Our school at a glance

Students
The total student enrolment at the end of 2011 was 388, including 194 boys and 194 girls.

Staff
The teaching staff at Mawarra Public School is dedicated and enthusiastic, with approximately 82% of teachers having more than twenty years experience. The administration staff and general assistant also contribute greatly to enhancing the life of the school. The turnover of staff at the school is relatively low. 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 2011. 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
- Positive Behaviour Learning program
- Performing arts program
- Kindergarten transition program
- Environmental Expo
- Enrichment activities

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 2011 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. S. Borthwick

P & C Message
It has been an extremely busy and successful year at Mawarra P & C this year. We have been involved in: council meetings, hiring of new staff, supporting Mawarra executive, fund raising, spending decisions and the setting up of our very own uniform shop.

Some of the moneys we have spent include: $10,000 to support the networking of our new computer lab, $2,000 on the blinds for the library, $2,500 on a new MULTILIT reading program. We also have money put aside for a new bus shelter to be built where the current bus waiting area is. We would also like to take this time to thank Mr. Borthwick for his success at Mawarra and wish him all the best in his retirement. We also welcome Mr. Mallia to Mawarra and look forward to working with him to carry on the traditions of the school.

Thank you to all those who supported the P & C to improve our children’s primary school experience. We look forward to seeing you next year and being involved with our 3 yearly school fete.

Gavin Brimble, President, Mawarra P & C.

Student Representative’s Message
Year 6 was a wonderful year, full of opportunities and highlights. The Year 6 of 2011 was a small but cohesive group. The Captains, Vice Captains, Councillors, Library Monitors and House Captains all had leadership roles. The Student Representative Council organised multi-days and the Year 6 Fun Day. Year 6 students were
involved in many activities including debating, public speaking, spelling bee, sports such as cricket, golf, and athletics, competing at regional state and national levels.

A highlight of Year 6 was the excursion to Canberra, where we visited old and new Parliament House, the Australian Institute of Sport and we spent a day at Smiggin Holes in the Snowy Mountains.

As School Captain I was very proud to represent Mawarr at various functions such as the South-West Sydney Directors Choice and leadership camps as the Regional Ambassador.

I felt very proud representing Mawarra in many activities and also being School Captain.

Hannah Trethewy, School Captain

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>
</tr>
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<tbody>
<tr>
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<td>190</td>
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<td>215</td>
<td>214</td>
<td>214</td>
<td>205</td>
<td>194</td>
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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 executive teacher 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.

Student Attendance Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.9</td>
<td>96.3</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
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<td></td>
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<tr>
<td>2</td>
<td>95.1</td>
<td>95.2</td>
<td>94.5</td>
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</tr>
<tr>
<td>3</td>
<td>95.4</td>
<td>96.1</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.2</td>
<td>95.1</td>
<td>94.8</td>
<td></td>
</tr>
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<td>5</td>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
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</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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</tbody>
</table>

Attendance rates for student at Mawarra continue to be above regional and state levels.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows class sizes as reported at the Class Size Audit conducted on Monday 21 March 2011.
Structure of classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
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<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
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</tr>
<tr>
<td>KN</td>
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</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>22</td>
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</tr>
<tr>
<td>1M</td>
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<td>22</td>
</tr>
<tr>
<td>1/2H</td>
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</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>30</td>
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</tr>
<tr>
<td>3W</td>
<td>3</td>
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<tr>
<td>6S</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
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</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>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</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>0.0</td>
</tr>
<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.7</td>
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<tr>
<td>Total</td>
<td>24.8</td>
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</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

The retirement of one teacher and the Principal in 2011 saw the appointment of new staff for 2012. The experienced staff, most of which have been at Mawarra for several years, remains stable. The proportion of staff retained from 2010 was approximately 95%.

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>
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<tr>
<td>Postgraduate</td>
<td>42%</td>
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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>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>92,503.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>220,801.28</td>
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<tr>
<td>Tied funds</td>
<td>71,838.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>154,541.45</td>
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<tr>
<td>Interest</td>
<td>5,439.10</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total Income</td>
<td>564,364.55</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>41,392.44</td>
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<tr>
<td>Excursions</td>
<td>48,298.86</td>
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<tr>
<td>Extra Curricular dissections</td>
<td>75,036.89</td>
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<tr>
<td>Library</td>
<td>3,813.05</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
<td>63,914.87</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>53,686.08</td>
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<tr>
<td>School-operated Canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>25,656.86</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>468,195.36</td>
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</table>

| Balance Carried Forward    | 96,169.19  |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School Performance 2011

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. 2011 was a successful year with the Band attaining a high level of expertise and enjoying their performances. The Band started the year with 21 members. Three members of the Beginner Program being elevated into Big Band at the beginning of Term 3 and one other joining the percussion team, making 25 members. Three flute players remained in Beginner Band for terms 3 and 4. Two clarinet players joined the Beginner Program at the beginning of term 3, and because of their excellent progress joined the Big Band to play at the Light Up Mawarra celebrations and the Gold and Year 6 Final Assemblies in December.

In school performances were:

• Induction of School Councillors
• Gold Medallion Award
• Year 6 Graduation Assembly
• Light Up Mawarra celebrations

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.

Our out of school performances were:

• Camden Show
• Camden Pre School Fun Night

These events were very well received by appreciative audiences. The Band enjoyed the experience of playing on the high stage at the Camden Show.

The Band was also looking forward to performing at the Light Up Camden Festival, but unfortunately this event was cancelled just hours before it was to start due to incessant rain. The Band members were extremely disappointed not to be able to play, as they had prepared very well for the performance.

Dance Group

The school dance group again proved to be very popular this year. Auditions were so competitive in 2011 that it was decided that a group of twenty students would make up the group. The group performed at school assemblies, lunch times and Elderslie High School Dance Spectacular.

This year saw the continuation of the Elderslie High School Transition Dance Group. Rehearsals were held at Elderslie High School after school hours leading towards an eisteddfod performance at the Macarthur Performing Arts Challenge in Sydney.

Sport

K-2 children actively engaged in sports programs to develop fundamental 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 special awareness, balance, springing and landing.

The Dance2Bfit Program provided students with a variety of dance movements and sequences. This culminated in a performance during the K-2 Sports Carnival. This carnival allowed the parents to view many physical education talents including sprint races, egg and spoon and sack races. The tabloid activities displayed skills developed during sport and fitness lessons.

Year 2 (eight year olds) were given the opportunity to participate in the school cross country and swimming carnivals.
In term four K-2 children thoroughly enjoyed a social dance afternoon.

Students in Years 3-6 participated in six gala days against other schools from the Razorback Zone and inter-schools competitions, that focused on enjoyment, working in teams and displaying sportsmanship. Four out of our five netball teams were successful in winning or being runners up of their respective competitions. The junior girls cricket team won their competition and the senior girls came second. It was the first time Mawarra entered girls soccer teams into the gala day competition. The senior girls placed second. The girls’ and boys’ soccer teams were also entered into the local Tiger Shield competition with the girls’ team reaching the semi finals.

The school also entered teams in the State Knockout competitions during 2011. Students took great pride competing against other schools in netball, soccer, rugby league and cricket. The netball team was successful in being the last school from Sydney South West in this competition.

All children in Years 2-6 were encouraged to participate in the school’s swimming, cross country and athletics carnivals with successful students progressing to the zone carnivals. Mawarra was the Cross Country handicap winner at the Razorback carnival. Children also trialed in a variety of sports, with a total of eighteen students gaining selection in zone teams. This enabled those students to compete at the Sydney South West carnivals. Six students went on to compete at the NSW Primary Schools Sports Association championships.

One of our students gained further representative honours by representing NSW at the Australian championships. Hannah Trethewy was a member of the NSW girls’ cricket team which were runners up at these championships. She was announced captain of this team prior to the carnival and received her cap at the SCG from Michael Slater.

It was the first time Mawarra chose a team of students from Year 3-6 to compete at the Sydney South West Orienteering championships. Many of our students were successful at this event with eight students competing at the NSW Orienteering championships. Mawarra was awarded the best primary school in NSW.

During Term 3 all students participated in the Dance2Bfit 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, Catherine Cox and Kimberlee Greene as well as other talented coaches.

It was realised at the final Year 6 final assembly that 100% of Year 6 students represented the school in sport.

Other

Gifted and Talented

During 2011 the first G&T enrichment Gala Day was held in term 2 with 40 participants from Years 3 - 6 completing six different team based problem solving activities. These included: General Knowledge Quiz, Who am I?, Scientific Egg Drop, Rush Hour, Web quest, Brain Benders. All participant completed evaluations on the day indicating their overall enjoyment and rating of particular activities. The day was so successful it is intended to become a bi-annual event.

During term 3, nine Year 6 students participated in the Maths Cup at Sule College in Prestons for the first time in the school’s history. Students worked in teams of three and participated in Maths Choice, Maths Operator and Maths Race activities. All students thoroughly enjoyed the day and this event will become a regular enrichment activity for future years.

During term 4, seven students from Year 4 to Year 6 participated in the Wollondilly Advertiser Design an Ad Education Project. One student received a highly commended award for her entry presented at a special award ceremony and
all other students received school based merit awards for their entries.

In addition, nine students from Year 3 -6 wrote historical recounts about a local pioneer for the Elizabeth Macquarie Historical Writing competition. Four students achieved great success with all entries from Mawarra being regarded as exemplary. Three students received trophies in recognition of their outstanding work. One student received a medallion for an exceptional piece. These were presented at a special award evening at the Campbelltown Catholic Club.

The Mawarra Writing Competition was undertaken for the third year. This year it was adjudicated by our school counsellor, Mrs Judith Evans, our school librarian, Mrs Carolyn Harloff and Mrs Sharon Kynaston. This year saw a large increase in the number of participants with 41 entries, almost double the previous year. Across the 3 different categories 13 awards and prizes were given. The prestige and participation rate of our school based competition is growing. Attendance at a Sydney Writers Festival event is planned for 2012 to further provide enrichment opportunities in writing.

During term 4, 13 students from Year 4 & 5 participated in the ‘Mission Impossible’ quest event at Stanwell Tops. The children were placed in teams with students from other schools and required to complete group problem solving tasks, which combined orienteering skills, mathematical problem solving and physical challenges. It was a great day that will become an annual event.

‘Gold Box’ boxes and tubs were maintained and updated as part of our class based enrichment resource availability.

**NSW Premier’s Spelling Bee**

Mawarra Public School participated in the regional finals of the NSW Premier’s Spelling Bee in Campbelltown. In readiness for the event, two spelling bees were staged before the entire cohort of each division with the top spellers from all classes competing. After a closely fought contest four students emerged, two from both the junior and senior divisions. The four school spelling champions performed admirably at the regional level, placing 5th and 18th in the junior competition and 6th and 12th in the senior competition.

**NSW Premiers Reading Challenge**

185 students successfully completed this year’s challenge with certificates being presented in front of the whole school; 79 more students than in 2010. This is the sixth year the school has participated in the competition with four students receiving gold awards in recognition of having successfully undertaken the Premier’s Reading Challenge for three consecutive years.

**National Competitions**

**Computer Skills** - Tasks included an understanding of operating systems, software, hardware, internet and programming. Mawarra students received 1 credit.

**Science** - Students were assessed on interpreting and applying data, investigating, reasoning and problem solving. Mawarra students received 2 distinctions and 1 credit.

**Mathematics** - Students were assessed in number, measurement, space, chance and data. Mawarra students received 2 distinctions and 7 credits.

**English** - Students were required to read literary and factual texts in order to answer comprehension, textual and syntactical language and spelling questions. Mawarra students received 2 distinctions and 7 credits.

**Writing** - Students were assessed on their ability to write an extended response in the exposition genre. Mawarra students received 1 distinction and 2 credits.

**Spelling** - Students were assessed at spelling words in four different contexts. These included dictation, editing, rules and conventions and correcting. Mawarra students received 2 distinctions and 5 credits.
Camps and Excursions

Kindergarten enjoyed their first excursion outside school when they visited Campbelltown Theatre in term four to view a movie linked to their HSIE unit on Leisure Time.

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. It was a rewarding day for all students, parent helpers and teachers.

Year 2 attended their traditional excursion to Camden Show in April. This provided the children with a wealth of experiences, which showcased the skills, talents and expertise from the local area. The excursion gave children the opportunity to view the excellent exhibitions, not only from our school, but other schools in our district.

Year 3 children enjoyed an overnight camp in the school hall on 18th March. In term 2, Year 3 & 4 students had a “Colonial Australia Activity Day” where they saw a performance then took part in dances and games that were popular in the early days of settlement. In term 3 all stage 2 children went to the Bike Education Centre at Campbelltown. Here the students learnt to be safe bicycle riders and pedestrians. In term 4 the Year 4 students attended a 3 day, 2 night camp at Teen Ranch at Cobbitty.

Year 5 attended their annual 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.

Year 6, once again travelled to Canberra and the Snowy Mountains as part of their studies of Democracy and Australian history. Our trip to the snowfields was a highlight as many of the children experienced snow for the very first time. Unfortunately the planned end of year culmination activity for Year 6 to Wooglemai Environmental Education Centre had to be cancelled due to inclement weather.

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 here at Mawarra P.S where we had a winner from the junior section and one from the senior section. One other student received a highly commended certificate. The two winners then competed in the Regional final at the Arts Unit at Lewisham P.S. One Mawarra student won the regional competition and competed at the State final against thirteen other students at the ABC Centre at Ultimo.

Mawarra was privileged to convene both the regional and state finals with one of our own students as the chairperson for both events Mawarra also competed in the Campbelltown/Macarthur Oracy Competition, coordinated by a classroom teacher from Mawarra. In this competition four children were chosen to represent Mawarra at the zone final. A Mawarra student won the senior section, then represented Mawarra School at the area 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 children in Magpie Team did very well and won all their debates and competed at the Regional finals at Lewisham P.S. They came third in this competition which is an excellent result with over sixty schools participating. The Bluetongue team also participated well and improved their performances.
Sustainable Schools Expo

In 2011 Mawarra participated in the Sustainable Schools Expo. The group of children involved 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 very enthusiastic and came back to school with lots of ideas to improve the sustainability of Mawarra P.S. Some of these are no waste lunch day and rubbish auditing.

Special Swimming Scheme

In the last two weeks 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 had to endure quite cold conditions and despite this, improved a lot with their styles, distance and general swimming confidence.

Technology

Information technology was a major focus for development in 2011 in both the provision of hardware such as additional computers and interactive whiteboards into classes, the commissioning of a new computer lab funded by the P&C and the development of staff professional knowledge in the area of IT to support teaching and learning.

With the support of the BER program, an additional 6 interactive whiteboards were installed for use in new classrooms. This brings in 2011 the number of IWB equipped rooms to 15. A future aim for 2012 is to enable all children access to this technology in their home classrooms.

A draft scope and sequence of computer skills was drafted. 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.
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 Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The following graphs show the school’s performance in each area of testing, compared with similar schools, state results and the school average over the past three years.

Literacy – NAPLAN Year 3

Numeracy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Progress in Literacy

Average progress in Reading between Year 3 and 5

Bands
- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Numeracy

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

School SS

345678

012345678

Progress in Bands

0 10 20 30 40

Bands
- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

0 10 20 30 40

Bands
- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

Percentage of students

Percentage of students

Percentage of students

Percentage of students
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 in the following tables.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.7</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Mawarra Public School has few students 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

The ongoing connection with Japanese culture continued in 2011 with the EEC Program. 15 guests from Japan visited the school assembly and classrooms and taught Japanese cultural activities to students. The “One World, Many Stories” theme for Bookweek this year provided scope for Multicultural activities through the library celebration.

Stage supervisors ensured that multicultural perspectives were included in planning of HSIE and Literacy units where appropriate.

Other Programs

Student Welfare

The ‘Mawarra Movers’ Positive Behaviour Learning program has operated all this year. The Staff used the program’s matrix of expected behaviours to develop and write explicit lessons to reinforce positive behaviour. These were taught and reinforced on a fortnightly basis. Students continued to earn daily points through
their positive behaviour and by showing they were safe, respectful, responsible learners.

Children received public recognition for their efforts in earning points at assembly, by receiving certificates and having their names displayed in the hall. In the middle of the year letters of recognition were sent to parents of children who had earned 100 points in 110 days of school, as these students were displaying exemplary behaviour. Over 75% of students received these letters.

At the end of the year a celebration lunch was held for all students who had earned 165 points in 180 days of school. This lunch was very well attended by 50% of students. The majority of students who did not attend the lunch did not receive the required number of points due to absences rather than poor behaviour.

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.

Integration Learning Support

In 2011, 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.

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. Funds were used to up-skill staff and parents in the implementation of the MULTIIT program to improve literacy outcomes, specifically in stage 2.

The Reading Recovery Program provided individual instruction for sixteen students.

Future Directions for 2012:

- 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.
- Implementation of the MULTIIT program

Progress on 2011 Targets

Target 1

To improve literacy outcomes for all students

Our achievements include:

- Spelling Mastery program used in Years 1-6 with students tested and grouped according to needs and working with STLA and SLSO. A review after the first year of the program showed noticeable growth for early years, but saw stage 3 move to the Speldodrome program to better integrate vocabulary into a whole language program.
- Stage-based rubrics, developed in consultation with district personnel have been used to increase consistency in assessment and A-E reporting.
- Standardised tests have been used to gather data on student progress K-6. Student results are now placed in SENTRAL’s Edupro system for analysis.
- Early identification of additional needs through structured Learning Support Team, leading to support by STLA and Teachers Aides.

Target 2

To improve numeracy outcomes for all students

Our achievements include:

- Students and teachers making use of online learning and assessment with Mathletics, Studdyladder and Rainforest Maths, which have increased student engagement. Staff have been involved in TPL activities to increase use and confidence in the use of online learning and use of interactive whiteboards.
- Standardised PAT tests and termly diagnostic testing have been used to monitor student achievement.
- Data has been used to group students to provide extension and remediation opportunities based on student needs.
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 2011 our school carried out evaluations of ‘Positive Behaviour Learning’ and ‘Effective Leadership and School Improvement’.

Educational and Management Practice.

Background
During 2011 the school conducted the NSW DET ‘Analytical Framework’ evaluation of leadership and school improvement.

Findings and conclusions
• There is little change to teacher class allocations from year to year.
• The school coordinates and monitors teaching time in Literacy and Numeracy.
• Half of the staff are aware of and can articulate the school’s expectations in Literacy and Numeracy.
• The school plan is largely written by the Principal and/or executive.
• Few literacy and Numeracy targets contain measurable strategies and indicators of success.
• School leaders and some staff members evaluate and use student performance data to set Literacy and Numeracy improvement priorities.
• Student reports are informative, balanced and constructive with informal and formal opportunities to discuss individual student performance such as parent/teacher interviews.
• Staff indicated that allocated time would allow them to engage in discussions about Literacy and Numeracy with colleagues.
• Staff meetings rarely include specific professional learning sessions.
• The analysis of student performance information in Literacy and Numeracy underpins the design of aspects of few professional learning activities.

Future directions
• The introduction of teacher professional Learning meetings focusing on school needs.
• Implementation of tracking systems to monitor student progress.

• Analysis of data in SMART and Edupro to inform teaching and learning.
• Training and development in Best Start assessment, recording and analysis to drive teaching and learning programs.
• Selected modules of Team Leadership for School Improvement to address perceived areas of need.

Curriculum
During 2011 the school continued the Positive Behaviour in Learning Program, known at Mawarra as “Mawarra Movers”. This had a positive impact on learning across all KLAS, as measured by the department’s independent PBL coach Phillip Whitefield.

Findings and conclusions
• Student expectations are clearly defined, but could be more visibly displayed in various areas of the school.
• There has been an increase from 52% to 60% of surveyed students who can explain school-wide expectations and can give examples.
• There was an increase from 45% to 60% of students who could identify receiving a positive award from their teacher in a weekly period.
• The Student Welfare Committee’s use of data has increased significantly in 2011, with the introduction of SENTRAL Welfare.

Future directions
• Increase number of students able to explain school expectations and state examples.
• Continued data collection and analysis of times, locations, places and type of behaviours.
• Increase visibility of Mawarra Movers signs, and increased use of signs by teachers.
• Continued recognition and reward through merits, Mawarra Movers awards and assemblies.

Parent, Student, and Teacher Satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. This year the focus was on the transition of students to school and information provided to parents to prepare them and their children for their foundation year.
Results overall were extremely positive, with very high percentages of parent agreeing or strongly agreeing with many of the statements made in the survey.

- 96% agreed or strongly agree that the Kindergarten orientation was beneficial for their child.
- 59% strongly agreed and 40% agreed that the written information provided was useful.
- 77% of parents strongly agreed that the transition period was beneficial, with suggestions that the sessions should be extended.
- 100% of parents strongly agreed or agreed that children enjoyed the transition program.
- 59% of parents strongly agreed and 32% agreed that their child settled well into Kindergarten as a result of the programs in place.
- All kindergarten teachers believed the Kindergarten Transition Program enabled a smooth transition into the children’s first year of school.

**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:

- The analytical Framework for effective leadership and school improvement
- Quality teaching
- Change management and flexibility
- Interactive whiteboard training
- Writing
- First aid, CPR, anaphylaxis and asthma training.

The expenditure on the DET priorities for professional learning in 2010 was:

- Use of ICT for teaching $141
- Literacy and numeracy $4395
- Quality teaching $3517
- Leadership and career $2543

A total of $10596 was spent on professional learning in 2011.

**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.

**2012 Targets to achieve this outcome include:**

- Increase percentage of students achieving at or above minimum standard in NAPLAN Reading to 96.8% for Yr 3 and to 97.2% for Yr 5 in 2012.
- To increase the percentage of students achieving the top two bands in NAPLAN Reading to 49.5% for Yr 3 and to 45.6% for Yr 5 in 2012.
- To increase the percentage of students in Year 5 achieving or achieving greater than or equal to expected growth to 51.6% in 2012

**Strategies to achieve these targets include:**

- Develop and implement a K-6 benchmarking standard and a testing and administration schedule.
- Purchase resources to match students to instructional reading level.
- Provide TPL opportunities using internal and external workshops.
- Use SMART data package at planning sessions to inform programming needs.
- Expose students to range of questioning formats, eg NAPLAN style, online, multiple choice.

**School Priority 2**

**Outcome for 2012–2014**

Improved numeracy outcomes for each student.

**2012 Targets to achieve this outcome include:**

- Increase percentage of students achieving at or above minimum standard in NAPLAN Reading to 98.5% for Yr 3 and to 98.5% for Yr 5 in 2012.
- To increase the percentage of students achieving the top two bands in NAPLAN
Reading to 33.2% for Yr 3 and to 39.7% for Yr 5 in 2012.

- To increase the percentage of students in Year 5 achieving or achieving greater than or equal to expected growth to 55.2% in 2012.

**Strategies to achieve these targets include:**

- Planning time using SMART data to identify needs, cooperatively program, formulate assessments and gather resources.
- Incorporate technology into teaching of numeracy (Mathletics, Studdyladder, IWBs).
- Provide opportunities for TPL at internal and external workshops.
- Use of Best Start continuum to assess students, inform programming and track student performance.
- Expose students to range of questioning formats, eg NAPLAN style, online, multiple choice.
- Implement exit 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.

**2012 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:**

- Implement regular TPL sessions (internal and external) based on staff needs.
- Provide relevant orientation and transition programs for Kindergarten and Year 6.
- Ratify draft school discipline policy and circulate to community.

- Utilise Sentral Welfare to track and analyse positive and negative behaviours.
- Publish school Anti-bullying Policy, including cyberbullying and lift profile in community.
- Publish road safety brochure drafted in 2011
- Improve daily security within school with locked side gates.
- Increase participation opportunities for existing and new activities at school, interschool, 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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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: