Mawarra Public School
Annual School Report
Our school at a glance

Students
Students at Mawarra Public School proudly demonstrate the principles of our school welfare system; Be Safe, Be Responsible, Be Respectful and Be a Learner. The 2012 year ended with an enrolment of 406 students.

Staff
The teaching staff at Mawarra Public School is very stable, dedicated and enthusiastic, with approximately 82% of teachers having more than twenty years experience. The administration, learning support staff and general assistant also contribute greatly to enhancing the life of the school. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school offered a many significant programs and initiatives during 2012. The provision of additional extra curricular experiences allows students to participate and enjoy success in a range of activities to develop the whole child. These included:

- Sporting activities
- Public speaking/debating competitions
- Live Life Well
- University competitions
- Premier’s Challenge in reading, spelling and sport
- Student Representative Council and leadership opportunities
- Positive Behaviour Learning program
- Performing arts programs
- Comprehensive kindergarten transition
- Environmental Expo and programs
- Enrichment activities
- MULTILIT
- Excursions, incursions and camps

Messages

Principal’s message
Throughout my first year at Mawarra, I have been constantly and pleasantly surprised by the positive culture within the school. Students show that they are keen to learn and interact, staff are professional and collegial and the community is supportive of the staff, the school and its programs.

Opportunities offered to students at Mawarra aim to develop and educate the whole child. This is achieved through a balanced curriculum, quality teaching and supportive welfare 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 Paul Mallia, Principal.

P & C and/or School Council message
One word comes to mind when you think about 2012. FETE….. And what an absolutely amazing event for our children, school staff and the community. Not only did we raise just short of $40,000, but the set up prior and the actual event was fantastic. Please accept my sincere thank you to all who donated, volunteered, attended and supported the P&C with this event. A sincere thank you as well to the teaching staff, school executive and to our school Principal Mr Mallia for all of their support. We have already spent some of the money on supporting a new reading and comprehension program for all of our children.

In the new school year, we are looking at purchasing a new colour photocopier, implementing wireless technology, ipads, as well as continuing to support the school with new reading books for the library, electronic sharpeners for the kindergarten rooms. etc.

We will also continue to work with the school to ensure our children will have the best primary school experience as possible.
Thank you for all of you who volunteer and support the needs of the school and P&C. Please continue to support our fundraising events, and accept an invitation for you to attend any P&C meeting in 2013.

Gavin Brimble, P&C President.

Student representative’s message

It is with very fond memories that I remember 2012 at Mawarra Public School. It was a year of many opportunities, great learning and a very special time with friends I had known since Kindergarten.

I was extremely honoured to be given the position of School Captain, and with this took great pride in fulfilling the many roles and responsibilities that came with such a job. My involvement in the Student Representative Council was a wonderful way to give back to the school after many years of being given so much. I loved the way we all had a job of some type. Whether it be helping to run the sandpit, setting up technical equipment, recycling or helping others become more aware of ways to use less electricity.

In addition to this I loved being able to represent Mawarra in the band, choir, Boomwhacker group debating teams, and at various sporting events. Being selected to compere the regional dance festival was a real privilege as was being chosen as the School Ambassador and attending the special day at University of Western Sydney.

As a year group, Year 6 created many memories as they organised events such as the school fete, multicultural day, book week events and the Year 6 Fun Day. We also visited Canberra where we enjoyed sights such as Parliament House, the War Memorial, the Australian Institute of Sport, as well as Smiggins Hole in the Snowy Mountains where many snowballs were thrown.

It is without doubt that 2012 is a year that I will never forget.

Thomas Wood,

School Captain / School Ambassador

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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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>176</td>
<td>168</td>
<td>191</td>
<td>190</td>
<td>194</td>
<td>203</td>
</tr>
<tr>
<td>Female</td>
<td>215</td>
<td>214</td>
<td>214</td>
<td>205</td>
<td>194</td>
<td>203</td>
</tr>
</tbody>
</table>

![Enrolments Graph]

Student attendance profile

The attendance rate for Mawarra students has decreased slightly in 2012, but remains above that of the regional average.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>96.9</td>
<td>96.3</td>
<td>95.7</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td>94.9</td>
<td>95.2</td>
<td>94.5</td>
<td></td>
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<td>2</td>
<td>95.1</td>
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<tr>
<td>3</td>
<td>95.4</td>
<td>96.1</td>
<td>94.8</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.2</td>
<td>95.1</td>
<td>94.8</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.3</td>
<td>95.5</td>
<td>93.6</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.1</td>
<td>95.2</td>
<td>95.6</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.2</td>
<td>95.3</td>
<td>95.4</td>
<td>94.9</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Management of non-attendance

At the start of each year parents are informed through the school newsletter of the importance and the significant impact consistent daily attendance at school has on learning.

The school has an Assistant Principal who has the role of communicating with teachers and the home schools liaison officer on matters pertaining to attendance. Regular visits are made by the home schools liaison officer to check attendance data and receive updates on any student issues.

The school at times phones, or sends letters to parents where absences are increasing with many of those unexplained. Where necessary, home visits are also made where a pattern of non-attendance is leading to chronic absences.

Class Sizes

The following figures were those reported in the March 2012 class size audit.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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</thead>
<tbody>
<tr>
<td>KJ</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
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</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1F</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>K/1F</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>24</td>
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</tr>
<tr>
<td>1M</td>
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<tr>
<td>2H</td>
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</tr>
<tr>
<td>2S</td>
<td>2</td>
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<td>24</td>
</tr>
<tr>
<td>2/3H</td>
<td>2</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>2/3H</td>
<td>3</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>3/4B</td>
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</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>5SR</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6S</td>
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<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Part time and Relief from Face to Face</td>
<td>1.372</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. One teacher at Mawarra has an indigenous background.

Staff retention

Mawarra enjoys long term staff stability, with many being at the school for several years. There were no staff changes at the end of 2012, resulting in 100% staff retention.

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>
</tr>
</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$96169.19</td>
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<tr>
<td>Global funds</td>
<td>207933.11</td>
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<tr>
<td>Tied funds</td>
<td>87234.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>171157.02</td>
</tr>
<tr>
<td>Interest</td>
<td>5087.36</td>
</tr>
<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>494274.50</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 15081.42   |
| Excursions                 | 51486.07   |
| Extracurricular dissections| 79918.02   |
| Library                    | 6818.63    |
| Training & development     | 2997.08    |
| Tied funds                 | 94193.02   |
| Casual relief teachers     | 77165.22   |
| Administration & office    | 42214.71   |
| School-operated canteen    | 0.00       |
| Utilities                  | 46057.93   |
| Maintenance                | 21217.63   |
| Trust accounts             | 19552.12   |
| Capital programs           | 5363.64    |
| **Total expenditure**      | 462065.49  |
| **Balance carried forward**| 128378.20  |

A full copy of the school’s 2012 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 2012

Achievements

Arts

School Band

Mawarra School Band plays an important role in our school community and many students strive to become a member of the band. 2012 was a successful year with the band attaining a high level of expertise and rewarding their audiences with entertaining performances. The high level of achievement can be attributed to the members showing great commitment by attending two rehearsals each week and completing home practice. The students wear their band member badges with pride.

The band started 2012 with twenty-three members. Five clarinet players from the Beginner Program were elevated into Big Band at the beginning of term 3 and two beginner flautists joined in term 4. Two other beginner flautists and a beginner glockenspiel player were invited to join the band for the Light Up Mawarra celebrations. The band lost fifteen Year 6 players at the end of 2012.

In school performances in 2012 were:

- Induction of School Councillors
- School community concert of Camden Show program
- Japanese Assembly - for visiting Japanese high school students
- Public Education Week performance
- Gold medallion award ceremony
- Year 6 graduation assembly
- Full school assemblies - The band played the School Song and National Anthem, plus music as the children enter and leave the hall for each of the assemblies

Our out of school performances were:

- Camden Show
- Light Up Camden - a local council event
- Light Up Mawarra - a school community picnic and celebration
- Camden Pre School Fun Night - an annual community event
These events were very well received by appreciative audiences. The support from parents of Band members has been most appreciated.

**Dance Groups**

The school dance groups were extremely popular this year. Our Senior Dance Group comprised 33 year 5 and 6 students who eagerly attended all rehearsals. At school the group performed at school assemblies and at ‘Light Up Mawarra’. They also had the wonderful opportunity to show off their skills at Cobbitty School’s, ‘Harmony Day Concert’ and at Elderslie High School’s, ‘Dance Spectacular’.

The Elderslie High School Transition Group was also very popular with over 20 children auditioning for the 7 positions. This group was made up of students from Elderslie Public School, Cobbitty Public School, Mawarra Public School and Elderslie High School. Rehearsals were held at Elderslie High School on selected Tuesday afternoons after school as well as some school lunch times. The final dance was performed at the Sydney Dance Eisteddfod where the students competed against other schools across Sydney. They also had the opportunity to perform their dance at the Elderslie Dance Spectacular.

**School Choirs**

2012 saw the development of 2 vocal groups (Junior Choir from years 1-2 and Triple M’s from years 3-6).

The two groups have performed to the school community several times throughout 2012. These performances include:
- whole school assemblies
- Multicultural day
- Light up Mawarra

The Triple M’s were invited to perform at the Area Public Speaking finals in Camden.

These groups have been a positive addition to Mawarra’s performing arts program.

**Sport**

There are many sporting opportunities for students at Mawarra Public School.

K-2 children actively engaged in sports programs to develop skills in catching, kicking, throwing, hitting and moving. Students utilised these skills to fully participate in team sports and foster a sense of fair play and sportsmanship.

The fitness program incorporated skipping, walking, fun runs and relay activities.

In semester one, children participated in the gymnastic program to develop spatial awareness, balance, springing and landing.

The Dance2Bfit Program provided students with a variety of dance movements and sequences.

The sports carnival this year revolved around the theme of the Olympic Games. This allowed the parents to view many physical education talents including sprint races, egg and spoon and sack races. The Opening Ceremony and the day’s events were enjoyed by all.

Year 2 (eight year olds) were given the opportunity to participate in the school cross country, as well as athletics and swimming carnivals.

In term four K-2 children thoroughly enjoyed a disco dance afternoon.

Students in Years 3-6 participate in gala days and inter-schools competitions, that focus on enjoyment, working in teams and displaying sportsmanship. In 2012, the school competed in six gala days against other schools from the Razorback zone. Four out of our five netball teams were successful in winning or being runners up of their respective competitions. Many of the children in the senior hockey team have been together since year 3. They placed second in their competition. It was only the second year Mawarra have entered girls soccer teams into the gala day competition. The senior girls won. Mawarra girls and boys soccer teams were also entered into the local Tiger Shield competition with the girls team winning the competition.
The school also entered teams in the state knockout competitions during 2012. Students take great pride competing against other schools in netball, soccer, rugby league and cricket. The netball team and the girls’ soccer team both reached round 4 of this competition and were one of the last two schools remaining in Sydney South West region.

All children in years 2-6 are also encouraged to participate in the school’s swimming, cross country and athletics carnivals with successful students progressing to the zone carnivals. Children also trialed in a variety of sports, with a total of twenty-one students gaining selection in zone teams. This enabled those students to compete at the Sydney South West carnivals. Twelve students went on to compete at the NSW Primary Schools Sports Association championships with four students competing in two sports.

This year we had three students gain further representative honours by representing NSW at the Australian championships. Daniel O’Daly was selected in and named vice-captain of the NSW softball team, which were equal national champions with Queensland. Savanna Greenwood was selected in the NSW girls’ soccer team and competed in Darwin. NSW placed third. After Tiffany Bailey’s outstanding results at the NSW athletics championships, she was selected to compete at the Australian championships where she placed second in the 11 years 200m and fourth in the 100m. Tiffany went on to receive Razorback PSSA’s ‘Don Moon Award’ for the most outstanding individual performance by any student in Razorback zone.

Mawarra again sent a team of students from years 3-6 to compete at the Sydney South West Orienteering championships. Many of the school’s students were successful at this event with eight students competing at the NSW Orienteering championships. Mawarra was awarded the best primary school in NSW for the second year.

The school’s rugby league team competed in the St Gregory’s knockout and reached the semi-finals. All students at Mawarra participated in a rugby league clinic run by Country Rugby League.

During terms 2 & 3 all students participated in a gymnastics program. Children in K-2 demonstrated fundamental movement skills in fitness activities and sport. Year 5 and 6 students had the opportunity to attend a free netball clinic run by Macquarie Sports, receiving coaching from Liz Ellis and Catherine Cox as well as other talented coaches.

**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 these assessments.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name (Mawarra Public School) in the Find a school and select GO.
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 and three credits.

Mathematics
Students were assessed in number, space, measurement, chance and data. Mawarra students received two distinctions and nine 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 one distinction and six credits.

Writing
Students were assessed on their ability to write an extended response to a given task in the exposition genre. Mawarra students received two distinctions and three credits.

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

Significant Programs and Initiatives

Aboriginal education
Mawarra Public School has seven students who have been identified as having Aboriginal or Torres Straight 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 purchased 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 Straight Islander’s Week.

Multicultural education
Having successfully applied for a grant and using the Olympic Games as a stimulus, in term two Mawarra launched into studies of people from other lands. Each class adopted a country to investigate. The unit culminated in a celebration of cultures on Multicultural Day when students and teachers adopted traditional dress of countries from around the world. Interclass visits to view displays and engage in activities were interspersed with entertainments from visiting troupes from other schools. These ranged from performances of a Chinese lion dance, African drumming and Irish dancing to dancers representing Laos and India. The grant also funded the purchase of percussion instruments to enhance our multicultural studies into the future.

Mawarra was again part of the EEC Program which saw visitors from Japan perform at a school assembly. The Japanese students also engaged with our students in the classrooms, sharing their language and demonstrating the arts and crafts of their culture. Our senior students hosted the visit and artworks from students across the school were presented in appreciation.
Gifted and Talented

During 2012 six senior students had the opportunity to attend the Sydney Writer’s Festival Primary School Days Writers workshop. The workshop was held at the Joan Sutherland Performing Arts Centre. These students were fortunate enough to hear keynote speeches and writing inspiration and ideas from four renowned authors. All the children were thoroughly engaged in the day and had the opportunity to have some books autographed by favourite authors. In addition these students were eager participants in our fourth school based writing competition. The Mawarra Writing Competition was adjudicated by our school counsellor, Mrs Judith Evans, Mrs Carolyn Harloff and Mrs Sharon Kynaston. This year the competition maintained its participation rate receiving 38 entries. All entrants received a ‘mini’ award to acknowledge their efforts. Across the three different stage categories 13 awards and prizes were given. This year saw the unprecedented result of a tie for first place in the Stage 1 category. Each writer in Stage 3 who received an award or acknowledgement was a participant in the Sydney Writer’s Festival Primary School Days Writers workshop. Mawarra’s writing competition is steadily growing in prestige and continues to focus on encouraging gifted writers.

In addition two senior students were successful in writing historical recounts about a local pioneer for the Elizabeth Macquarie Historical Writing competition. Both students received trophies for their outstanding work. One student being a repeat recipient of this highly regarded award. These awards were presented at Belgenny Farm by Mark Peters, the adjudicator.

Mawarra also held its second G&T enrichment Gala Day in Term 3, with 30 participants from Year 3-6 completing six different team based problem solving activities. The day also incorporated floating activities which were required to be completed during the rotation process. The floating tasks component was very successful and explored different group approaches to similar tasks. All participants were thoroughly engaged in the problem solving tasks and the day was so successful it will be run each year.

During Term 3 nine Year 6 students participated in the Maths Cups at Sule College in Prestons for the second time. Students worked in teams of three and participated in Maths Choice, Maths Operator and Maths Race activities. This event is a great way to expose the students to higher level thinking with mathematical content and is now an annual event for senior students.

“Gold Box” boxes and tubs were maintained and updated as part of the class based enrichment resource bank. The idea is to support individual teachers to provide enrichment activities to all children within their class.

Live Life Well

Live Life Well @ School is a joint program of the NSW Department of Education and Communities (DEC) and NSW Health. Mawarra Public School has recently become a participant in the Live Life Well @ School program. The program strives to have more students, more active, more often and equips students to make healthy eating choices.

During Term 3 2012 the school launched Crunch & Sip. This is a break during class time when students can refuel on fruit and veg and rehydrate on water. The break assists students with physical and mental performance, and concentration in the classroom. Crunch & Sip was launched with a ‘Taste Test Tuesday’ where platters of fruit and vegetables were prepared for each class and ‘tasted’. This day was a great success with all children trying a new fruit or vegetable. The Crunch & Sip participation rate at Mawarra is now 95%.

During Term 4 the school launched WWW.Wednesday. Children were given bottles of water, encouraged to walk to school and have no wrap on their food in their lunch box. This initiative linked to Crunch & Sip and is part of the Live Life Well launch. The day saw much fun with active participation from all children. Two participants from each class were drawn from a raffle to join in water based sponge throw and dunking machine of our school captains and vice captains as an incentive to join in.

Live Life Well newsletter articles are now also a regular part of our school newsletter – informing parents about healthy food and water choices and encouraging healthy habits. In 2013 the focus will move to Fundamental Movement Skills. These will be launched and specifically taught from Kindergarten to Year 6 in line with the Live Life Well action plan.
Other programs

Student Welfare

The “Mawarra Movers” Positive Behaviour Learning program has had a very successful year. The staff use the program’s matrix of expected behaviours to develop and explicitly teach lessons to reinforce these behaviours. Various aspects of the matrix had a fortnightly focus throughout the year. Students continued to earn daily points through their positive behaviour and by showing they were safe, respectful and responsible learners.

Children received public recognition for their efforts in earning points at assemblies, by receiving certificates and by having their name displayed on the ‘Wall of Honour’ in the hall. In the middle of the year letters of recognition were sent home to parents of children who had received 100 points in 110 days of school, as these students had shown exemplary behaviour. Over 63% of students received these letters.

At the end of year a Day of Celebration was held for students who had earned 170 points or more during the year. The day was very well supported with 75% of students participating. The majority of students who did not participate in this day had not earned the required number of points due to absences rather than poor behaviour.

Other measures to support Student Welfare include: positive rewards linked to our merit system, celebration of all awards at assemblies, buddy classes and leadership opportunities for senior students.

Respect and Responsibility

Students are taught the importance of respect and responsibility at Mawarra. Underpinning this are strong student welfare and leadership programs that reinforce the values of equity, school and national pride, tolerance, integrity and respect. Daily modelling of care, respect and behaviour by staff and students ensures that the school is a safe, happy and well respected place.

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

- The promotion of student leadership with an active school SRC 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 the school Leaders at such events as the annual Young Leaders Conference at the Sydney Entertainment Centre.
- The band playing for various groups at local venues to entertain and showcase their talents
- 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.
- 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.
- The school organises a buddy class system where older students have the opportunity to guide and mentor younger students.
- Children are given the opportunity to run stage and whole school assemblies to develop their organisation and leadership skills.

Student Leadership

The promotion of student leadership maintains a high priority at Mawarra Public School. The school provides many opportunities to practise and promote student leadership skills. These include:

- Election of class captains each term from years 2-6 in terms 1,2 and three and K-6 in term 4. This raises student’s awareness of leadership and responsibility.
- Appointment of a School Ambassador to represent Mawarra as part of the Public Education Regional Ambassadors Leadership Program.
- Appointment of library monitors to assist in the smooth running of the school library.
• Election of a year 6 Student Representative Council that holds regular meetings to discuss matters relating to the school, community service and the environment and continued activities relating to the recycling of paper. In addition, Year 6 purchased an updated hall public address system and 14 Mawarra blazers to be worn by student councillors and children representing the school with money raised from the annual Year 6 fun day.
• Election of sports house captains and vice-captains to assist with the organisation of carnivals.
• Participation by Year 6 school captains and councillors in the Student Leadership Conference held at Sydney.
• Rewarding and acknowledgement of initiative, behaviour and leadership via school merit awards and at special assemblies.
• Providing appropriate forums for school captains, vice-captains and student councillors to represent the school at internal and external school and community events such as the annual ANZAC Day march and service in Camden, high school orientation and kindergarten orientation programs.

Kindergarten Transition
The 2012 Orientation and Transition Programs again provided prospective parents and students with all the necessary experiences and knowledge to ensure a smooth and satisfying start to school life. The 100% attendance by children during transition reflected the importance parents saw in this valuable program and provided our future student with happy and positive experiences of out school.

Integration & Learning Support
In semester 1, 2012 support funding was provided for twelve 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 attending professional learning courses.

In semester 2 schools saw a change to the support funding allocation with the introduction of Every Student, Every School. Fortunately the school was able to maintain most of the programs and support it had in place in semester 1.

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

Future Directions for 2013:
• Continue to utilise external specialist teachers to identify needs and develop individual programs.
• Upgrade staff expertise and skills through departmental and in-school professional learning.
• Continue in-class and some withdrawal work with teachers’ aides.
• Continue playground and special day support.
• Mentoring program to continue, where staff members are matched to children experiencing difficulties with social, emotional and behavioural issues.
• Continue to implement the MULTILIT program with the focus on years 2 and 3.
• Stage based Learning and Support Teacher (LaST) to assist classroom teachers in delivering support programs.
• Learning Support Team Coordinator will collaboratively work with classroom teachers to develop, monitor and evaluate Personalised Learning Plans.

Reading Recovery
The Reading Recovery Program provided individual instruction for sixteen students in 2012. Reading Recovery provides explicit and consistent teaching of literacy. This 30 minute 1-1 instruction every day sees rapid growth amongst most students. Many of these students commence the program with minimal knowledge in reading and writing.

All students who completed the program reached a level 16 reader or above on 1-1 instruction and improved their writing skills considerably.

MULTILIT
2012 saw the continuation of the Multilit program. This program relies solely on the generosity of volunteers. Initially the program targeted the bottom 10% of year 5 students. The
successes of these students were limited due to learned behaviours being very engrained. The program works best when implemented at the earliest possible time. 37 students from year 2 through to year 5 accessed the program in 2012. The program has increased students’ fluency and word attack skills in reading and the students have been able to effectively utilise those skills within the classroom.

Special Swimming Scheme (SSS)
In weeks 7 and 8 of term 4, children from years 2-5 participated in the Special Swimming Scheme run by the Department of Education and Training. The SSS teaches children to improve their water confidence, swimming style and water safety. The children improved their styles, distance and general swimming confidence.

Of the 120 children who attended 15% were able to swim 1-5 metres, 24% 6-10 metres, 48% 11-20 metres and 13% 25 metres by day 9 of the scheme.

Best Start
When commencing school all new kindergarten children are required to be assessed using the Best Start Kindergarten assessment process. The purpose of this assessment process is to provide information for Kindergarten teachers so they can develop quality teaching and learning programs that build on each student’s current knowledge and experiences. At Mawarra, students were allocated an assessment time prior to commencing school. All 66 assessments were completed before kindergarten children commenced school. This facilitated a smooth, interruption free start to school. All parents and caregivers of the Kindergarten students assessed were then provided with a report which provided information on the student’s performance in the assessment, outlined suggested activities to help support their child’s learning and provided an opportunity to discuss the outcomes of the assessment process.

NSW Premier’s Reading Challenge
170 students successfully completed this year’s challenge with certificates being presented in front of the whole school. This is the seventh year the school has participated in the competition, with 9 students receiving gold awards in recognition of having successfully undertaken the Premier’s Reading Challenge for three consecutive years.

Religious Education
All children at Mawarra Public School have the opportunity to participate in scripture lessons. This service is provided by trained, volunteer community members for a half hour session each week.

NSW Premier’s Spelling Bee
Mawarra Public School participated in the regional finals of the NSW Premier’s Spelling Challenge at Thomas Acres Public School in Campbelltown. In readiness for the event, stage 2 and stage 3 held class competitions with the top two spellers from each class competing in front of the cohort from their division. After closely fought contests two students from each stage earned a place in the representative team. The four spelling champions performed admirably at the regional contest, placing 5th and 6th in each division.

Camps and Excursions
Year 2 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 all K-2 classes ventured down to Wollongong Planetarium and Science Centre to enhance the learning experiences being offered at school this year. The areas of learning included: transport, science experiments and the five senses. It was a very rewarding day for all students, parent helpers and teachers.

Year 3 children enjoyed an overnight camp in the school hall on 9th March. In Term 2 the students went on an excursion to Belgenny Farm to support the HSIE unit “Places them, now and tomorrow”. The children participated in a range of activities including sheep shearing, sheep mustering, making butter and cooking pikelets. In term 4 the Year 4 students attended an exciting three-day, two-night camp at Teen Ranch at Cobbitty. 3/4B also spent a day at Elizabeth Macarthur High School visiting the Design & Technology and computer faculties. Here they engaged in a range of hands on activities.

Year 5 attended their annual 5-day camping activity at Broken Bay Sport & Recreation Camp. This venue provides high quality activities to
develop self-esteem, learning and co-operation. Children have the opportunity to mix with others from a wide variety of schools and backgrounds in an informal situation. They participated in many activities such as abseiling, a ropes course, kayaking and cookout, which challenged them. All children had a wonderful time. It really is a highlight of their time at Mawarra.

Year 6, once again travelled to Canberra and the Snowy Mountains as part of their studies of Democracy and Australian history. The trip to the snowfields was a highlight as many of the children experienced snow for the very first time.

The grade also attended an end of year celebration at Wooglemai Environmental Education Centre at Oakdale in the last week of school where they participated in a wide range of social, recreational and challenge activities. This proved to be an exceptional end to the children’s primary school years.

**Community Links**

The school maintained and extended links with the community in 2012.

Educationally, the school worked with members of other local primary schools as well as Elderslie High School. Several opportunities arose to interact with Macarthur Early Learning Centre, the school’s new neighbours, resulting in a most successful transition program between the two schools. Volunteering Macarthur also assisted the school in providing contacts for volunteers from the local community.

As 2012 was a fete year, the community was invited into the school for the major fundraiser. Local dance and singing groups performed, local businesses became involved through participation or sponsorship and this resulted in regular media coverage.

**Debating and Public Speaking**

Mawarra had an excellent year with public speaking and debating.

In the Multicultural Perspective Public Speaking Competition, Mawarra entered two children for the junior and senior sections. The area final was held at Mawarra P.S. The school was also privileged to convene the regional finals at The Arts Unit.

Mawarra also competed in the Campbelltown/ Macarthur Oracy Competition. In this competition four children were chosen to represent Mawarra at the zone final. Of these a Mawarra student won the junior section. She then represented Mawarra at the area final and won, going on to represent the school at the Regional final. 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 Debating Challenge. The school had two teams. The students in both teams competed very well and by the end of the competition were very confident in participating in debates.

**Technology**

Information technology was again a major focus for development in 2012 in both the provision of hardware such as additional computers and interactive whiteboards into classes and the development of staff professional knowledge in the area of IT to support teaching and learning.

All classrooms and the computer lab are now equipped with interactive whiteboards and are being used effectively to support teaching and
learning. All classes are timetabled to visit the computer lab during the week for specific technology focussed lessons.

A technology subscription was introduced which provided a suite of quality programs such as Mathletics, Speldrome, Reading Eggs and Lexile. These programs enhanced the ability for teachers to cater to a wide variety of learning needs and interests within classrooms.

A scope and sequence of computer skills was drafted and will be presented to the staff in 2013. This will ensure children experience explicit teaching of skills appropriate to their stage to ensure computers become a useful aid to learning and a resource that can be used for a wide variety of presentation tasks.

The school website continued with further development. Interested people are able to access details of our school, keep informed of upcoming events, download notes and newsletters and celebrate the many successes of the school and its students.

**Sustainable Schools Expo**

In 2012 Mawarra participated in the Sustainable Schools Expo. This is held every year at Belgenny farm. The group of children involved learnt about different ways to recycle resources. They did this by participating in a series of workshops from composting, propagating plants, poultry care and creating a worm farm. The children were very enthusiastic and came back to school with lots of ideas to improve the sustainability of Mawarra Public School.

**Progress on 2012 targets**

**Target 1**

**Improved literacy outcomes for each student.**

Our achievements include:

- Year 3 students exceeded target with 97% of students achieving at or above minimum standard for reading.
- The percentage of students in Year 5 achieving or achieving greater than or equal to expected growth since Year 3 was 54.5% which exceeded the target.
- The school investigated whole school professional learning programs and determined that Focus on Reading would be adopted. Two staff members began training in December.

**Target 2**

**Improved numeracy outcomes for each student.**

Our achievements include:

- 98% of Year 3 students and 100% of Year 5 students achieved at or above minimum standard for numeracy, exceeding set targets.
- The percentage of students in Year 5 achieving or achieving greater than or equal to expected growth since Year 3 was 68.2%, which far exceeded the target of 55.2%.
- The school used NAPLAN data to assist with identifying areas of need in numeracy.
- Best Start data was used to inform programming and track student performance.

**Target 3**

**Quality teachers and leaders using quality teaching practices to engage all students and improved quality of school life for students.**

Our achievements include:

- Implementation of intervention strategies to support learning in the early years and at key transition points as identified via Learning Support Team. In particular MULTILIT was a focus for students experiencing difficulties in reading.
- Reduced impact of bullying and other negative behaviours on the quality of school life for all children through release and focus on new Anti-bullying policy, the consistent use of SENTRAL to track and monitor behaviours and the introduction of a mentoring program.
- Increased participation opportunities for existing and new activities at school, inter-school, community, area, region and state levels in sport, the arts and academic areas.
School Evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of the Spelling Mastery Program as well as how the school plans for staff succession.

Spelling Mastery

Background

In 2010 the school commenced a three-year trial of the Spelling Mastery program. This was to be evaluated in 2012.

Student, staff and parents were surveyed about their feelings and beliefs, and data was analysed to determine the success or otherwise of the program.

Findings and conclusions

Initial results were positive in 2010, with students’ spelling ages increasing at a greater rate than chronological ages. This growth did not continue. Several organisational and grouping issues also became apparent:

• Students strongly identified that Spelling Mastery did not challenge them. This was increasingly so as students approached senior grades. This result was reflected in teacher surveys.
• Younger students believed that they saw an improvement in their spelling due to Spelling Mastery but this figure decreased significantly as students aged.
• Senior students who had moved from Spelling Mastery to Spellodrome overwhelmingly found it more challenging and engaging.
• Teachers found groupings inflexible, which became problematic as students moved into upper grades.
• Teachers found that time devoted to Spelling Mastery placed pressure on timetabling of literacy.
• Concerns were raised regarding the teaching of spelling in isolation.

Future directions

While Spelling Mastery initially improved spelling results, the impact has decreased and a number of problems relating to subsequent years of implementing the program have emerged. After careful consideration by staff and evaluation committee, the program will not be used in 2013.

Planning for Staff Succession

Background

With a number of staff approaching a point in their career where retirement is approaching, it was deemed important to plan for the passing on of the corporate knowledge of the school in a timely manner, while current long-term staff are still at the school.

Findings and Conclusions

A number of current long-term staff are eligible to retire over the next five years.

Staff identified a number of priority areas where succession plans will be vital to ensure the continued successful implementation of school programs, notably band, sport, technology, learning support and transition programs.

Also identified were current and new ways to preserve the corporate knowledge of the school.

Future Directions

To ensure successful succession:

• Greater use will be made of the school’s staffshare drive, where all staff will centrally store notes, procedures and organisational information.
• Staff will work in a mentoring role with new or current staff to share knowledge
• Greater use of SENTRAL will ensure bank of student knowledge is retained.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. 86 families responded to the survey.

Overall, responses and satisfaction with school programs was positive. Significant and repeated responses are presented below.

• 100% of responses agreed that Mawarra is an attractive, pleasant environment.
• 99% of responses indicated that the school was connected with the community and welcomes parent involvement.
• 98% recognised that the school promotes a healthy lifestyle
• 97% responded that the school promoted its uniform policy.
• 95% responded that parents are comfortable contacting the school to discuss concerns relating to their child.
• 95% recognised the wide range of extracurricular activities offered to students.
• 94% responded that students are the school’s main concern.
• 94% recognised that Mawarra has competent teachers who set high standards of achievement.

However:
• Only 88% of responses recognised access to computers and technology as a strength. Many comments were made about the need for more computers or ipads.
• 22% of responses indicated that they did not know if the school had supportive welfare programs. Parent awareness and education strategies need to occur to address this.
• Only 90% felt that the school was well resourced.
• 12% of responses indicated that they did not know if challenging programs were offered to students. More parent information is therefore needed in this area.

Professional learning
Teacher Professional Learning funds, provided as a tied grant, continue to support the school’s efforts in achieving state, regional and school targets. Professional learning courses focusing on quality teaching, especially in the areas of literacy and numeracy were given priority.

The staff also participated in professional learning experiences in the following areas:
• Students with challenging behaviours
• Quality teaching
• Early Arithmetic Strategies in the Targeted Early Numeracy Program
• Interactive whiteboard training
• New approaches to literacy, including Focus on Reading and Accelerated Literacy.
• Two members of staff began facilitator training for Focus on Reading
• First aid, CPR, anaphylaxis and asthma training.

School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1

Outcome for 2012–2014

Improved literacy outcomes for each student.

2013 targets to achieve this outcome include:
• Increase percentage of students achieving at or above minimum standard in NAPLAN reading to 97% for Yr 3 and to 97.4% for Yr 5 in 2013.
• To increase the percentage of students achieving the top two bands in NAPLAN reading to 52% for Yr 3 and to 48.1% for Yr 5 in 2013.
• To increase the percentage of students in Year 5 achieving or achieving greater than or equal to expected growth to 53.1% in 2013.

Strategies to achieve these targets include:
• Implement the testing and administration schedule developed in 2012.
• Purchase further resources to match students to instructional reading level.
• Provide a major professional learning focus with the “Focus on Reading” course for all teaching staff.
• Further use of SMART data package at planning sessions to inform programming needs.
• Use trained parents and volunteers to implement MULTILit to targeted students.

School priority 2

Outcome for 2012–2014

Improved numeracy outcomes for each student.

2013 targets to achieve this outcome include:
• Increase percentage of students achieving at or above minimum standard in NAPLAN reading to 98.7% for Yr 3 and to 98.7% for Yr 5 in 2013.
• To increase the percentage of students achieving the top two bands in NAPLAN
reading to 35.7% for Yr 3 and to 42.2% for Yr 5 in 2013.

- To increase the percentage of students in Year 5 achieving or achieving greater than or equal to expected growth to 57.7% in 2013.

**Strategies to achieve these targets include:**

- Further use of SMART data to identify needs, cooperatively program, formulate assessments and gather resources.
- Incorporate greater technology into teaching of numeracy (Mathletics, Studdyladder, IWBs).
- Use strategies from Targeted Early Numeracy (TEN) program to improve mental strategies and working mathematically.
- Use of Best Start continuum to assess students, inform programming and track student performance.
- Assess against outcomes for stages 2 & 3 to formulate skills checklist to inform assessment.

**School Priority 3**

**Outcome for 2012–2014**

Quality teachers and leaders using quality teaching practices to engage all students and improved quality of school life for students.

**2013 targets to achieve this outcome include:**

- Improvement in quality teaching practices by highly skilled teachers and leaders to engage all students.
- Implementation of intervention strategies to support learning in the early years and at key transition points as identified via Learning Support Team.
- Reduce the impact of bullying and other negative behaviours on the quality of school life for all children.
- Improve school safety and security.

**Strategies to achieve these targets include:**

- Provide a major professional learning focus with the Focus on Reading program
- Make greater use of SENTRAL to record and store student progress data
- Further utilise SENTRAL Welfare to track and analyse positive and negative behaviours to direct Positive Behaviour Learning programs.
- Use SENTRAL to formulate and update personalised learning plans for students having significant learning needs, with regular review of short-term goals.
- Increase participation opportunities for existing and new activities at school, inter-school, community, area, region and state levels.

**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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Mr Frank Scott - Assistant Principal
Mrs Dianne Cronshaw - Assistant Principal
Mrs Vicky Steinweiss - Assistant Principal
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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: