School Context

Mawarra Public School, situated in Elderslie, near Camden, provides high quality education in a unique community setting. Students at Mawarra continue to proudly demonstrate the principles of our school welfare system; Be Safe, Be Responsible, Be Respectful and Be a Learner. The experienced staff continues to provide a very stable and supportive environment for our students.

Principal’s message

Mawarra continues to enjoy a positive reputation for the outstanding opportunities offered to students at the school, which aim to develop and educate the whole child. This is achieved through a balanced curriculum, quality teaching and supportive welfare programs. The number of extra-curricular opportunities available for students at Mawarra, clearly prepare them for a life beyond primary school.

This year, the school has undergone many physical improvements, including major capital works to make the school wheelchair friendly, and the completion of the first round of projects to improve the playground for the students.

The planning process for the 2015-17 school plan gave the opportunity to set goals for school improvement over the upcoming three years to meet the needs of 21st century learners.

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.

Paul Mallia, Principal

Parent Representative Message

What a wonderful year the Mawarra P&C had with raising money and helping to create a better place for the children to learn and play.

We raised over $18,000 thanks to the generosity of our families and community. We had a great time raising this money by having a movie night, mums’ night out, Easter raffles, mothers day and fathers day stall, education open day BBQ just to name a few. This money went towards improving the playground creating a fairy garden and mini stage, a magical fairy walkway, a dirt race car pit for the boys to play cars in and a sand volleyball court. We also assisted in buying the Lexile books for the library. An interactive white board was purchased for the 17th class room. Lots of items were also ticked off the “teachers wish list” including chess sets, zone swimming caps, hovercams, much needed maintenance on the netball court and many other things. The Mawarra P&C are looking forward to a fantastic 2015 with the Fete being the highlight.

Jo Wheeler, P&C President.

Student Representative’s Message

2014 was my final year at Mawarra Public School and I was provided with many great opportunities to extend myself and develop leadership skills as one of the school captains and as a member of the Student Representative Council.

The school leaders were fortunate to visit state parliament and attend the Young Leaders Day and met representatives from other local schools. The school leaders led our school in the Australia Day and ANZAC Day marches and laid a wreath at the official ANZAC Day ceremony in Camden.

Mawarra Public School offers a great range of extracurricular activities, from playing in the school band and African Drumming Group to dancing in the Senior Dance Ensemble and being a member of the debating team. There were also opportunities to represent the school at the Premier’s Spelling Bee and at public speaking competitions. Mawarra also offers winter and summer sports, choir, environmental and knitting groups. All of these activities were made possible due to the dedicated teaching staff who gave up their time to assist and mentor students in areas we would not normally get to experience. They really encourage us to “let our light shine”.

The Student Representative Council worked diligently throughout 2014 raising money through a variety of school events such as a cake stall for Harmony Day, which helped fund a multicultural storyteller to visit our school, and mufti day for St Patrick’s Day, where the money raised was donated to the Kids of Macarthur Foundation. We also helped raise money for the Children’s Hospital through a fun medical mufti day.

The Year 6 students also raised money throughout the year. The Year 6 Fun Day is always a highlight and we enjoyed organising the stalls and activities for the rest of the school. This day helped us pay for the beach volleyball court
and a set of African drums for our popular drumming group.

It is wonderful to be able to give back to the school and help create opportunities for the next generation of students. I am sure that I will never forget the seven fantastic years I spent at Mawarra Public School.

Lachlan Taylor, School Captain 2014

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>190</td>
<td>194</td>
<td>203</td>
<td>198</td>
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<tr>
<td>Female</td>
<td>205</td>
<td>194</td>
<td>203</td>
<td>207</td>
<td>197</td>
</tr>
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</table>

Enrolments continue to rise steadily. Enrolment in 2014 was 417.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.5</td>
<td>96.5</td>
<td>97.2</td>
</tr>
<tr>
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<td>94.5</td>
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<tr>
<td>2</td>
<td>95.4</td>
<td>96.2</td>
<td>95.4</td>
</tr>
<tr>
<td>3</td>
<td>94.9</td>
<td>97.1</td>
<td>96.2</td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>95.1</td>
<td>96.5</td>
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<td>6</td>
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</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>96.1</td>
<td>96.1</td>
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</table>

Attendance rates for Mawarra continue to be above state DEC average. The number of unexplained absences increased in 2014 and this will be an area of focus in 2015.

Class teachers and stage supervisors monitor student 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 or if absences are regularly unexplained. Where necessary, home visits are also made where a pattern of non-attendance is leading to chronic absences.

Workforce information

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

The staff at Mawarra remains stable with many teachers and support staff being long-term members of the school staff. A new Assistant Principal was appointed in 2014.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.1</td>
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<tr>
<td>Total</td>
<td>23.53</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One member of staff at Mawarra is identified as having an Aboriginal heritage.
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>100%</td>
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<tr>
<td>Postgraduate</td>
<td>16%</td>
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</table>

Professional learning and teacher accreditation

A major area of Teacher Professional Learning for 2014 was the completion of the Focus On Reading training. Two staff members trained as facilitators and presented the course over several afternoon staff meetings and as a part of the school development days throughout the year.

All teaching and support staff were trained in anaphylaxis procedures, first aid and CPR.

In addition, two class teachers participated in an extended professional learning experience with the Sydney Theatre Company, using drama to enhance the teaching of English.

All teaching staff participated in professional learning on implementing the new English, Maths and Science & Technology syllabus documents.

The school participated in the Macarthur Share the Skills Program, where staff attended a total of 18 locally presented sessions over three days. Two staff members presented sessions as a part of the week’s program.

The Teacher Librarian attended regular Teacher Librarian conferences and members of the school’s Eco Committee attended a number of profession learning opportunities in this area. Individual teachers also attended workshops on ipad use, student leadership, and dance.

Regular compliance training was conducted in areas of child protection, complaints handling, code of conduct and work, health and safety.

Beginning Teachers

The school had no beginning teachers in 2014, therefore no beginning teachers were working towards their accreditation with the Board of Studies Teaching and Educational Standards.

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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>240766.53</td>
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<tr>
<td>Tied funds</td>
<td>196157.19</td>
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<tr>
<td>School &amp; community sources</td>
<td>176168.08</td>
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<tr>
<td>Interest</td>
<td>6937.08</td>
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<tr>
<td>Trust receipts</td>
<td>24814.70</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>849181.41</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>31929.50</td>
</tr>
<tr>
<td>Excursions</td>
<td>60078.58</td>
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<tr>
<td>Extracurricular dissections</td>
<td>84198.13</td>
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<tr>
<td>Library</td>
<td>9229.59</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>137584.47</td>
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<tr>
<td>Casual relief teachers</td>
<td>88712.05</td>
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<tr>
<td>Administration &amp; office</td>
<td>49665.54</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>43685.70</td>
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<tr>
<td>Maintenance</td>
<td>29599.28</td>
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<tr>
<td>Trust accounts</td>
<td>21078.87</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>563464.92</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>285716.49</td>
</tr>
</tbody>
</table>

The school has set aside funds in 2014 to replace aging assets, including air conditioners and interactive whiteboard projectors.

The school has also locally funded building and significant ground improvements. Funds were also set aside as savings for a new photocopier to replace the aging black and white copier.

A full copy of the school’s 2014 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 2014

The school has celebrated many successes throughout 2014. The following are achievements in academic, sporting and cultural endeavours.

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 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 and enter the school name, Mawarra, in Find a school and select GO to access the school data.

The school has done a thorough analysis of NAPLAN data and information gained will drive teaching programs for 2015.

NSW Premiers Reading Challenge

224 students successfully completed this year’s challenge, the most we have seen for a number of years. This is the ninth year the school has participated in this competition. Most K–2 and some 3–6 students received a participation certificate presented by their class teacher. At the Gold Medallion and Presentation Assembly, six students were presented with the gold certificate for four years’ participation and one student received their platinum certificate for seven consecutive years’ participation – an outstanding effort!

NSW Premier’s Spelling Challenge

Mawarra Public School participated in the regional finals of the NSW Premier’s Spelling Challenge held at Thomas Acres Public School in Campbelltown. Prior to this, stage 2 and stage 3 classes held class competitions. Following this, the top two spellers in each class competed 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. One student proceeded to the second round, two students to the fourth and one student proceeded to the fifth round. An outstanding effort by all students.

National Competitions

Students had the opportunity to participate in the University of NSW international competitions.

Computer Skills

Tasks included an understanding of operating systems, software, hardware, internet and programming. Mawarra students received one credit.

Science

Students were assessed on interpreting and applying data, investigating reasoning and problem solving. Mawarra students received one merit.

Mathematics

Students were assessed in number, space, measurement, chance and data. Mawarra students received two distinctions, seven credits and two merits.

English

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

Writing

Students were assessed on their ability to write an extended response to a given task in the exposition genre. Mawarra students received one merit.

Spelling

Students were assessed at spelling words in four different contexts. These included dictation, editing, rules and conventions and correcting. Mawarra students received five merits.
Other achievements

Sporting Achievements

There are many sporting opportunities for students at Mawarra Public School. Students in Years 3-6 participate in gala days and interschools competitions that focus on enjoyment, working in teams and displaying sportsmanship.

In 2014, the school competed in six gala days against other schools from Razorback Zone in soccer, netball, rugby league, hockey, league tag, softball, t-ball and cricket. The junior boys soccer and rugby league teams were successful in winning their Gala Day competitions. The junior A & senior A netball teams and T-Ball team were runners up in their competitions.

The school also entered teams in the State Knockout competitions during 2014. Students take great pride competing against other schools in netball, soccer, rugby league and cricket. The school’s rugby league team competed in the Razorback All Schools knockout. Country Rugby League supported our students by providing training sessions for teams.

All children in year 2-6 are encouraged to participate in the school’s swimming, cross country and athletics carnivals, with successful students progressing to the zone carnivals.

Children also trialled in a variety of sports, with a total of twenty-six students gaining selection in zone teams. Four students were selected in two sports. This enabled those students to compete at the Sydney South West carnivals. Five students went on to compete at the NSW Primary Schools Sports Association championships with two students competing in two sports.

One of our students was the joint winner of the Queen Elizabeth II trophy, which is awarded to the most outstanding athlete of the meet at the NSW PSSA Athletics Championships, after winning three gold medals at these championships. After her outstanding results, she was selected to compete at the Australian championships where she placed 1st in the junior girls relay, 1st in the junior mixed relay, 3rd in the junior high jump, 3rd in the junior long jump and 8th in the 10 years 100m. She went on to receive Razorback PSSA’s ‘Don Moon Award’ for the most outstanding individual performance by any student in the Razorback Zone.

Mawarra again sent a team of fifty-six students from Year 3-6 to compete at the Sydney South West Orienteering championships. Many of our students were successful at this event with four students competing at the NSW Orienteering championships. Mawarra was awarded the best primary school in NSW for the fourth consecutive year.

During term 2, students from K-2 participated in Dance2Bfit. In term 3, all students in Years 3-6 participated in a gymnastics program. Children in K-6 demonstrated fundamental movement skills in fitness activities and sport.

Special Swimming Scheme

In weeks 7 and 8 of Term 4, children from years 2-6 participated in the Special Swimming Scheme run by the Department Of Education and Communities.

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 113 children who attended 112 children were able to achieve a successful distance, 8% were able to swim 1-10 metres, 36% swam 11-25 metres, 2% swam 26-49 metres and 53% swam 50 metres by day 9 of the scheme.

Arts and Cultural Achievement

School Band

The Mawarra School Band continues to play a high profile role in the school and the community. Band members show a high level of commitment to improve their skills and bring enjoyment to their audiences. Band members are acknowledged by being awarded a ‘Band Member’ badge, which the students wear with pride.

The performing band totalled 30 students in 2014, with a strong ‘beginner band’ preparing to join the big band in 2015.

The students can be proud of their achievements and excellent performances throughout 2013.

In school performances in 2013 were:

- Induction of School Councillors
- School community concert of Camden Show program
- Japanese Assembly - for visiting Japanese high school students
- Education Week concert
- 40th anniversary celebrations
- Gold Medallion award assembly
- Grandparents Day concert
- 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.

A special performance at the end of the year farewelled Mrs Reeves, the Band-leader and organiser, who was recognised for her 28 years of commitment to the band. Former students returned to participate in solo and combined performances.

All events were very well received by appreciative audiences. The support from parents of band members has been most appreciated.

Drumming Group
During term 1 some students from Mawarra participated in drumming workshops with instruction from Dynamic Rhythms, a local company. They learnt the basics of drumming and worked well as a team.

During term 2, most of these students plus others formed The ‘Mawarra Drumming Group’. They learned routines and basic rhythms using large ‘Neverfail’ plastic bottles.

Eventually, the school purchased 30 djembe drums from year 6 fundraising and the group excelled from there.

They performed at assemblies, Mawarra’s 40th celebration and the Japanese student visit.

Their biggest highlights were opening the Rhythms Festival in Narellan and being the entertainment at the state final of the Multicultural Perspectives Public Speaking Competition at the ABC Centre at Ultimo.

Public Speaking and Debating
Mawarra had an excellent 2014 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. A year 6 student from Mawarra won the zone final and went on to compete at the regional final.

Mawarra also competed in two other competitions. These were The Greater Southern Sydney Public Speaking and the Sydney South West Public Speaking competition. The competition this year was extended to include Early Stage 1 and Stage 1. Two children from each stage were chosen to represent Mawarra at the Zone final. One student from kindergarten won his section.

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 and The Great Southern Sydney Debating. The school had two teams in each competition. The Greater Southern Sydney competition was used for the developing teams in year 5 while the Premier’s Challenge had the more experienced year 6 teams. The students in all teams competed very well and by the end of the competition were very confident in participating in debates.

One of the year 6 teams won their zone and made it through to the quarter finals.
Dance

2014 was a great year for dance as the school expanded the dance program to include the Southern Stars Arena Spectacular. This was a wonderful opportunity for all students involved, as they experienced the production of a large-scale performance, including learning the choreography and working with the production, lighting and sound teams to produce a spectacular performance.

In addition to the Southern Stars Program Mawarra also introduced Ballroom Dancing through the Schools Dance Sports Challenge. This initiative further developed the school’s connections with Elderslie High School and dance opportunities at the school.

The school dance groups were extremely popular and the Senior Dance Group was comprised of 35 year 5 and 6 students who eagerly attended all rehearsals. At school the group performed at school assemblies and concerts. They also had the wonderful opportunity to show off their skills at Elderslie High Schools, ‘Dance Spectacular’ and Narellan Town Centre’s Family Christmas Night.

The Elderslie High School Dance Transition Program was also very popular with over 14 children auditioning for the 7 positions. This group was made up of students from Elderslie Public School, Mawarra Public School and Elderslie High School. Rehearsals were held at Elderslie High School on selected Monday afternoons after school as well as some school lunch times. The final dance was performed at the Dance Blitz Eisteddfod, where the students competed against other schools across Macarthur. They also had the opportunity to perform their dance at the Elderslie Dance Spectacular.

This was a very rewarding year of dance for all students involved.

Significant programs and initiatives

Student Welfare

The “Mawarra Movers” Positive Behaviour Program has continued this year. Staff have used the program to explicitly teach and reinforce positive behaviour. This year, the recognition for positive behaviour was a celebration held at the end of each term called “Club Zero”. The activities included a disco, a movie with popcorn, pirate day where students participated in drama activities and a drumming lesson. Over the year we have seen a small range in the number of children participating in our celebrations, from 93% to 97%, a very pleasing result. Holding a celebration each term allow students, who may miss out in one term, to modify their behaviour and be part of the celebration the following term.

Letters of recognition were sent home at the end of the year to 319 students (75%) who had shown exemplary behaviour this year and had remained on level zero for the entire year – not even one notification slip! This is an increase from the previous year and we believe a truly outstanding effort by the majority of students.

Students continue to receive mini awards in class and merit and principal’s awards at assemblies. Twice per term students who have earned silver and gold awards are publicly recognised at whole school assemblies. The end of year Gold Medallion and Presentation Assembly and Final Year Six Assembly recognise those students who have received awards at the highest level whether for Citizenship, Debating, Public Speaking or Sport.

Senior students continue to be given leadership opportunities.

Integration and Learning Support

The Learning Support Team continues to be an active and integral part of the school’s delivery of quality programs. The school’s LaST ( Learning and Support Teacher ) funding allocation again enabled the school to place support teachers to each stage area, to implement a variety of programs. These programs included: timed text reading, phonemic awareness, comprehension skill development, sentence structure sight word knowledge, vocabulary building, digraph programs and fine motor activities.

We were able to employ two SLSOs ( School Learning Support Officer ) who; assisted class teachers in the classroom, worked with small group or individual intervention programs, provided assistance to students in the playground and accompanied special needs students on excursions. Training was also provided for SLSOs to work with children with additional physical needs.
Future directions for 2015:
LaSTs will continue to develop and implement programs to assist students with special needs across the school. SLSOs will continue to be utilised in the classroom, playground and on excursions to ensure quality programs for all students.

Camps and Excursions
Kindergarten went to Camden Park Environmental Education Centre in June to see a demonstration of farm life. This linked to their unit on “Needs and Wants.” The children were thoroughly enthralled by all their experiences.

In May years 1 & 2 enhanced their learning about Transport by visiting the Thirlmere Train Works Museum. This excursion provided opportunities for the children to view first hand, how trains work and the changes to rail transport over time in our local community.

Year 2 attended their traditional day excursion to Camden Show in April. The excursion gave children the opportunity to view the excellent exhibitions not only from our school, but other schools in our district, and the wealth of talent in our local area.

Year 3 children enjoyed an overnight camp in the school hall on 21st March. In May, Stage 2 children went on an excursion to Belgenny Farm to support the HSIE unit “Australia Then and Now”. The students had the opportunity to herd sheep, forge tent pegs, paint boomerangs and throw them, and much more. The Stage 2 students also had the opportunity to go to the Bike Education Centre in October, to learn basic road rules and how to be both a safe pedestrian and bike rider. In term 4 the Year 4 students attended a very exciting and successful 3-day, 2-night camp at Teen Ranch at Cobbitty.

Year 5 attended a three day camp to Broken Bay Sport and Recreation Camp on the Hawkesbury River. The children participated in a variety of outdoor experiences including bush walks, abseiling and orienteering. The camp was designed to foster teamwork and resilience in the participants as well as support the delivery of elements of the PDHPE syllabus.

Year 6 travelled to Canberra to visit Parliament House, the Electoral Education Centre, the War Memorial, Questacon and the Australian Institute of Sport. They also spent a memorable day on the snowfields exploring a very different environment.

The end of year farewell camp for year 6 was a two-day excursion to the Taronga Zoo. The children were given a night time guided tour of the zoo which included a hair-raising territorial roar of the zoo’s lion.

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, Kids of Macarthur charity 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 in Sydney.
Gifted and Talented Enrichment Programs

During 2014, the sixth “Mawarra Writing Competition” was adjudicated by the school counsellor, Mrs Evans, Mrs Noakes and Mrs Kynaston. This year the participation rate increased, receiving 49 entries to the competition. All entrants received a ‘mini’ award to acknowledge their efforts. Across the three different stage categories 13 awards and prizes were given.

In addition, two 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, with one student being the youngest entrant, as a student in Year 4. These awards were presented at Belgenny Farm by Mark Peters, the competition’s adjudicator.

The school held its fourth G&T enrichment Gala Day in Term 4 with 32 participants from Year 3-6 completing in ten different team-based problem-solving activities. The day also incorporated floating activities, which were to be completed during the rotation process. The floating tasks component was very successful and explored different group approaches to similar tasks. Poetry and Art were two new creative areas explored. 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 Amity Cup at Sule College in Prestons. 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.

Chess Club

In 2014, Mawarra offered a Chess Club to students in years 3-6. Approximately 30 students attended Chess Club each Tuesday at lunch time. Twelve students were chosen to participate in the ‘Macarthur District Primary Schools One-Day Chess Teams Tournament’ in November at the Campbelltown Catholic Club. The students

- 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 the school captains and councillors attend the Camden Australia Day march and 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 department and whole school assemblies to develop their organizational and leadership skills.
- Senior students accept responsibility for activities within the school including recycling, assisting in the sandpit, running the sports equipment borrowing system at lunchtime, and being a part of the technical committee. Being a part of the running of the school gives students valuable life skills and gives them a sense of ownership.

Scripture

Scripture is available to all students from K-6 in a half hour program each week. Visiting clergy and trained volunteers deliver this program to participating students. Catholic and Protestant groups are offered.

Visual Arts

Mawarra students entered several visual arts competitions during 2014. These included the Camden Show, Taronga Zoo and Light Up Camden Christmas Card competitions. A number of students gained places and commendations with their entries. A Mawarra student created the Christmas card that won the local competition. Students were involved in designing posters to promote the school’s 40th anniversary to the community and students’ artworks from across the school were selected to travel to Japan for exhibition as part of the CIFA Program.

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developed their chess skills, interpersonal skills and competitive spirit. Chess Club will continue to be offered in 2015.

Aboriginal education

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

Aboriginal Perspectives have been integrated into all appropriate learning programs and the school has continued to raise student awareness of Aboriginal culture and tradition, in the celebration of National Aboriginal and Torres Strait Islander’s Week.

All students identified as having Indigenous heritage have personalised learning plans in place.

Japanese Language and Cultural Opportunities

A group of students from Mawarra participated in a transition Japanese language lessons program with an Elderslie High School language teacher. The students met each Thursday and had their lessons via video conferencing. This gave the students an opportunity to learn some basic Japanese as well as Japanese culture. Some of the lessons included origami, Japanese language and sushi making.

This year Mawarra also played host to welcome 16 students from Kashiwa, Japan as part of a cultural exchange between Camden and Kashiwa, run by C.I.F.A. (Camden International Friendship Association).

The students from Japan enjoyed an assembly with entertainment provided by the various Mawarra creative arts groups. The highlights were a performance by the Japanese students and the school band, which performed a very solemn rendition of the Japanese national anthem.

The Japanese students enjoyed mingling with the Mawarra students and they said that coming to Mawarra was one the highlights of their Australian experience.

Focus on Reading

Focus on Reading is a comprehensive Department of Education and Communities program designed to assist teachers in understanding the nature of the literacy learner. It builds deep understanding of how to explicitly teach the six key comprehension strategies, (predicting, visualising, questioning, summarising, making connections and monitoring) in balanced and integrated ways.

Two staff members were trained during 2012 and 2013 to train the teaching staff at Mawarra PS. This program was jointly funded by Teacher Professional Learning and P&C contributions.

2014 saw the completion of modules three and four, which resulted in the completion of Phase 1. A range of professional learning activities took place e.g. demonstration lessons, videoed lessons which enabled effective feedback opportunities, workshops held after school and sessions during staff development days.

Reading Recovery

In 2014 the Reading Recovery Program provided individual instruction for 11 year 1 students. Students are identified for the program through an extensive assessment process. Reading Recovery provides explicit teaching of literacy in a daily 30-minute individual lesson. This intensive daily instruction sees rapid growth amongst most students. All students who completed the program displayed considerable growth in reading performance, reaching an instructional reading level of 16 or above and noticeable improvements in their writing skills.
Kindergarten Orientation and Transition
The 2014 Orientation and Transition Programs provided prospective parents and students with all the necessary experiences and knowledge to ensure a smooth and satisfying start to school life. All of new kindergarten children were able to attend both the orientation day and the transition days provided to them. This reflected the importance parents saw in this valuable program and provided our future student with happy and positive experiences of our school.

Technology
During 2014 the school’s information technology focus was to expand the number of connected devices available for student use in the classroom. To this end the school purchased 20 ipads and coordinated their equitable distribution into all classes. Further efforts were made to enhance staff capacity to use these devices to improve student learning and engagement. Further research has been done to look at the possibility of introducing “Bring Your Own Device” (BYOD) opportunities for stage 2 and 3.
The school also expanded the number of computers available for use in the library, which has led to research opportunities during library lessons as well as being a popular pastime during lunch breaks. With all classrooms, computer lab and library now equipped with interactive whiteboards, technology is being integrated effectively to support teaching and learning.
The technology subscription introduced in 2012 provided a suite of quality programs such as Mathletics, Spellodrome, Reading Eggs, Reading Express and Lexiles. These programs enhanced the ability for teachers to cater to a wide variety of learning needs and interests within classrooms.
The introduction of School Enews has been a popular and effective addition to the school’s communication tools. Parents and teachers alike have commented on how convenient it has been to receive all school newsletters and notes electronically through this application. It has also proven to be useful when messages need to be communicated to parents instantaneously.

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 is 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. Live Life Well newsletter articles continue to be a regular part of the school newsletter and are accompanied by pamphlets encouraging healthy eating, water and activity habits.

Fundamental Movement skills have become integrated into all Stage Fitness programs and are focused upon, taught and assessed each term.
Crunch & Sip is a break during class 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. The Crunch & Sip participation rate at Mawarra is now 95%. Monitors are trained to dispose of Crunch & Sip scraps into the school compost, thus aiding the school’s sustainability efforts.

Eco Schools
Eco-schools is an environmental management, certification and sustainable development education programme for schools. As a participant in the pilot program in 2013/14 Mawarra has established an Eco Schools committee comprised of two students from each class 2-6, three staff members and one community member. After undertaking an eco audit the committee established an action plan. The group has successfully upgraded the school’s vegetable gardens, educated the school on the need to remove citrus from compost bins and also maintained a compost and worm farm area to reduce, reuse and recycle. Our future goal is to attain Bronze Level certification.

Macarthur Sustainable Schools Expo
To this end Mawarra was involved the many Eco-sustainability activities during 2014. In September 2014, 8 Year 3 students attended the Macarthur Sustainable Schools Expo at Belgenny Farm. These students participated in eight different activities that promote sustainability and teach students how to think about energy use, waste, recycling and gardening. They then returned to school and shared their experiences with their classmates and with the Eco schools committee.
K-2 Sports Programs
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.

Year 2 (eight year olds) were given the opportunity to participate in the school cross country and swimming carnival.

The Dance2Bfit Program provided students with a variety of dance movements and sequences. This culminated in a performance for parents and visitors during the K-2 Sports Carnival.

The Sports Carnival also allowed the parents to view many physical talents including sprint, relay and novelty races and tabloid activities.

Significant programs and initiatives – equity funding

Aboriginal background
All students identified as having Indigenous heritage have personalised learning plans in place. These plans were regularly reviewed by the ‘Learning and Support Teachers’, in conjunction with the classroom teacher, and regularly discussed by the learning support team. These plans incorporated social, behavioural and/or academic goals. Additional funds were used to complement assistance provided by Learning and Support Teachers.

Socio-economic background
Funding delivered through Equity funding fell into two categories. A proportion was set aside to assist individual students formerly assisted through the ‘Student Assistance’ school funding component.

The remainder funded a staffing component to run targeted programs in the areas of social skills, including Rock and Water, as well as specific academic programs in mathematics, guided Inquiry and SOLE (Self Organised Learning Environments)

Learning and Support

MinILit
This program commenced at the beginning of 2014 and was offered to students in year 2 who had not previously received intensive support. The program was delivered to two small groups of four students each, for a one hour session each day. These students successfully completed their program early in semester 2. Year 1 students were then given the opportunity to participate in the program (using a similar criteria as previously), and will complete their program early in 2015. There have been significant gains in learning for all students who have participated in this intensive support program, which will continue to be used within the school in 2015.

MULTILit
In 2014, 20 students, from year 2 to year 4, participated in the MultiLit Program. The program was delivered by 15 volunteers throughout the course of the year. All children displayed considerable growth in both their word attack and word analysis skills. 9 children from years 3 and 4 will continue with the program until completion in 2015.

School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• analysing formal surveys of the parent body in areas to be evaluated;
• analysis of internal and external data, including NAPLAN results, PLAN continuum data and student welfare data;
• regular discussion of school programs, consultation and feedback at monthly P&C meetings.
School planning 2012-2014:

School priority 1: Improved literacy outcomes for each student.

Outcomes from 2012–2014

* To improve student performance in Reading by increasing percentage of students achieving at or above minimum standard in NAPLAN Reading to:
  - 97.2 % for Yr 3 and 97.6% for Yr 5 in 2014
* To increase the percentage of students achieving top two bands in NAPLAN Reading to:
  - 54.5 % for Yr 3 and 50.6% for Yr 5 in 2014
* To increase the percentage of students in Year 5 achieving greater than or equal to expected growth to 55.6% in 2014

Evidence of achievement of outcomes in 2014:

- No year 3 student was below minimum standard in reading compared with 7% for the state and 6% of Year 5 students were below minimum standard in Reading compared with 7% for the state.
- 56.7% of Year 3 students performed in the top 2 bands for reading, compared with 49.3% for the state.
- 39.6% of Year 5 students performed in the top two bands for reading. While below the school’s target, it was well above the state performance of 34.2%
- 73.6% of Year 5 students grew at greater than or equal to expected growth in reading, outperforming the 2014 target of 55.6%

Strategies to achieve these outcomes in 2014:

- The school completed the teacher professional learning in ‘Focus on reading’
- Focus on Reading strategies were embedded into the teaching of literacy in all key learning areas.
- Students requiring additional support in reading worked with a stage specific Learning and Support Teacher to achieve planned short-term outcomes.
- Individual students in early years requiring assistance with the mechanics of reading were given access to MULTILit and MiniLit programs.

School priority 2: Improved numeracy outcomes for each student.

Outcomes from 2012–2014

* To improve student performance in Numeracy by increasing percentage of students achieving at or above minimum standard in NAPLAN Numeracy to:
  - 98.9 % for Yr 3 and 98.9% for Yr 5 in 2014
* To increase the percentage of students achieving the top two bands in NAPLAN Numeracy to:
  - 38.2 % for Yr 3 and 44.7% for Yr 5 in 2014
* To increase the percentage of students in Year 5 achieving greater than or equal to expected growth to 57.7% in 2013 and 60.2% in 2014

Evidence of achievement of outcomes in 2014:

- Only 3% of Year 3 students performed below national minimum standard, compared with 5% for the state, and 7% of Year 5 students fell below national minimum standard, equivalent to state performance.
- 31.6% of students in Year 3 performed in the top two NAPLAN bands. 14.1% of students performed in the top two bands in Numeracy, below the school target.
- 52.8% of students grew at greater than or equal to expected growth.

Strategies to achieve these outcomes in 2014:

- Teachers began to use the new NSW syllabus for planning.
- A Numeracy committee was formed to lead professional learning in the implementation of the new syllabus.
- Stage teams began a draft of a scope and sequence for strands of the new Maths Syllabus, to be continued in 2015.

School priority 3: Improved Quality of School Life.

* Quality teachers and leaders using quality teaching practices to engage all students and improved quality of school life for students.
Outcomes from 2012–2014

- Improvement in quality teaching practices by highly skilled teachers and leaders to engage all students.
- Reduce the impact of bullying and other negative behaviours on the quality of school life for all children.
- Create a school environment that enables students to experience success and receive recognition for their attainments.
- Increase the number of opportunities for students to participate in to enhance the quality of school life

Evidence of achievement of outcomes in 2014:

- Professional learning sessions relating to quality teaching framework and individual elements.
- Improved access to computers and tablets for staff and students with the purchase of additional computers and I pads.
- Number of opportunities for students increased with the addition of Mawarra Drummers, knitting club, chess group and participation in Sule Cup.

Strategies to achieve these outcomes in 2014:

- Provision of opportunities to extend students across all KLA’s
- School resource of teaching learning files, resources and lessons were built on school server
- Use of SENTRAL to manage PLPs with regular review of short term goals
- Reviewed school bullying policy including cyberbullying with all stakeholders. Communicated revision via meetings and newsletter articles.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school while consulting on areas of strength and development for the 2015-17 school planning cycle

Their responses are presented below.

The majority of responses were very positive. Greatest support was shown for Mawarra Movers system, online learning opportunities provided, the introduction of online newsletters, the initiatives to improve the playground, the Crunch and Sip initiative and homework routines.

Many new ideas were also raised, many of which were added to the bank of ideas for the 2015-17 planning cycle. The most popular were the expansion of artistic, creative and environmental programs.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

The Mawarra plan was drafted after significant analysis of school needs, staff reflection and community consultation.

Central to the three-year plan is the school’s vision, “At Mawarra Public School our vision is to maximise the potential of all our students.”

Three strategic directions were identified:

STRATEGIC DIRECTION 1

Curriculum / Teaching & Learning

Provide quality teaching and learning programs across all key learning areas.

STRATEGIC DIRECTION 2

Student Engagement and Welfare

Maximise student opportunities for rewarding and productive futures.

STRATEGIC DIRECTION 3

Community Partnerships

Foster partnerships between students, parents, families and the community to support students’ progress through schooling and to provide them with rich learning, personal development and citizenship.
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.

Mr Paul Mallia - Principal
Mrs Dianne Cronshaw - Assistant Principal
Mrs Vicky Steinweiss - Assistant Principal
Mr David Kidd - Assistant Principal
Mrs Christine Napoleone - Class Teacher
Mrs Christine O’Gradey - School Admin Manager
Mrs Jo Wheeler - P&C President
Lachlan Taylor- School Captain

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: