2009 Annual School Report
Mawarra Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The total student enrolment at the end of 2009 was 405, including 191 boys and 214 girls.

Staff
The teaching staff at Mawarra Public School is dedicated and enthusiastic, with approximately 80% of teachers having more than twenty years experience. The administration staff and general assistant also contribute greatly to enhancing the life of the school. There is a relatively low turnover of staff at our school each year. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school organised a number of significant programs and initiatives during 2009. The provision of extra curricula planned experiences allows students to participate and enjoy success in a range of activities. These included:

- Sporting activities
- Public Speaking/Debating competitions
- University testing program
- Premier’s Challenge in Reading/Spelling
- Student Parliament
- Performing Arts program
- Kindergarten Transition Program
- Environmental Expo
- Enrichment activities

Student achievement in 2009

Literacy – NAPLAN Year 3
In Year 3 approximately 87% of students achieved results placing them in bands 4 to 6. The number of students who achieved band 6 was 28%. This was a particularly positive achievement. Overall, the school performed above both region and state average.

Literacy – NAPLAN Year 5
In Year 5 approximately 75% of students achieved results placing them in bands 6 to 8. Only 9% of students achieved results in bands 1 to 2 with 16% of students placed in band 5. Overall, the school performed above both region and state average.

Numeracy – NAPLAN Year 3
In Year 3 approximately 69% of students achieved results placing them in bands 4 to 6. Only 11% of students achieved results in band 1 to 2. Overall, the school performed above both region and state average.

Numeracy – NAPLAN Year 5
In year 5 approximately 81% of students achieved results placing them in bands 6 to 8. This was a particularly pleasing result. Only 5% of students achieved results in bands 3 to 4. Overall, the school performed significantly higher than both the region and state average.

Messages

Principal's message
Mawarra Public School is a wonderful learning community where students, teachers and parents work together to ensure success for all children. Parents value education and are supportive of the schools core values and beliefs.

A wide variety of programs support students in their academic development. Teachers continue to strive to meet the needs of all students. Caring welfare policies provide for children with special needs, ably supported by teachers and an effective learning support team.

School priorities in 2009 focused on literacy, numeracy, information technology, assessment and reporting and student welfare. Emphasis has been placed on the improvement in student learning outcomes through the development of high quality teaching and assessment programs.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr. Shuki Borthwick Principal

P & C message
The P & C had a great year in 2009 with plenty of support from its many families and friends and the Mawarra Public School community as a whole. Meetings were held on the third Monday of each month with this forum continuing to represent the concerns and views of parents and carers, with many successful outcomes in our discussions with both staff and the parent body. Successful programs run under the auspice of the P & C include: the lawn mowing roster; uniform shop and fundraising committee. The latter group had an outstanding year culminating in a very successful school fete. The fete raised $45,000, a truly fantastic effort. This money has been targeted for spending in 2010 on air-conditioning, laptops and electronic whiteboards.

Overall, 2008 was a great year and we appreciate the support we received from families and school staff. We look forward to continuing our close and cooperative relationship with the school and encourage all families to consider the best way they can be involved in their children’s education.

Mrs. Helen Doyle P & C President
Student representative’s message
The Student Representative Council has been involved in many events to raise money for the school in 2009. These include the year 6 fun day, multi days and hand ball competitions. Money raised at these events was used to purchase a gift from Year 6. Other fund raisers have been to raise money for charities such as CANTEEN, Stewart House and Genes for Jeans.

Each year the school leaders attend a Young Leaders Conference held in Sydney. The day provided guidance on how to be a role model and an effective leader. The guest speakers provided inspiration for us as school leaders.

In addition, the SRC assisted kindergarten in term four during their orientation. Setting a good example to other students by wearing the correct school uniform and displaying exemplary behaviour are considered important aspects of school leadership.

Mawarra Public School SRC

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments Graph]

- Enrolments for 2005 to 2009:
  - Year 2005:
    - Male: 178
    - Female: 221
  - Year 2006:
    - Male: 182
    - Female: 224
  - Year 2007:
    - Male: 176
    - Female: 215
  - Year 2008:
    - Male: 168
    - Female: 214
  - Year 2009:
    - Male: 191
    - Female: 214

Management of non-attendance

At the commencement of the year, parents are informed through the school newsletter of the importance of consistent daily attendance at school. Punctuality is also stressed so that students arriving late are monitored, and where necessary parents are contacted to ensure they arrive on time.

Non-attendance is monitored by both the school and the Home Schools Liaison Officer who makes organised visits to the school in order to check attendance records and target students who are not attending school on a regular basis. In some cases appointments are scheduled with parents to discuss attendance issues with the principal and Home Schools Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2KN</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1/2KN</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2MD</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3F</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5T</td>
<td>4</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>4/5T</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6SR</td>
<td>5</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>5/6SR</td>
<td>6</td>
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<td>30</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
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<td>6K</td>
<td>6</td>
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</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009 there were 405 students organised across 16 classes. This included three multi-age classes and thirteen regular classes. The educational and social needs of students are considered when formulating class structures.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school had approximately 23 teachers working across various roles in the school. This included three assistant principals and a non teaching principal. Thirteen classroom teachers and three part time specialist support teachers all work closely to achieve improved learning outcomes for students.

There are also three temporary teachers who support the work of classroom teachers who have nominated to participate in leave without pay programs for the year.

The teaching staff is well supported by an effective and enthusiastic administration staff comprising of the school administration manager, two school assistants, general assistant and two part time teacher’s aides.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>21.3</td>
</tr>
</tbody>
</table>

The Indigenous composition of the school workforce has identified one teacher at Mawarra Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>58%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>42%</td>
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</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>54 516.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>202 811.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>54 585.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>147 854.84</td>
</tr>
<tr>
<td>Interest</td>
<td>4 080.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14 127.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>477 976.67</td>
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</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>21 422.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>52 102.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>47 590.56</td>
</tr>
<tr>
<td>Library</td>
<td>5 231.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 121.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57 189.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>61 539.41</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>60 091.42</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>30 564.09</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21 590.70</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10 072.29</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12 581.09</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>383 096.59</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>94 880.08</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts
The school dance troupe remains a strongly focused group. Auditions were so competitive in 2009 that it was decided that a group of 31 students would make up the troupe. This included seven boys. The troupe performed at school assemblies, lunch times, the school fete and Light Up Camden. Two students from the troupe were selected to attend the South West Sydney dance camp. They impressed many of the elite choreographers and are keen to participate again in the future.

Mawarra school band plays an important role in our school community, and many students strive to become a member of the band. 2009 was a most successful year with the band attaining a high level of expertise and enjoying many performances. The band had 32 members, with eight students in the beginner band program. Three students hired instruments late in Term 4 to commence private lessons. These students will join beginner band in 2010.

In school performances include:
- Induction of School Councillors
- Year 6 Graduation Assembly
- Gold Medallion Award Assembly
- School Fete

The band also played the School Song and National Anthem, plus music as the children enter and leave the hall for all full school assemblies.

Out of school performances include:
- Camden Show
- Queen Victoria Hospital
- Elderslie Primary School visit
- Light Up Camden
- Camden Pre School Fun Night

The school choir had 25 members from Years 4, 5 and 6. The choir students learnt a wide repertoire of songs, including singing counter melodies, descants and harmonies. Experiencing the joy of singing was one of the goals for the choir, and this was achieved by allowing the choir to make song choices and choreographing some appropriate actions or movements for songs that could be enhanced in this way. Throughout the year the students were given opportunities to sing minor solo parts in the choir songs at assemblies and performances. About 14 students took this opportunity. A highlight for the choir was the performance at the District Oracy Competition at Camden Civic Centre.

Sport
There are many sporting opportunities for students at Mawarra Public School. Students in years 3-6 participate in gala days and inter-school competitions that focus on enjoyment, working in teams and displaying sportsmanship. In 2009, the school competed in six gala days against other schools from our zone. Three out of four netball teams were successful in winning their respective competitions. Congratulations to the junior B, senior A and senior B teams.

The school also entered teams in the state knockout competitions during 2009. Students take great pride competing against other schools in netball, soccer, rugby league and cricket.

Many students represented the school at the zone swimming, cross country and athletics carnivals. Mawarra was the cross country handicap winner at the Razorback carnival. Students also trialed in a variety of sports, with a total of 21 students gaining selection in zone teams. This enabled those students to compete at the Sydney South West carnivals. Nine students went on to compete at the NSW Primary Schools Sports Association championships in seven different sports. Two of our students gained further representative honors by representing NSW at the Australian championships. Drew Wise was a member of the NSW softball team that won the Australian championships. Dean Chesham competed at the Australian athletics championships and won two silver medals and one bronze. Dean competed in the AWD category.

During terms 2 and 3 all students participated in the Dance 2Bfit program. Children in K-2 demonstrated fundamental movement skills in fitness activities and sport. Children in year 2 were encouraged to participate in the schools cross country carnival.

We also offered stage 3 the opportunity to learn golf skills during sport in Term 1. At the conclusion of these clinics they visited the local golf course and played a game of golf. Six of these students were selected to participate in a gala day. This team won the first level of competition and was placed second against the other competing schools.

In early stage 1 and stage 2, students demonstrated fundamental movement skills while playing with the equipment. They participated and used equipment in a variety of modified sports and games. In Term 2 all students participated in a gymnastics program. As part of the Dance2BFit program in Term 3 the children performed simple dance sequences, incorporating basic movement skills and patterns. In Term 3, parents were invited to watch and participate in a successful and enjoyable sports carnival for students in the infants.

Other
Gifted and Talented
During 2009 visiting author Roslyn Motter was an inspirational addition to the gifted and talented opportunities for students at Mawarra Public School.

The inaugural writing competition extended this literature focus and was entered enthusiastically by a group of 25 students, of which nine students received awards.

In 2010 a gifted and talented “art” day was planned to provide more creative opportunities and the Writing competition will again take place.

Gold tubs of games and gold boxes of books are being used K-6. Gold boxes are working well. Gold tubs are being utilised in some classrooms, however sharing one tub across 2-3 classes is problematic.

In 2010 equivalent gold tubs will be created for each class to ensure access is equitable. In addition greater promotion of more effective use of the gold tubs is a goal for 2010.
Public Speaking and Debating

Mawarra Public School had a very good year with public speaking and debating. In the multicultural perspective public speaking competition our school was host to the area final. Mawarra entered two children for the junior and senior sections. Hannah Trethewy won the junior section, with Lachlan Macdonald successful in winning the senior section. These two students then competed in the regional final at the Arts Unit at Lewisham Public School. These two students both won their sections and competed at their respective state finals. This was Lachlan’s second state final. Mawarra also competed in the Campbelltown/Macarthur Oracy Competition. This competition was coordinated by a classroom teacher from Mawarra. In this competition four children were chosen to represent Mawarra at the zone final. Lachlan Macdonald won the senior section thereby representing our school at the area final which he again won. Finally Lachlan competed at the regional final where he was successful in being the overall winner. Lachlan is the most successful public speaker in Sydney South West Region winning three out of four major competitions. Mawarra continues to perform very well in these competitions. More importantly more children are participating and are becoming very confident and competent at speaking, an extremely important skill to have in the future.

This year Mawarra also participated in The Premier’s Challenge debating. The school had two teams, with the children in team A performing very well and winning all their debates only to lose in the decider against Douglas Park’s A team.

A group of year 4 students also participated in a debating camp run by Georges Hall Public School. where they learnt skills in rebuttal, planning and delivering.

National Competitions

Computer Skills
Tasks included an understanding of operating systems, software, hardware, internet and programming. Mawarra students received three distinctions and six credits.

Science
Students were assessed on interpreting and applying data. Investigating, reasoning and problem solving. Mawarra students received one high distinction, four distinctions and nine credits.

Mathematics
Students were assessed in number, space, measurement, chance and data. Mawarra students received six distinctions and eight credits.

English
Children were required to read literary and factual texts in order to answer comprehension, textual and syntactical language and spelling questions. Our students received two distinctions and five credits.

Writing
Students were assessed on their ability to write an extended response to a given task in the narrative genre. Mawarra students received one high distinction, two distinctions and five credits.

Spelling
Students were assessed at spelling words in four different contexts. These included dictation, editing, rules and conventions and correcting. Mawarra students received one high distinction, two distinctions and eleven credits.

Camps and excursions

Stage 1: The year 2 students attended their traditional day excursion to Camden Show in March. This allowed the children to see first hand the skills, talents and expertise that our local area produces.

In May, years 1 and 2 ventured into Sydney to Wildlife World and the Aquarium. This excursion enhanced the students’ learning for the unit, “Wet and Dry Environments”, being studied at school. It was a very rewarding day for all students, parent helpers and teachers.

Stage 2: The year 3 students enjoyed an overnight camp at school early Term 2. 3C, 3F and 4M walked into Camden to see how a restaurant was run and enjoyed a meal at Restaurant ei8ht. This excursion linked to the science unit “Eating Out” and the HSIE unit “Who will buy”. In August students from Years 3 – 6 went to Campbelltown to see the live stage show “Spirit of Australia”. Year 4 students attended a two night camp at Teen Ranch in November.

Stage 3: Year 5 continued to enjoy their major excursion attending Broken Bay Fitness Camp. The venue provides high quality activities where students challenge themselves and work in teams. Year 6 travelled to Canberra in keeping with their unit of study on Parliament, followed up with a visit to the snowfields where seeing snow is a first for many of our students.

Sustainable Schools Expo

In 2009 Mawarra participated in the Sustainable Schools Expo. The group of children from our school learnt about different ways to recycle resources. They did this by participating in a series of workshops from composting to creating a worm farm. The children were successful in winning a pond which has now been located in our passive play area.

Hannah Trethewy Lachlan Macdonald
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Numeracy – NAPLAN Year 3
Progress in literacy

Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Progress</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - 2007</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Progress</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - 2007</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress in writing

Average progress in writing between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Progress</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 - 2007</td>
<td>82</td>
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<td></td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education
Mawarra Public School has two students who have been identified as having Aboriginal or Torres Strait Islander background. The school continues its commitment to building upon values, issues and understandings relating to Aboriginal culture, history and contemporary Aboriginal Australia for all students. Resources have been obtained to support the integration of Aboriginal Education within class programs.

Aboriginal perspectives have been integrated into all appropriate learning programs and we have continued to raise student awareness of Aboriginal Culture and tradition in the celebration of National Aboriginal and Torres Strait Islander's Week.

Multicultural education

Whilst the enrolment of students from language backgrounds other than English is traditionally low at our school, we acknowledge the importance of promoting cultural diversity within the school and broader community.

Multicultural Education is covered in all areas of the curriculum by providing programs that develop the knowledge, skills and attitudes required for a culturally diverse society. All stages of learning are taught either specific units and/or integrated units where students are exposed to activities which help students develop a greater understanding of the contribution made to our national identity by people from different backgrounds. In doing so, our students are taught the skills, knowledge and attitudes necessary to be a member of a culturally diverse society. Mawarra Public School has a trained ARCO (Anti Racial Grievance Officer) who is available to support students and staff.

Year 6 were also involved with a special Harmony Day celebration involving Elderslie High School and another primary school from Fairfield. This was a major highlight for our year 6 students.

Respect and responsibility

Students are taught the importance of respect and responsibility at our school. Underpinning this are strong student welfare and leadership programs that reinforce the values of equity, school and national pride, tolerance, integrity and respect.

The following programs outline ways in which respect and responsibility are embedded in school life.

- The promotion of student leadership with an active school parliament that takes responsibility for a variety of activities such as fundraising for Stewart House and the Cancer Council. The children also donated food items to St Vincent de Paul for distribution to needy families at Christmas time;
- Awareness raising of environmental issues leading to better informed students who are seeking to be proactive about finding solutions;
- Participation by our school Leaders at such events as the annual Young Leaders Conference at Homebush and ‘Mayor for a Day’ organised by Camden Council. Representation by our school captain at the Regional Ambassador Day;
- The band playing for senior citizens at local venues as a mark of respect to this group and their contribution to their various communities;
- An increasing number of students across K-6, along with our school captains and councillors attended the Camden ANZAC Day march to acknowledge the sacrifices made by our soldiers across many conflicts; and
- The school demonstrates commitment to a process of electing school, class and house captains whereby students are presented with opportunities to develop leadership skills and reflect upon the democratic process.

Other programs

Student Welfare

This year the school was accepted into the Positive Behaviour Learning (PBL) Program. Three staff members attended a 2 day inservice. Following this staff and senior students were surveyed on aspects of the Student Welfare Policy. From the results of these surveys the Student Welfare Committee identified areas in need of review. Following discussion, staff identified the four main principles that will underpin the expected behaviour of students:

- Be Safe
- Be a Learner
- Be Respectful
- Be Responsible

Staff then went on to identify the areas in the school where these behaviours would be seen. In 2010 staff and students will work through these areas forming a matrix of expected behaviours in all school settings. Other measures that support student welfare include: positive rewards linked to our merit system, celebration of achievements at assemblies, buddy classes and leadership opportunities for senior students.

Learning Support

In 2009 Support Funding was provided for six children. This funding enabled various programs to be implemented in the school. These included: in class teacher aide time, monitoring in the playground, support to attend special days, sporting events and excursions and class teachers to attend in-service courses.

Learning Assistance Funding also enabled small group work and classroom assistance to be implemented by teacher, teachers’ aides and a specialist teacher was also employed to test and develop individual programs for children K-6.

Future Directions for 2010

- Continue to utilise specialist teacher to identify needs and develop individual programs
- Upgrading staff expertise and skills through Departmental and in-school inservices
Progress on 2009 targets

Target 1
To improve Literacy outcomes for all students
Our achievements include:

- More than 90% of students achieving at or above minimum standard in NAPLAN;
- 54% of year 3 students achieving in the top two bands in literacy of NAPLAN;
- 51% of year 3 students achieving bands 5 and 6 in spelling;
- 47% of year 5 students achieving in the top two bands in literacy of the national testing regime. In numeracy 53% achieved results in the top two bands; and
- Having 80% of students achieving grade benchmarks in each sub strand of literacy as evidenced by school based assessments.

Target 2
To improve Numeracy outcomes for all students
Our achievements include:

- More than 90% of students achieving at or above minimum standard in NAPLAN;
- Having 41% of year 3 students achieving in the top two bands in NAPLAN, with only 11% achieving results in the lower two bands;
- Having 53% of year 5 students achieving results in the top two bands, with only 5% of year 5 achieving results in the lower two bands; and
- Having 80% of students achieving grade benchmarks in each sub strand of mathematics as evidenced by school based assessments.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of school communication.

Educational and management practice

Communication

Background

In 2009 a decision was made to review the effectiveness of whole school communication. Whilst the school community is kept well informed on matters regarding their children the need to review current communication procedures was seen as extremely important with the rapid advance of technology and the way this can be used to support communication throughout the school community.

Findings and conclusions

The gathering of information occurred using informal and formal discussions with teachers, individuals and small groups of parents. This culminated with a discussion at a P & C meeting where several aspects of communication were discussed and input received from an enthusiastic group of parents.

Aspects of communication that were discussed to establish a framework for future direction include:

- School Newsletter - very effective
- Term Calendar - effective
- School Website - room for improvement
- Parent Information Meeting - very effective
- Parent/Teacher Interviews - very effective

Generally the majority of parents were positive about communication between the school and parents with the fortnightly newsletter, parent information meeting and parent/teacher meetings highly regarded by parents.

Future directions

The school website was seen as a major area the school would like to target for improvement in 2010. At this stage the school is looking at accessing outside school support to assist the computer coordinator and principal with updating the school website.

Further change in practice will occur in compiling the term calendar. What has been proposed is that the calendar will be sent home in the last newsletter of the previous term. This will ensure parents will have information of all activities and events for the upcoming term.

Curriculum

Literacy – Spelling

Background

Following an analysis of our Year 3 and Year 5 NAPLAN results in writing and spelling a strong interest was shown by staff to investigate spelling programs. Two staff members investigated the Spelling Mastery program. This consisted of an analysis of spelling results from other schools that have implemented the Spelling Mastery Program, a visit where the teachers spoke to staff who have delivered the program for a period of time and to parents whose children have learnt spelling using this program. The findings of this analysis and discussions were then presented at a whole staff meeting. The resources for this program
were also made available for all staff to peruse and to ask further questions relating to the specifics of the program. This program was also presented at a P & C meeting.

Findings and conclusions

As a result of the investigation into Spelling Mastery the majority of staff decided to implement the program at Mawarra. Decisions were then made to determine which classes would implement the program. A decision was made to commence the program in 2010 for all students in years 2 to 6. Each student commencing study in years 2 to 6 were assessed using a standardized spelling test to determine their spelling ability and therefore their entry level into the program. Students were then grouped based on ability, within each stage, to ensure the needs of each individual student were addressed. Based on this collation of information, teachers were allocated differing levels of the spelling mastery program to teach. Teacher handbooks and student workbooks were then purchased to support the program and ensure its successful delivery to the students. Students undertake the program at the same time for each stage, four days a week (Monday to Thursday). This ensures that the ability of each child is catered to, within each stage, therefore addressing the spelling needs of each child.

The ongoing assessments, undertaken every 5 lessons, form an integral part of this program and allows for the close monitoring of student progress. Based on each individual students performance in these assessments movement between groups is considered, should the need arise.

Students will also be assessed again at the end of the year, thus enabling staff to have a clear indication of individual student growth in spelling over the year.

Future directions

Mawarra staff has made a three year commitment to implementing and reviewing the Spelling Mastery program. During this time we will monitor and track individual student spelling results and progress. Our NAPLAN results for Years 3 and 5 in writing and spelling will also be analysed. This program may also be implemented in the future for students in year 1 and will be discussed towards the end of 2010. The program is not available for students in kindergarten. Opportunities for further staff training and development in relation to Spelling Mastery will be made available

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. The vast majority of parents, students and teachers support the ethos of the school which is underpinned by the strong level of confidence in the teachers and programs of the school. Parents entrust the school with their child in a safe and secure learning environment. The majority of parents also believe the school provides a positive and consistent student welfare program where teachers show empathy and caring for individual students.

Professional learning

Teacher Professional Learning funds continue to support the schools efforts in achieving state, regional and school targets. Training and Development courses focusing on quality teaching, especially in the areas of literacy, numeracy and technology were given priority.

The expenditure on the DET priorities for professional learning in 2009 was:

- Use of ICT for teaching $1067
- Literacy and numeracy $3923
- Quality teaching $1096
- Syllabus implementation $ 601
- Leadership and career $ 450
- Welfare and equity $2324

A total of $9461 was spent on professional learning at an average of $430 for each person.

School development 2009 – 2011

Long term directions for the period 2009-2011 include increasing student engagement in learning, the use of technology, the improvement of literacy and numeracy levels, improved science outcomes, the extension of gifted and talented students, personalised learning programs for specific groups of students and teacher professional learning.

These areas of development were derived from the school based and national testing data collected during the year. The literacy and numeracy targets below describe the actions we will take in these two crucial learning areas. Further actions and plans are outlined in the school’s management plan.

Targets for 2010

Target 1

To improve Literacy outcomes for all students

Strategies to achieve this target include:

- Working with literacy consultant to improve identified areas of need from Smart Data in writing. Development of an action plan targeting semester one for class teachers in years 2 to 5;
- Implementing Spelling Mastery program to cater for individual student spelling needs and to support students to reach minimum benchmarks;
- Establishing a consistent assessment program for reading ( Waddington: Test 1, Years 1,3 and 5); Test 2 (Years 2,4 and 6) and spelling (S.A Spelling and Spelling Mastery assessments). Place end of year results on tracking system (Edupro) to archive results.

Our success will be measured by:

- Having at least 95% of students achieving at or above minimum standard in NAPLAN literacy;
- Having at least 55% of students achieving in the top 2 bands in NAPLAN literacy;
- Having at least 50% of year 3 students achieving skill bands 5 and 6 in spelling; and
- Having at least 85% of students achieving grade benchmarks in each sub-strand of literacy as evidenced by school based assessments.

**Target 2**

**To improve Numeracy outcomes for all students**

Strategies to achieve this target include:

- Analysing SMART data of NAPLAN results to address identified areas of need and to monitor progress towards 3 year targets in numeracy;
- Purchasing “Mathletics” and “Rainforest Maths” IT program to consolidate knowledge and skills, improve levels of student engagement and provide extension and remediation activities;
- Implementing exit outcomes established in 2009 for each grade and formulation of skills and strategies checklists to monitor teaching/learning and to track student progress in years 3-6; and
- Developing grade based scope and sequence based on exit benchmarks incorporating mandatory regular assessments to monitor student progress and inform teaching/learning priorities.

Our success will be measured by:

- Having at least 95% of students achieving at above minimum standard in NAPLAN numeracy;
- Having at least 50% of students achieving in the top 2 bands in NAPLAN numeracy;
- Having at least 85% of students achieving or exceeding state average growth; and
- Having at least 85% of students achieving grade benchmarks in each sub-strand of mathematics as evidenced by school based assessments.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Karen Tapsall Senior Admin Manager
David Kidd Classroom Teacher
Narelle Scott Classroom Teacher
Kristina Took Classroom Teacher
Robyn Smith Classroom Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: