



Mawson Primary School

Annual School Board Report 2019



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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
School Context	1
Student Information	2
Student enrolment	2
Student attendance	2
Supporting attendance and managing non-attendance	2
Staff Information	3
Teacher qualifications	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	6
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 2019, a Mawson Primary School model of PLCs was developed after delivering whole school professional learning to establish a shared purpose, vision and values. We established five PLCs - English, Maths, Visible Learning, PBL and SIP. The English PLC led the staff to collaboratively develop Mawson Primary School's Agreed Practices for Literacy, focusing on reading in 2019. We developed and delivered a differentiated professional learning program focused on best practice in teaching reading. We used a capacity matrix to identify staff professional learning needs as well as identify experts within the school that could deliver the PL. Teachers self-selected their professional learning. The leadership team developed a schedule of formal meetings, sharing and professional learning times. Team meeting time is now used to set SMART goals based on data that has been collected and analysed. The School Improvement PLC developed a MPS model of classroom walkthroughs to monitor that the agreed practices are being implemented and provide feedback to teachers about their practice. Walkthroughs took place each term. A classroom walkthrough template was developed in consultation with the whole staff.

The school board approved an investment of \$22,000 in literacy resources including guided and cooperative reading books in both English and Mandarin.

Mathematics was not a focus of our 2019 Action Plan. Mathematics will become a focus in 2020.

The Visible Learning PLC developed and delivered professional learning to develop a shared understanding of how to use Learning Intentions & Success Criteria to ensure teacher clarity. Teachers systematically use LI & SC in their planning and lessons. Teachers have unpacked the meaning of LI & SC with their students. In January 2019 all teachers participated in a professional learning workshop on Building and Developing Visible Learners. In July they participated in a second workshop on the SOLO taxonomy. The school board has prioritised a budget for high calibre professional learning for the whole staff.

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.

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 is only be 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.

Student Information

Student enrolment

In this reporting period there were a total of 430 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	209
Female	221
Aboriginal and Torres Strait Islander	17
LBOTE*	273

Source: ACT Education Directorate, Analytics and Evaluation Branch

*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.

Table: Attendance rates in percentages

Year level	Attendance rate
1	92.0
2	86.0
3	91.0
4	90.0
5	91.0
6	91.0

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, 119 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	22.15
Teaching Staff: Full Time Equivalent Temporary	8.57
Non-Teaching Staff: Full Time Equivalent	11.37

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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

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 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 90% of parents and carers, 88% 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.

A total of 34 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.	94
Staff are well supported at this school.	62
Staff get quality feedback on their performance.	59
Student behaviour is well managed at this school.	77
Students at this school can talk to their teachers about their concerns.	91
Students feel safe at this school.	82
Students like being at this school.	88
Students' learning needs are being met at this school.	82
Teachers at this school expect students to do their best.	97
Teachers at this school motivate students to learn.	97
Teachers at this school treat students fairly.	91
Teachers give useful feedback.	88
This school is well maintained.	79
This school looks for ways to improve.	88
This school takes staff opinions seriously.	65
This school works with parents to support students' learning.	82
Teachers give useful feedback.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Data derived from annual School Satisfaction Survey

A total of 113 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.	91
My child feels safe at this school.	97
My child is making good progress at this school.	89
My child likes being at this school.	97
My child's learning needs are being met at this school.	84
Student behaviour is well managed at this school.	82
Teachers at this school expect my child to do his or her best.	93
Teachers at this school give useful feedback.	84
Teachers at this school motivate my child to learn.	91
Teachers at this school treat students fairly.	92
This school is well maintained.	94
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	76
This school works with me to support my child's learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Data derived from annual School Satisfaction Survey

A total of 141 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.	65
I feel safe at this school.	60
I like being at my school.	79
My school gives me opportunities to do interesting things.	70
My school is well maintained.	60
My school looks for ways to improve.	79
My teachers expect me to do my best.	87
My teachers motivate me to learn.	82
Staff take students' concerns seriously.	55
Student behaviour is well managed at my school.	45
Teachers at my school treat students fairly.	63

Teachers give useful feedback.	68
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Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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 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 for the current reporting period.

Table: Mawson Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	47	136	39	58
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

There has been an increase from 17% to 38% of Kindergarten students who demonstrate above average growth in PIPS.

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 6.80 % 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	454	438	554	516
Writing	419	418	480	474
Spelling	440	408	525	497
Grammar & Punctuation	455	440	530	500

Numeracy	425	411	523	496
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Source: ACT Education Directorate, Analytics and Evaluation Branch

In NAPLAN, reading distribution is excellent with 0% of Year 5 students in the bottom two bands and 63.6% in the top two bands, compared to 50% for similar schools. This demonstrates that we are making sound progress towards our target of being in the second quartile of SSSG by 2023.

There was an 8% decrease in expected growth in numeracy in NAPLAN. However, there was a slight increase in the number of year 5 students in the top two bands in NAPLAN.

While we are above ACT scores in all domains, we are below similar schools and need to continue the momentum to reach our School Improvement Plan goals.

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	256000.03	125946.17	381946.20
Voluntary contributions	27988.50	13590.00	41578.50
Contributions & donations	15706.83	4565.00	20271.83
Subject contributions	4635.00	3300.00	7935.00
External income (including community use)	6732.61	6233.35	12965.96
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3043.02	2668.50	5711.52
TOTAL INCOME	314105.99	156303.02	470409.01
EXPENDITURE			
Utilities and general overheads	33054.72	52255.69	85310.41
Cleaning	41158.67	0.00	41158.67
Security	210.46	455.26	665.72
Maintenance	134460.51	49708.16	184168.67
Administration	18000.27	26214.38	44214.65
Staffing	16522.96	0.00	16522.96
Communication	6685.83	1631.74	8317.57
Assets	10989.27	4159.72	15148.99
Leases	0.00	0.00	0.00
General office expenditure	16126.14	24943.00	41069.14
Educational	40005.42	30397.35	70402.77
Subject consumables	6734.99	599.54	7334.53
TOTAL EXPENDITURE	323949.24	190364.84	514314.08
OPERATING RESULT	-9843.25	-34061.82	-43905.07
Actual Accumulated Funds	238560.30	228059.76	223059.76
Outstanding commitments (minus)	-61788.83	0.00	-61788.83
BALANCE	166928.22	193997.94	117365.86

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
Refurbishment 2021 Continuation of classroom refurbishments to update classrooms create flexible learning spaces	\$10,000	06/2021
MIP Reserves 2021 To expand our resources for our Mandarin Immersion Programme	\$10,000	01/2021

Endorsement Page

Members of the School Board

Parent Representative(s): Jenny Sutherland, Fiona Tay, Nerida King.

Community Representative(s):

Teacher Representative(s): Constance Chen, Jennifer Thomas.

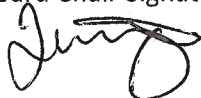
Board Chair: Jenny Sutherland

Principal: Elizabeth Courtois

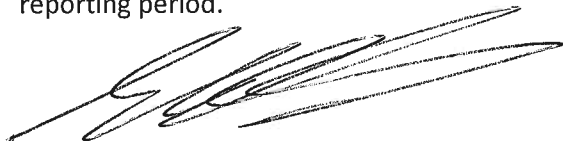
I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature:

Date: 12 / 06 / 2020



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: 12 / 06 / 2020