17
Administration	67204.93
Staffing Expenditure	6252.00
Communication	5717.42
Assets & Leases	87038.23
General Expenses	53528.48
Educational Resources	80046.16
Subject Consumables	7270.74
Directorate Funded Payments	70472.22
Other Payments	43232.06
TOTAL EXPENDITURE	597295.79
OPERATING RESULT	-101214.87
Accumulated Funds	206517.82
BALANCE	105302.95

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
Corwin Professional Learning budget – spent during 2022, created in 2021	John Hattie visit and professional learning with whole staff and school executive	22/3/22

Endorsement Page

Members of the School Board

Parent Representative(s):	Jenny Sutherland	Douglas Oliver	Kane Preston-Stanley
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.

2022 Board Chair Signature: *Jenny Sutherland* Date: 21/ 06/ 2023

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: *Elizabeth Courtois* Date: 21/06/2023