



Mawson Primary School Board Report 2015

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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School Board Chair Report

As Board Chair I would like to comment on the major successes for 2015 for Mawson Primary School. In 2015 there has been a significant increase in student enrolment numbers.

This year there have been significant building facilities work with the construction of a metal shelter/roof where the students assemble each day and the redevelopment/ refurbishment of several classrooms.

Through community consultation a security fence was completed, enabling limited access to school grounds during the school day and the ability to secure the site during weekends, before and after school hours.

Introduction to School

Mawson Primary School was built in 1968 and is located in the Woden Valley. The school aims to provide a dynamic learning environment that equips all students to reach their potential in a safe, supportive educational setting. The School celebrates the ongoing contributions that staff, students, families and the wider community have made to making Mawson Primary School *a school of choice*. In 2015 new classes were established in the primary setting in response to increased student enrolments in Kindergarten and Year 1.

Mawson Preschool continued to operate at capacity with two groups operating this year. Due to increased demand, the preschool area has been enlarged with capacity for three preschool groups in 2016.

The acquisition of literacy and numeracy skills by all students continues to be the school's top priority. Teachers are dedicated to providing high quality educational opportunities for all students in their care and are professional in their interactions with students and their families. The school is well equipped with ICT, including interactive whiteboards, iPads, Mac Books and the recent introduction of Chrome Books. The Environmental Centre and gardens continue to be the focus for the promotion of sustainable practices within the school environment.

The Mawson school community values and celebrates the cultural diversity that our families bring to our educational setting. The number of students who have a language other than English spoken at home continues to grow. There are forty-seven different languages spoken at home by Mawson students. More than fifty percent of our students were themselves – or have at least one of their parents – born overseas.

In March our annual *Harmony Day* celebrations took place, including the very successful multicultural luncheon *A Taste of Harmony*. Students were able to sample a diverse range of food supplied by our families.

Our school maintains a strong working relationship with Melrose High School , Canberra College, Torrens and Farrer Primary Schools, as well as with the Education Directorate's South Weston Network.

In 2015 a Learner Support Unit commenced for kindergarten to year 6 students with intellectual disabilities.

Student enrolment

In 2015 there were a total of 303 students enrolled at this school in kindergarten to year 6. There were 50 students enrolled in Preschool in 2015.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	152
Female	151
Indigenous	4
LBOTE	172

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.0
1	95.0
2	93.0
3	93.0
4	91.0
5	92.0
6	94.0

Source: Planning and Performance, December 2015

Families are asked to ring or email the school when their child is absent. If this does not happen a letter explaining the child's absence is required. The school will contact the family if a student is absent for more than a few days and no information has been received explaining their child's absence.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	36

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

100 per cent of teachers hold an Education degree or diploma with an undergraduate degree. Postgraduate qualifications are held by 36 per cent of teaching staff.

Workforce Composition

In 2015 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.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	24
Teaching Staff: Full time Equivalent Permanent	17.6
Teaching Staff: Full time Equivalent Temporary	4.5
Non Teaching Staff (Head Count)	6
Non Teaching Staff: Full time Equivalent	4.8

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

Note: * Indigenous staff are reported where the staff member has self-identified.

There were 24 teaching staff in 2015. 17.6 were full time permanent and 4.5 teachers were full time temporary. There were 6 non teaching staff, of which 4.8 were full time.

Volunteers

A number of members of the school community were generous in volunteering their time to support the school in 2015 through a range of activities that included in class support, excursions, sports carnivals, P & C activities, School Board and other school events. The estimated number of hours in which volunteers have worked in the school during 2015 was 1200 hours

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four-year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2018. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually 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 2015 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 2015, 81% of parents and carers, 78% of staff, and 98% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the 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.

The results for the 18 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	89
Teachers at this school treat students fairly.	94
This school is well maintained.	100
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.	83
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	61
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	72
This school works with parents to support students' learning.	83
I receive useful feedback about my work at this school.	56
Staff are well supported at this school.	61

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 91 number of parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	90
Teachers at this school provide my child with useful feedback about his or her school work.	86
Teachers at this school treat students fairly.	86
This school is well maintained.	90
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	75
My child likes being at this school.	88

Item (cont)	(%)
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	77
This school works with me to support my child's learning.	78

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 59 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	95
Teachers at my school treat students fairly.	92
My school is well maintained.	90
I feel safe at my school.	92
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	76
I like being at my school.	97
My school looks for ways to improve.	98
My school takes students' opinions seriously.	80
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	98

Source: 2015 School Satisfaction Surveys, August/September 2015

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

The parents' perception that the school is well maintained has improved from 76 per cent in 2014 to 90 per cent in 2015. Ninety-five per cent of parents at Mawson agreed that my child feels safe at this school. This has improved from 88 per cent in 2014. It was pleasing to note that 97 per cent of parents who completed the survey agree they can talk to their child's teachers about their concerns. The parent survey results highlighted areas of concern that will be addressed. 71% said the school takes the opinions of parents seriously, however compared to the ACT P-6 schools Mawson is below by 10%.

Teacher survey results indicate that communication between students, parents and teachers is very positive. Other concerns of teachers will be addressed in 2016.

Overall the student survey results were very positive. Seventy-four per cent of students reported they can talk to their teachers about their concerns. This response was above the ACT mean for this question (70 per cent). Mawson students (76 per cent) reported that student behaviour was well managed. This response is above the ACT mean of 60 per cent. Eighty per cent of Mawson students also reported that the school takes their opinions seriously. This is also above the ACT mean of 70 per cent.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, 15.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN 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 2015 mean scores achieved by our students compared to the ACT.

Table: Mawson Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	431	443	541	521
Writing	415	420	512	486
Spelling	433	410	537	500
Grammar & Punctuation	483	441	544	516
Numeracy	453	410	537	502

Source: Performance and Planning December 2015

The table above shows that Mawson Year 3 mean scores were below the ACT means in 2 areas of NAPLAN testing. The areas are reading and writing. The mean score of Year 3 students at Mawson was above the ACT mean in Spelling, Grammar and Punctuation and Numeracy.

Further analysis of NAPLAN results indicate Year 3 Girls were above the ACT girls in Numeracy by 26 points. Year 3 Mawson boys were above the ACT mean by 44 points and 60 points in Grammar and Punctuation. Ninety two per cent of students achieved in the top and middle bands in reading; 95 per cent in writing; 86 per cent in spelling; 95.5 per cent in Grammar and Punctuation and 87 per cent in Numeracy. In fact 72.7 per cent of year 3 students were in the top two bands. Year 3 students achieved the targets in reading and numeracy, set by Education and Training Directorate (ETD).

Year 5 means at Mawson were above the ACT mean in five areas of NAPLAN testing: reading, spelling, writing, grammar and punctuation and numeracy. Further analysis of the NAPLAN results when broken down into NAPLAN groups - boys, girls and students with a Language background other than English, show that each group were above the ACT mean in all five NAPLAN areas.

Year 5 boys were above their ACT counterparts in spelling by 53 points. Worthy of note is the year 5 boys numeracy mean was 43 points above the ACT while the girls were 24 points above the ACT mean.

Growth measurements are the average difference between year 3 and year 5 results for all students. This indicates whether the programs put in place at Mawson are adding value to the students understanding and application of concepts. The Mawson year 5 growth was above the ACT growth in grammar and punctuation (17 points). The NAPLAN data show that 74 per cent of students achieved expected growth; 76 per cent in writing; 62.5% per cent in spelling; 71 per cent in grammar and punctuation and 62.5 per cent in numeracy. Year 5 students achieved the targets set by ETD.

Performance in other areas of the curriculum

Eco Leaders and *Greenies* continue to be an important part of the student leadership programs at Mawson School. Each week student representatives from Kindergarten to year 6 classes meet to discuss the effectiveness of the sustainability practices in place at the school and oversee the growing of produce in the gardens and classroom energy usage.

The Student Representative Council continues to lead the student body in fund raising events, discos and students led initiatives and areas of concern.

In 2015 year 3-6 students were engaged in a music class each week, instruments being guitars and ukuleles. The 4/5-recorder band continued, through the Education Directorate's *Instrumental music program*.

Again this year our year 3-6 students entered the annual Rostrum competition, with one student being invited to present his speech at the semi finals.

Year 3 students travelled to Birrigai in the ACT, for a three day, two night camp while year 4-6 travelled to Cooba in NSW for a three day, two night camp.

In the area of Science, once again our students entered the annual SEACT Science Fair gaining first prizes in the Physical Science and Engineering categories, second prize in the Biological Science category and six across the four categories of biological, physical, engineering and Earth and Space.

As part of National Science Week the school held their annual family science night, where a number of year 4-6 students demonstrated a range of activities. As part of this event, the school participated in the *Guinness Book of Records*' attempt to have the most people gazing at the stars at the same time. With our support the required number was reached and a new record established.

Progress against School Priorities in 2015

Priority 1

To provide a strong contemporary education to support the learning of all students.

Targets

By the end of 2015:

- Education and Training Directorate (the Directorate) targets for 2014 in NAPLAN testing are achieved
- 80 per cent of Language background Other than English (LBOTE) students achieve in the top two bands of NAPLAN Reading in years 3 and 5.
- Five per cent increase, on 2013 results, of students achieving expected growth or better in PIPS Reading and a two per cent increase in Numeracy
- 84 per cent of parents indicate they agree/strongly agree that computer technology is an integral part of learning and teaching at my child's school. And 95 per cent of students indicate they agree/strongly agree that at this school I have access to equipment such as computers, Internet and digital cameras
- 'Meeting National Quality Standard' rating achieved.

Progress

In 2015, the school continued to embed differentiated teaching and learning into all classrooms.

There was an increase in the number of teaching and learning programs that include differentiation of content and delivery, focusing on English as an Additional Language or Dialect (EAL/D) and G&T students.

Following intensive professional learning, teaching staff implemented a range of teaching strategies to support our EAL/D student.

In term 1 the specialist EAL/D teacher met with teaching teams to assist them in developing a deeper understanding of the Australian Curriculum' EAL/D focus. Through these professional conversations, teachers became more aware of the language they use in day to day class, as well as how to teach the metalanguage of the particular curriculum. *Time for Talk* and the EAL/D writing moderation process were drivers for the Language Proficiency Rating process. These were completed with increased teacher confidence. New teachers to the school were brought up to date with the requirements, through the EAL/D teacher's support. A second EAL/D teacher has been employed to support the increased EAL/D student numbers.

EAL/D teachers have mentored two new educators with an EAL/D team being established, due to the increase in student numbers.. Teachers had professional learning on Time For Talk in staff meetings and individually, where necessary.

All teachers participated in a series of staff meetings on formative assessment. There was ongoing sharing of assessment strategies and implementation of formative assessment practices P-6. Assessment for learning practices has informed curriculum planning this year and led to a greater emphasis on the role of student feedback, and a careful articulation of purpose around assessment tasks.

The Principal, Executive and EAL/D teacher participated in the 12 month *Principals As Literacy Leaders* (PALLS) program. This was successfully completed and literacy directions for 2015/2016 were established and commenced.

Through professional discussions, teachers 'understanding of and implementation of student personalised learning was strengthened. iPads, iTunes U courses, Chromebooks and *21st century Fluencies* strategies were used to further assist teachers in providing creative learning opportunities for students. The pedagogical dimension involves the strategic use of student-centred, discovery learning as well as teacher directed, overt teaching and intermediate (guide) investigations of various beliefs.

In term 2 the Student Representative Council used 21st Century Fluencies to investigate the range of activities available in the playground. These discussions and suggestions from students led to activity marking on the asphalt, class equipment and better ownership of behaviour. Equipment was purchased and distributed to classes who are actively using it at lunch and recess.

As there had been changes in the leadership team at both Mawson and Melrose High, the implementation of 21st Century Fluencies will continue into 2016.

The Mandarin Immersion Program classes received 11 iPads for more individualised language learning. There was a redistribution of iPads from years 3 to 6 to P-2 classes, with Chromebooks purchased for year 3-6 classes.

In the school's commitment to investigate new technology, Google classroom and Chrome book were introduced. Teachers were required to look at their pedagogy and learning tasks through the lens of redefinition and modification, to transform learning using technology with the introduction of the GAFE program. There was redistribution of hardware in the school and the introduction of the Google Apps for Education (GAFE) program.

Students with specific learning difficulties have been trialling the *Read&Write for Google* extension in the GAFE program. Mawson completed an action research with students with learning difficulties using this extension. The results showed a very positive increase in student engagement and use of devices.

Students in P-2 used the iPads to for drill activities such as letter formation, counting, sight words, sounds and creating stories.

Students also used the technology to access the school library to search for resources for project work and to borrow and read e-books.

The student satisfaction survey results indicate students at Mawson are satisfied with the availability and use of ICT equipment. Students completed the survey during the introduction of the GAFE program and the new chromebooks were beginning to be used in the classrooms and we are confident this satisfaction will increase in 2016.

Table: Percentage of students who are satisfied with the level of access to equipment

2015 Students satisfaction Survey	Mawson Primary School	ACT P-6 Schools
	%	%
I have access to equipment such as computers, internet and digital cameras	88	90

Source: ETD 2015

In 2015 all teachers participated in a one day professional learning session on meeting the needs of gifted and talented students, which was run by two Mawson teachers, with another school attending. This, plus professional learning sessions during staff and team meetings, have increased teacher understanding and awareness of the ETD Gifted and Talented Education policy, methods of identification and differentiation of the curriculum. Preschool teachers participated in professional learning to increase understanding and awareness of the ETD policy and methods of identification.

Regular newsletter articles have appeared to inform parents of the method of identification and who to contact for support or information.

Using the Directorate policy and procedures, a process for the identification of potential G&T students who arrive during the school year was developed and implemented. A process has been developed and implemented. All students from year 1 to year 6 were assessed for the 2015 school year. Kindergarten and new students have been assessed by a specialist teacher. Standardised assessment data has been included in the process and through this, students were identified for Maths and Science programs.

In 2015, the time allocation and scope of the year 3 – 6 G&T science and maths program were expanded. The G&T Maths program in semester 2 was occurring each day for years 3 to 6 and twice a week for K to 2. The G & T program in Science occurred once a week in line with the year 3 to 6 timetable.

Term audits of teachers' programs showed an increased implementation of differentiated practices. Reader's Workshop, G & T Maths and Science programs show differentiation of content and pedagogy. Regular discussion about differentiation has taken place in both staff and team meetings.

The Special Needs Team again implemented the Response to Intervention (RTI) model of for students needing specialized support in Literacy and Numeracy, as well as EAL/D and G & T learners. Each term the Disability Education Contact Officer and Executive teachers used student data to set resourcing requirements and organize delivery of literacy and numeracy support for identified students.

The yearly assessment outline has been revisited in light of the ability of the current assessment tools to provide relevant data. The timetable of assessment has been revised and distributed through GAFE. 100% of teachers collect data in the prescribed manner using the designated assessment tools in week 9 each term. *Disciplined dialogues* occurred with staff to set goals for their program.

Teachers are more involved in data analysis and use it to inform their programming.

2015 NAPLAN results were shared and discussed with all teaching staff. Teachers were given professional learning to further develop their skills to analyse data and target resources to teach concepts. Teachers have used the system data to track student growth with Discipline Dialogue of the PM reading levels per grade conducted. Teachers tested and recorded results using GradeXpert in the following tests – PM Benchmarks, South Australian Spelling. PAT Science, PAT Maths, First Steps Writing and Moderation Task. All teachers indicated they use the results from system testing and system processes in their planning. The progress of students from Kinder to year 2 was mapped against their knowledge of sight words and phonemes in term 4 to create a base line data set for 2015 and identify value added in future years, and to share information with their 2016 teacher.

Teaching an explicit program that contains phonemic awareness, phonics, fluency, comprehension and vocabulary components is paramount to success in reading. With many new educators in the P - 2 team in 2014 a scope and sequence document to guide teachers planning and the teaching of reading was important. The Australian Curriculum was the starting point for this, although it was considered to be not detailed enough to guide teachers step by step of the content.

The scope and sequence was developed in 2015. The kindergarten to year 2 team investigated the Australian version of the *Oxford Word List*, and the online resource *Letters and Sounds* to develop a scope and sequence of sight words and phonemes for explicit teaching. Other measures taken to improve the explicit teaching of reading included:

- school wide introduction of the Reader's Workshop
- the development of the Mawson Primary School English scope and sequence to be used in programming and assessment .

An executive teacher co-ordinated the professional learning on writing, figurative language, sentence knowledge and construction, vocabulary (spelling), parts of speech and punctuation, as well as phonics and sight words in K -2. The school purchased the Oxford English textbook for each teacher to support their teaching of English.

In response to the need to develop a Mawson PS Science scope and sequence to be used in programming and assessment, a revised document was written. The next step in 2016 is to create end of unit moderation assessments.

The strategy to investigate the need for a Mawson PS scope and sequence for integration of Geography and History content, by creating integrated units, has not been undertaken as yet. The School has waited until now, in line with the final implementation of the new directions in the Australian Curriculum. This strategy will be revisited in 2016 in line with system initiatives. Staff/ team meetings will be used to construct integrated units of work.

In term 4 the South-Weston Network K-6 Primary Schools participated in a History moderation session at year level. This interschool exchange was very successful and will continue in 2016, with inquiry /integrated units.

The fourth key improvement strategy was to support student outcomes in literacy and numeracy through capacity building of teachers through coaching and mentoring. All staff participated confidently in the Quality Teaching rounds and teachers facilitating the rounds received professional learning. Within teams the capacity of teachers to integrate the Reader's Workshop program was increased.

An executive teacher and experienced educators mentored beginning teachers to build their capacity to deliver effective learning opportunities in reading for K -2 and grammar and punctuation for years 3-6.

Using ACARA's NAPLAN data analysis, SMART, areas of strength and improvement were identified and intervention strategies included in teacher programs. Years 3 to 6 used the NAPLAN marking guide to assess writing samples and moderate results across the years.

Working with the Mawson P & C Association, there has been an increase of 1400 books purchased, to strengthen access to quality literature in the library. As a result of this professional learning, Readers' Workshops have been embedded in classrooms.

The Quality Teaching *instructional rounds* provided teachers with opportunities to see how colleagues were implementing *Reader's Workshops (RW)*. These rounds were the focus of term 2 staff meetings, there were summaries on the staffroom door and Preschool to Year 2 teachers showed photos of how to use good fit books on the TV in P-2 building's entrance area.

80% of teachers responded that sharing with colleagues was the most useful way of developing their *Reader's Workshop* knowledge. 100% of teachers responded that *instructional rounds* were useful, to very useful, in developing their understanding of *Reader's Workshops*. There was increased use of learning intentions and conferring with children on choosing the right books for their reading ability. Quality teaching rounds within the school focussed on a specific literacy area. Completion of a consensus chart or Plus /Delta to summarise impact was used.. Anecdotal responses show that this impacted on teachers' practice and student outcomes. We are continually building on teacher capacity. To support this the School has increased the number of quality literature in the library, through the P&C Walkathon funds that were raised in Semester 1.

The professional learning for the delivery of the *Count Me In Too* Mathematics program to Preschool to Year 2 students was completed in term 3.

100% classroom teachers have a literacy goal in their Professional Pathways documents with Yrs 3-6 citing grammar & punctuation, and K-2 phonemic awareness and sight words.

All Indigenous students have a literacy or numeracy goal in their PLPs. In Preschool there is a goal for the successful transition to Kindergarten.

In the preschool educators accessed Directorate and Early Childhood professional learning for the delivery of the Early Years Learning Framework (EYLF). There was also access made to professional learning in team meetings via Early Childhood Australia modules

The table below shows school based data about the proportion of students achieving expected PM Benchmark results in reading. The school tracks student performance in reading from Kinder to year 6 to track cohorts of students, to identify individuals for differentiating the curriculum and to measure the effectiveness of school initiatives; in this case *Reader's Workshop*.

Table: Percentage of students who at or above the end of year PM Reading Benchmark in 2015

PM Benchmark Level	Kinder %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %	Year 6 %
Percentage of students achieving benchmark	37	44	74	54	66	96	97

Source: Mawson Primary School: 2015

The progression towards achieving targets set in the Annual Operating Plan is explained below. The 2015 Directorate targets were achieved. The NAPLAN targets were achieved in year 3 and 5 reading and numeracy.

Table: ETD Targets for Mawson Primary School

Year	Domain	ETD Targets	Actual Results
Year 3	Reading	465 ± 38	431.2
Year 3	Numeracy	442 ± 32	452.9
Year 5	Reading	515 ± 30	540.6
Year 5	Numeracy	513 ± 28	537.2

Source: Planning and Performance 2015

Table: Percentage of LBOTE students achieving in the top two bands of NAPLAN Reading in years 3 and 5 in 2015

Year	%
Year 3	64.3
Year 5	47.6

Source: Planning and Performance Data 2015

Sixty-four per cent of LBOTE students in year 3 achieved in the top two bands in Reading. Forty seven point six per cent of LBOTE students in year 5 achieved in the top two bands of Reading. Therefore we did not achieve the target of 80 percent set by the school.

Table: Percentage of students achieving expected growth or better in PIPS Reading and Numeracy in 2014 and 2015

Year	Reading	Numeracy
2014	79	83
2015	57	78

Source: Cem Centre Data 2015

The target of a five per cent increase of students achieving expected growth or better in PIPS Reading was not achieved. In 2016 it is expected that the school will focus on phonological awareness and Oxford sight words initiated in 2015 to meet this target.

Table: Parent Satisfaction Survey: 2015

Item	Mawson PS	Mawson PS	Mawson PS	All P-6 Schools
	2013	2014	2015	2015
	%	%	%	%
Computer technology is an integral part of learning and teaching at my child's school	82	81	88	78

Source: Planning and Performance Satisfaction Surveys 2015

Table: Student Satisfaction Survey: 2015

Item	Mawson PS	Mawson PS	Mawson PS	All P-6 Schools
	2013	2014	2015	2015
	%	%	%	%
At this school I have access to equipment such as computers, internet and digital cameras	100	93	88	90

Source: ETD Satisfaction Surveys 2015

The Mawson Parent survey results are positive when compared to the mean score of All ACT P – 6 schools. The target of 84 per cent of parents indicating they agree/strongly agree that computer technology is an integral part of learning and teaching at my child's school was achieved. The school will continue to provide a 21st Century learning environment using the GAFE platform and Chromebooks and iPads.

The Mawson student results were below the mean score of All ACT P – 6 schools. The target of 95 per cent of students indicating they agree/strongly agree that at this school I have access to equipment such as computers, internet and digital cameras has not been achieved. The timing of the survey could be the reason behind this drop. The new Chromebooks were delivered to the 3-6 classes while the class iPads have been redistributed to the P-2 classrooms. The growth in the student population had resulted in the ratio of devices to student increasing. Since the survey, forty-five Chromebooks have been put into the year 3-6 classrooms and a further twenty five will arrive early in 2016.

Preschool

The school achieved the target of 'Meeting National Quality Standard' rating gaining the *Exceeding National Quality Standard* classification.

Parents/carers are using the family communication wall to access services.

The educators have gained parent and community input on the preschool philosophy statement to ensure it reflects a shared understanding of the role of the service.

Priority 2

To build a contemporary Mandarin Immersion Program that delivers students that are proficient in Mandarin speaking, reading and writing.

Targets

By the end of 2015:

- 70% of year 5 and year 6 students are achieving at the Australian Curriculum achievement standards in Chinese language for year 7 and 8 respectively
- Collect baseline assessment data for reading proficiency benchmark level in Mandarin characters for each year level
- Collect baseline data on A to E achievement grades in Mandarin language

Progress

The School has provided a parent information session on Mandarin curriculum and assessment, as part of the Term 1 parent information sessions and term overviews.

The School has been able to maintain the weekly 30-minute language classes in preschool by using two primary language teachers to deliver the program. Information on the language programs has also been given at the recent 2016 preschool and kindergarten Information sessions.

The implementation of the school's K – 6 Scope and sequence in reading, speaking and writing Mandarin language document is evident in teacher's planning documents, as well as in the School's reporting format to parents.

Our Mandarin language programs continue to provide our students with opportunities to demonstrate their language proficiency and knowledge of Chinese Culture. The School has provided authentic and relevant audiences for Mandarin conversations through:

- *The China Australia Friendship Society's* (ACT Inc.) annual Panda Art Competition. Mawson Primary School was very successful with 22 entries. Our students were awarded seven-first prizes; six -second prizes and seven -third prizes.
- Again the school entered *The Taipei Cultural and Education Office in Australia's Mandarin Speaking competition* with students from years 3-6 gaining language proficiency awards. Two classes also performed at the presentation of awards ceremony, held at the Teaching and Learning Centre, Stirling.
- *China Day* is an annual event at Mawson Primary School where students and teachers participated in a range of cultural activities, with families invited to come along and join in.
- One day visit by students and teachers from Fuchan Primary School from Singapore to see our Mandarin language programs.

- Min De High School one day visit as part of the exchange program each year with Melrose High School. These students visit our school to speak with our students and perform items that reflect their country's cultural heritage.
- study tour in February 2015 for 11 students from a school from Xian, China
- contact made with sister school in China - Hangzho Xue-Jun and student work was posted.

Mandarin language teachers from Mawson have been working with the ACT Chinese Teachers' Network on the development of curriculum documents and moderation tasks, through regular attendance at meetings.

In relation to our strategy to develop systematic and coherent immersion curriculum in Mandarin we aimed to increase by 10 to 15 percent the amount of Mandarin language spoken in the classroom. There has been an increase in the number of classes moving from the one day kindergarten program. In 2015, there were two kindergarten and year 1 classes and one year 2 class- a total of five classes. Teachers have developed vocabulary lists that form the basis of sight word assessments at each year level. There was an increased the numbers of winners in both the Panda Competition and the Mandarin Speaking Competition.

A K-6 language proficiency assessment tool is being developed and results have been recorded each term. Teachers have collated work samples that demonstrate graded levels for the achievement standards.

The school also actioned the development of a culture of data use to better inform Mandarin language teaching. As there are two classes in years one and two, the A – E moderation process for reports has seen teachers needing to work together to establish a common understanding of grades and attend moderation meetings. These occurred prior to report writing to ensure consistency of grades.

In 2015, the school focused on developing work samples and proficiency tests in speaking, reading and writing of characters.

Table: Mandarin Language A to E Results in End of Year Reports to Parents 2015

Year	A %	B %	C %	D %	E %
1	13	23	51	13	0
2	18	9	32	41	0
3	13	13	38	34	0
4	19	13	50	19	0
5	24	48	29	0	0
6	33.4	66.6	0	0	0

Source: Mawson Primary School 2015

The table indicates the percentage of students enrolled in the Mandarin Immersion Program who achieved the respective standard for Chinese language based on the Australian Curriculum.

Priority 3 Enhance the school's environment and culture to ensure the safety and wellbeing of all students

Targets

By the end of 2015:

- 93% of parent indicate they agree or strongly agree with the survey item *My child feels safe at this school*
- 95% of students indicate they agree or strongly agree with the survey item *I feel safe at school*
- Increase of one percentage point of student attendance by year level
- Less than 1 per cent of students suspended during the year
- Achievement of the National Quality Standard rating in NQS 2 and NQS 3

Progress

The first key improvement strategy was to embed a safe schools curriculum across the school.

The school has developed a K-6 scope and sequence to further embed *Bounceback* in all classrooms. In term 2 resources were purchased through the Library budget to implement the program. A range of books was purchased and teams of teachers started to look at the scope and sequence and how the books could be used to deliver the program. *BounceBack* content was increasingly present in teaching programs, timetables and student portfolios. There is a need to further embed the *Bounceback* program into classrooms.

The completion of the fourth component of the *Kidsmatter* National Initiative was delayed due to the requirement to have a network of schools participate, rather than just one school. This will be carried over into the 2016 annual plan.

To maintain the school's focus on the wellbeing of our students, teachers have been referred to the *Kidsmatter* website regularly and the parent fact sheets are available in a variety of languages in the Preschool.

A new action team has been formed with the deputy principal leading the team of teacher and family members. The action team will meet in Semester 1 2016 to plan communications to families and develop a plan of action for the year.

There are regular items in the school newsletter and the link features in each edition.

At the start of the year all teachers completed the *Autism Spectrum Disorder* online professional learning course, through the Disability Education section of the Education and Training Directorate. Through this professional learning course teachers were better

equipped to support students in their classes. There was a designated time in team and staff meetings for discussion and reflection. Teacher planning shows evidence of interventions being implemented. Individual Learning plans reflected this, with reviews taking place in term one and term four.

Student's medical records are kept up to date and on display, such as students with anaphylaxis and asthma. All teachers know who these students are in the school and how at-risk students can be supported to maximize their well-being and health needs.

In relation to our second strategy to embed positive behaviour management processes and practices professional learning in restorative practices was undertaken to ensure 100% of teachers are confidently using it in the classroom and on the playground. *Circle Time*, a professional learning session, was attended by teachers who had no previous experience in using the process. In Term 4 Week 1 the philosophy and use of Restorative Practices was reviewed with all teachers to maintain an understanding of the practice and have consistency of delivery.

The development of a 2015 database on GradeXpert that records incidents and actions taken and the outcomes was discontinued. All student information is stored on MAZE in line with Directorate procedures.

There are regular articles in the school's newsletter about Restorative Practices and the Mawson School's Student Code of Conduct based on Safety, Co operation, Acceptance, Respect and Friendliness (SCARF) Term overviews also have information for families about these.

In Semester 2 the school implemented a range of lunchtime activities based on student interests. Students were reminded regularly about these activities in class overviews, assembly, Schoolweek and at morning assemblies.

As part of the *Kidsmatter* initiative, the Student Representative Council (SRC) was consulted about improvements for the playground. The SRC has provided equipment for classes to use in playground at lunch and recess. The 2015 year 6 gift is a sandpit to be located in the main playground area.

As part of the year 6 leadership opportunities, each term students are identified to represent the school when it is hosting visitors or at other events. Both Mandarin language and English language are used on these occasions.

The school classroom management protocols continue to be used and new educators and relief staff were inducted into the process at the beginning of the year.

Student behaviour management slips are used to track student behaviour on the playground for communication between executive and teachers on playground duty. This information is recorded to ensure follow up action occurs, as well as being a record when communicating with parents on their child's progress at school.

Preschool

In the preschool there are Action Plans relating to student health needs, such as current anaphylaxis and asthma displayed for all educators to access. Community services information is displayed and shared with families. Services such as Tuggeranong Child and Family Centre have also been shared with particular families

The third key improvement strategy is to ensure the physical environment of the Preschool was appropriate for the services to meet the National Quality Framework requirements. There is a designated area identified for students to use as a quiet area. However, as the preschool is to be expanded in 2016 from 2 to 3 groups, this area will need to be re assessed for suitability.

The educators have worked on enhancing the sensory appeal of the outdoor environment for children to create conversations and the learning of nature and man built environments. Due to the expansion of the preschool, no further work has been undertaken. This will be a priority in the 2016 Action Plan.

The Preschool exceeded the target of 'Meeting National Quality Standard' by gaining the ranking of *Exceeding National Quality Standard*.

On surveying the parents about their thoughts on the improvements made to the Preschool outdoor environment 100% of them indicated that they were happy with the improvements that have been achieved and felt that their child had directly benefited from them.

The progressions towards achieving the targets set in the Annual Operating Plan for this priority are explained below. The target relating to parent and student perceptions on feeling safe at school are shown in the table below.

Table: Parent Satisfaction Survey 2015

Item	Mawson PS 2015
	%
PARENT SURVEY: My child feels safe at this school	95
STUDENT SURVEY: I feel safe at school	91

Source: ETD Satisfaction Surveys 2015

Parent indicating they agree or strongly agree that their child feels safe met the target. Students indicating they agree or strongly agree with the survey item I feel safe at school fell short of the target by 4 per cent.

The table below refers to the target to increase in student attendance from 2013. This was achieved in kinder, year 1 and year 2.

Table: 2013, 2014 and 2015 Semester 1 attendance rates

Year level	2013 %	2014 %	2015 %
K	90.3	90.9	93.0
1	94.0	94.0	95.0
2	91.9	94.9	93.0
3	93.4	92.1	93.0
4	97.1	94.3	91.0
5	93.9	95.7	92.0
6	95.6	91.1	94.0

Source: Planning and Performance, July 2013, 2014 and 2015

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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	151805.34	143624.67	295430.01
Voluntary contributions	11316.90	3926.00	15242.90
Contributions & donations	6997.42	8573.21	15570.63
Subject contributions	0.00	0.00	0.00
External income (including community use)	5767.27	7784.97	13552.24
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4535.06	4229.87	8764.93
TOTAL INCOME	180421.99	168138.72	348560.71
EXPENDITURE			
Utilities and general overheads	26008.55	45424.86	71433.41
Cleaning	36717.65	37564.12	74281.77
Security	935.23	68.18	1003.41
Maintenance	49225.01	67402.09	116627.10
Administration	6444.86	2784.88	9229.74
Staffing	0.00	0.00	0.00
Communication	9771.72	4292.43	14064.15
Assets	24024.29	27722.29	51746.58
Leases	0.00	0.00	0.00
General office expenditure	6065.78	9659.62	15725.40
Educational	14521.91	8903.92	23425.83
TOTAL EXPENDITURE	173715.00	203822.39	377537.39
OPERATING RESULT	6706.99	-35683.67	-28976.68
Actual Accumulated Funds	112480.30	102496.96	102496.96
Outstanding commitments (minus)	-90.91	0.00	-90.91
BALANCE	119096.38	66813.29	73429.37

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$664.

Voluntary contributions

The school received \$15,242,90 in voluntary contributions in 2015.

These 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 2015.

Reserves

Name and purpose	Amount	Expected Completion
New photocopier to be purchased to support student engagement in curriculum content through multiple copies of data	\$20 000 00	2017
Mandarin Immersion Program Due to increased number of students and Mandarin language classes extra funding for support teacher is required	\$30 000 00	2016
Wireless expansion program in line with Education Directorate's upgrade of facilities to meet the demands of emerging technology	\$15 000 00	2016
School Improvement- due to increased enrolments, classes and programs resources, classroom adjustments and furniture are needed.	\$30 000 00	2016

Endorsement Page

I declare that the Mawson Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Scott Gurney Aleisha Broadhead Andrew Pritchard
Community Representative Luke Edmondson
Teacher Representative Claire Kerswell Monica Marsham
Student Representative: Not applicable
Board Chair: Scott Gurney
Principal: Amanda Andrews

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 2015.

Principal Signature: Amanda Andrews **Date:** 23 May 2016

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

Board Chair Signature: Scott Gurney **Date:** 24 May 2016