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# Mawson Primary School

## Annual School Board Report

### 2017



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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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## School Board Chair Report

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As the chair of the Mawson Primary School Board, I am proud of the School's achievements and growth over the last 8 years. The school continues 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 its popular Mandarin Immersion Program from Kindergarten 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.

## School Context

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Mawson Primary School was built in 1968 and is located in the Woden Valley. 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.

Mawson Primary School operates with classes from Preschool to Year 6 and offers a wide range of specialised programs including the Mandarin immersion Program and Environment Centre Sustainability Program. In 2018 the school's PEA includes Isaacs, Mawson, and O'Malley. Phillip remains a shared PEA with Garran Primary School. Enrolments across the school have increased progressively from 188 students in 2012 to 500 in 2018.

## Student Information

### *Student enrolment*

In 2017 there were a total of 388 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	198
Female	190
Aboriginal and Torres Strait Islander	10
LBOTE*	241

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages**

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

Source : Planning and Analytics, December 2017

Parents are required to supply notes explaining student absence. Extended or repeated absences are followed up with parents.

## 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 2017.

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

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	39

Source : Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of [INSERT SCHOOL NAME] is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	31
Teaching Staff: Full Time Equivalent Permanent	24.50
Teaching Staff: Full Time Equivalent Temporary	3.60
Non Teaching Staff: Head Count	6
Non Teaching Staff: Full Time Equivalent	5.06

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

In 2017 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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.

There is a high percentage of part time staff at Mawson Primary School and in 2018, under the new Senior Executive team, we will be working to streamline this in order to progress the educational agenda of the school.

There are no Aboriginal and Torres Strait Islander staff members at this school.

## School Review and Development

In 2017, 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 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.

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 2017 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 2017, 86% of parents and carers, 97% of staff, and 87% 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.

A total of 35 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 at this school provide students with useful feedback about their schoolwork.	91
Teachers at this school treat students fairly.	94
This school is well maintained.	71
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	69
Students like being at this school.	100
This school looks for ways to improve.	91
This school takes staff opinions seriously.	66
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	94
I receive useful feedback about my work at this school.	76
Staff are well supported at this school.	66

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 89 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.	92
Teachers at this school provide my child with useful feedback about his/her schoolwork.	84
Teachers at this school treat students fairly.	92
This school is well maintained.	76
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	77
My child likes being at this school.	88
This school looks for ways to improve.	79
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	89
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.	77

Source : 2017 School Satisfaction Surveys, August/September 2017

A total of 70 students responded to the survey. Please note that not all responders answered every question.

**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.	94
My teachers provide me with useful feedback about my school work.	76
Teachers at my school treat students fairly.	74
My school is well maintained.	74
I feel safe at my school.	71
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	59
I like being at my school.	79
My school looks for ways to improve.	90
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	82

Source : 2017 School Satisfaction Surveys, August/September 2017

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

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 1 and 2.

**Table: Mawson Primary School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	56	127	41	53
ACT	51	124	39	55

Source: Planning and Analytics

The PIPs data at Mawson Primary School indicates that there is not enough individual growth for students. Ensuring growth for every child will become a school goal in the next strategic planning cycle.

#### *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 2017, no 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 2017 mean scores achieved by our students compared to the ACT.

**Table: Mawson Primary School 2017 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	472	442	515	517
Writing	432	412	482	475
Spelling	432	411	498	494
Grammar & Punctuation	474	441	494	503
Numeracy	440	417	507	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

## Performance in Other Areas of the Curriculum

The strength of Mawson Primary School is the Mandarin Immersion Program (MIP) which has been operating since 2005. Currently students in Kindergarten to Year 2 study Mandarin for one day a week and students in Years 3 to 6 studies Mandarin for two days a week.

In 2019, the school will move to an authentic bilingual model where students in Kindergarten study Mandarin for 50% of the week and English for the other 50%. This model will be rolled out across the school over a period of five years.

Mawson uses an inquiry approach for other areas of the curriculum. This is still in its early stages and will become a focus of the professional learning program in the future.

All students attended the Environment Centre as part of the release program in 2017.

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	236265.93	151923.75	388189.68
Voluntary contributions	16547.50	4810.00	21357.50
Contributions & donations	5429.00	3464.00	8893.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	5468.16	5777.33	11245.49
Proceeds from sale of assets	135.34	0.00	135.34
Bank Interest	4109.79	4073.85	8183.64
<b>TOTAL INCOME</b>	<b>267955.72</b>	<b>170048.93</b>	<b>438004.65</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	28519.47	47931.27	76450.74
Cleaning	38919.84	37985.30	76905.14
Security	0.00	693.78	693.78
Maintenance	35770.77	10516.43	46287.20
Administration	-2166.83	3074.06	907.23
Staffing	30319.00	0.00	30319.00
Communication	17911.45	3299.36	21210.81
Assets	50376.67	13465.31	63841.98
Leases	0.00	0.00	0.00
General office expenditure	5212.75	12610.76	17823.51
Educational	19443.53	10277.16	29720.69
<b>TOTAL EXPENDITURE</b>	<b>224306.65</b>	<b>139853.43</b>	<b>364160.08</b>
<b>OPERATING RESULT</b>	<b>43649.07</b>	<b>30195.50</b>	<b>73844.57</b>
<b>Actual</b> Accumulated Funds	114051.85	39115.73	65753.23
Outstanding commitments (minus)	-281.82	0.00	-281.82
<b>BALANCE</b>	<b>157419.10</b>	<b>69311.23</b>	<b>139315.98</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$240.

## Voluntary Contributions

The school received \$17, 204 in voluntary contribution as well as \$4182 in MIP 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 2017.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Coding and Robotics	\$10 000	July 2018
Softfall Repairs	\$20 000	Jan 2018
Play equip	\$40 000	2019
MIP	\$50 000	A variation to budget has been reccommended

## Endorsement Page

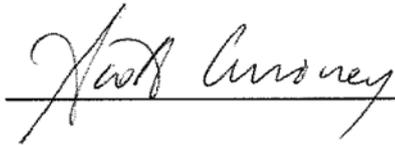
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### Members of the School Board

<b>Parent Representative(s):</b>	Scott Kneebone	Scott Gurney	Milli Wong
<b>Community Representative(s):</b>	Luke Edmondson		
<b>Teacher Representative(s):</b>	Fiona Stevenson	Cissy Lu	
<b>Student Representative(s):</b>			
<b>Board Chair:</b>	Scott Gurney		
<b>Principal:</b>	Amanda Andrews		

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

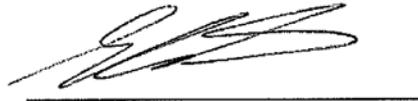
Board Chair Signature:



Date: 08 / 06 / 2018

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 2017.

Principal Signature:



Date: 06 / 06 / 2018