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

In my second year at Mawarra I remain pleased with the culture within the school. Students show that they are keen to learn and interact while staff are professional and collegial, creating an ideal environment for student learning and success. Opportunities offered to students at Mawarra aim to develop and educate the whole child. This is achieved through a balanced curriculum, quality teaching and supportive welfare programs. The number of extracurricular opportunities available for students at Mawarra, clearly prepare them for a life beyond primary school.

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

P & C and/or School Council message

The P&C are proud of all children at Mawarra.

We have some amazingly talented children, who won the state school orienteering award for a second year, a netball team who almost made it to the state knock out final, only to lose in Canberra in trying conditions, a band that continues to harmonise us, a dance group, choir, debating team, 6 athletes who went to state to run and swim, and so much more.

Not all children get recognised by making a sporting team or by a special award; but the Mawarra P&C know that all children have achieved their own special awards throughout the year; the important awards of self satisfaction, because we know they have either tried or achieved their best ever at something at school; maybe reading, science, spelling, math or in some cases maybe even staying out of trouble. “You are all beautiful” and we want to celebrate all of Mawarra Children’s own personal achievements in 2013.

We know time is limited for many parents; but the support you all give us is incredible. We had a gala trivia night this year, mothers/father’s day stalls, Easter Raffle, working bee, mowing roster, and numerous parent helpers throughout the year in all sorts of ways, and of course the uniform shop, people who buy raffle tickets or simply support our cause -thank you to you all.

The profits we have made this year has allowed us to finally meet your requests to secure the school and with our new fence. We are now re-developing the school grounds, including already achieved, bus shelter, new quiet area and ring toss. A school playground committee is now in place, which will manage this project with ideas such as; possibly levelling off the top playground, new turf, a soccer field, junior playground, new storage shed, covered walkway from the front gate to the office..etc.

We also have Wi-Fi throughout the school, in which case the use of I-Pads is in the process of being tested. We continue to provide extra dollars for reading books, educational needs and ensure the best possible resources are available for your children. We also assist with school policy and procedures and have a strong presence on the school student welfare committee. Thank you to all who have been involved for the benefits of all our Mawarra children.

To the year 6 parents and children that have left us, we wish you success in your future years and thank you for your involvement with this school. Mr Scott, thankyou you for everything you have achieved over the years, and for your simple words, but perhaps a continued lesson for us all – “all children are beautiful” - all the best in the future. To Mr Cecil Smith, our Crossing Guard, thank you for so many years, good luck in retirement.

On behalf of the P&C, thankyou.

Gavin Brimble, P&C President 2103
Student representative’s message

Looking back throughout the seven years I have spent at Mawarra, it is impossible not to be thankful for all the opportunities, fun and friendships that it has given me. Since first walking through the front gates as a Kindergarten student in 2007, each day seems to have brought an occasion to celebrate, a sense of shared spirit, and a chance to learn in a school that fosters a love of learning.

It’s impossible to not receive a cheerful “Hi”, a wave, or smile walking to class every day as each student is a valued member of the school community.

Guided by the principles of Be Safe, Be a Learner, Be Respectful, Be Responsible and a team of dedicated staff who not only inspire us to strive for our personal best and ‘let our light shine’, but also instill within us a passion to pursue our dreams, Mawarra students are fully supported.

Encouraged to contribute as members of the wider community, we enthusiastically immerse ourselves in life beyond the classrooms, regularly engaging in voluntary work and a vast array of academic, sporting, music and extracurricular activities. My fondest memories, participating and leading the annual Australia Day and ANZAC parades, together with many other opportunities to represent the school.

Mawarra is truly a school with opportunity and is a school, which I am extremely proud to be a part of.

In 2013, as a Year 6 group, we organised events such as fundraising/fun days - pyjama day, Harmony Day and Year 6 Fun Day to mention just a few. Our Year 6 camp (Canberra / Snowy Mountains) was the best ever.

As I transition from primary to high school I know the knowledge and skills I have gained from my time at Mawarra will guide me as I venture into Year 7, make new friends, learn more and gain new skills.

Jamie Warwick, School Captain 2013.

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

Enrolments remain stable at Mawarra with a total of 405 students at the beginning or 2013.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>168</td>
<td>191</td>
<td>190</td>
<td>194</td>
<td>203</td>
<td>198</td>
</tr>
<tr>
<td>Female</td>
<td>214</td>
<td>214</td>
<td>205</td>
<td>194</td>
<td>203</td>
<td>207</td>
</tr>
</tbody>
</table>

Class structure

The school began the year with 16 classes:

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1F</td>
<td>K</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2/3H</td>
<td>2</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>3KB</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td></td>
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<td>4</td>
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<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td></td>
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<td>15</td>
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</tr>
<tr>
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<td>29</td>
</tr>
<tr>
<td>5/6S</td>
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<td>31</td>
</tr>
<tr>
<td></td>
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<td>31</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Being very close to forming a 17th class, the 16 classes were all filled to near capacity.
Student attendance profile

Attendance rates at Mawarra are traditionally above state average and 2013 was no exception.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>K</td>
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<tr>
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<td>95.6</td>
<td>94.4</td>
<td>95.1</td>
</tr>
<tr>
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<td>94.9</td>
<td>94.8</td>
<td>96.1</td>
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Region

<table>
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<th>2013</th>
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<tbody>
<tr>
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<td>94.6</td>
<td>94.4</td>
<td>94.9</td>
</tr>
</tbody>
</table>

State DEC

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
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<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
</tr>
<tr>
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<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

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 familiar faces in the school.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Part Time and Release from Face to Face</td>
<td>1.372</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>24.972</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Mawarra has one teacher identified as having an indigenous background.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>16%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>8%</td>
</tr>
</tbody>
</table>

Financial summary

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

A full copy of the school's 2013 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.
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). The school has done a thorough analysis of NAPLAN data and information gained will drive teaching programs for 2014.

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school box and select GO to access the school data.

Other school based assessments

Kindergarten complete thorough testing of students entering their first year of formal education, enabling targeted learning to best meet student needs.

A testing schedule is conducted across all grades to provide information on progress and identify student needs.

**NSW Premier’s Reading Challenge**

202 students successfully completed this year’s challenge. This is the eighth 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 12 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 Bee 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. Two students proceeded to the third round, one student to the fourth and one student was runner up.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>128 812.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>253 812.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>84 084.65</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>168 051.01</td>
</tr>
<tr>
<td>Interest</td>
<td>5 396.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25 896.27</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>665 619.50</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24 944.69</td>
</tr>
<tr>
<td>Excursions</td>
<td>42 954.22</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>72 281.77</td>
</tr>
<tr>
<td>Library</td>
<td>6 520.85</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12 806.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>79 042.09</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>65 080.29</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>43 446.27</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>43 508.56</td>
</tr>
<tr>
<td>Maintenance</td>
<td>22 878.90</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20 297.05</td>
</tr>
<tr>
<td>Capital programs</td>
<td>27 520.72</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>461 281.67</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>204 337.83</td>
</tr>
</tbody>
</table>

**School performance 2013**

The school has celebrated many successes throughout 2013. 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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Other achievements

Arts and Culture

Creative Arts
During the year several visual arts competitions were entered with a number of students doing particularly well. Two year six children were successful in the South-West Sydney Director's Choice Art Exhibition, one child winning the Open Category and the other child being awarded a 'highly commended'.

Gifted and Talented Art
A group of 25 children ranging in age from 9 to 12 were selected to participate in a day of art enrichment activities. This was the first time such an activity was organised for talented artists at Mawarra.

School Band
Mawarra School Band continues to play an important role in our school and our 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 Band started in 2013 with fifteen members, after fifteen members graduated to high school. The remaining students were all from Years 4 and 5, with the majority having only one year’s prior experience in Band. The Beginner Band started with fourteen students, one of the biggest groups to start for several years. Some of these were promoted to Big Band during the year as they displayed the necessary skill level. All Beginner Band members joined the Big Band for the final performances in 2013, and with no students leaving for high school, the Band has a very promising year ahead. 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
• Public Education Week performance
• Gold Medallion Award Ceremony
• Year 6 Graduation Assembly
• Full School Assemblies - The Band played the School Song and National Anthem, plus music as the children enter and leave the hall for each of the assemblies

Our out of school performances were:
• Camden Show
• Light Up Camden - a local council event
• Light Up Mawarra - a school community picnic and celebration
• Camden Pre School Fun Night - an annual community event

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

School Choirs
During 2013 the Junior Choir (years 1 and 2) continued to grow and develop as performers. Each Monday afternoon was scheduled for rehearsals and throughout 2013 Junior Choir built quite a repertoire of new songs to perform at various school functions.

Triple M’s, although reduced in size, melded nicely together as a much smaller choir. The two groups performed for the school community several times throughout 2013. These performances included:

• whole school assemblies
• Farewell assembly for Mr Smith
• Light Up Mawarra
• Visiting Japanese students special assembly
• Open Day during Education week.
• ANZAC Day service at school

These groups provide our students with yet another avenue of performing, thus enhancing Mawarra’s performing arts program.

National Competitions

Computer Skills
Tasks included an understanding of operating systems, software, hardware, internet and programming. Mawarra students received three credits.
Science
Students were assessed on interpreting and applying data, investigating reasoning and problem solving. Mawarra students received one distinction and two credits.

Mathematics
Students were assessed in number, space, measurement, chance and data. Mawarra students received one distinction and three credits.

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

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

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

Public Speaking and Debating 2013
Mawarra had an excellent year with public speaking and debating. In the Multicultural Perspective Public Speaking competition, the school entered two children for the junior and senior sections. The area final was held here at Mawarra P.S.

Mawarra also competed in the Macarthur/Wollondilly Oracy Competition. This competition is coordinated by Mrs Kristina Took, classroom teacher from Mawarra. 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 won the Stage 3 section. She then went on to represent our school at the regional final held at Cecil Hills P.S. 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; one from Year 6 and another from Year 5. The students in both teams competed very well and by the end of the competition were very confident in participating in debates.

The Year 6 team came third in the Sydney South West Region. They lost the semi-final debate against St. Andrews by one point. St. Andrews went on to win the regional competition.

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

In 2013, the school competed in six gala days against other schools from our zone. Two of four netball teams were successful in winning their respective competitions. The junior hockey team won their competition as did one of our junior soccer teams.

The school continued to enter teams in the State Knockout competitions during 2013. Students take great pride competing against other schools in netball, soccer and cricket. The netball team was successful in being South Coast champions and reaching the last sixteen schools in NSW.

All children in years 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 trialed in a variety of sports with a total of nineteen students gaining selection in zone teams. This enabled those students to compete at the Sydney South West carnivals. Seven students went on to compete at the NSW Primary Schools Sports Association championships.
Mawarra continued to send a team of students from years 3-6 to compete at the Sydney South West Orienteering championships. Many of our students were successful at this event with 14 students competing at the NSW Orienteering championships. Mawarra was awarded the best primary school in NSW for the third consecutive times. All students placed in the top 10 of their age division.

During term 3, all students participated in the Dance28fit program. Children in years K-6 demonstrated fundamental movement skills in fitness activities and sport. Mawarra was chosen for a ‘Swifts in Schools’ netball clinic where selected students had the opportunity to attend a netball clinic run by Kimberlee Greene and Vanessa Ware. Our netball team decorated the school in Swifts’ colours.

Students from 2/3H through to Year 6 once again competed in the Premier’s Sporting Challenge (PSC). This is the 4th year our students have been involved. It is the second year that a PSC medallion has been given to every school that completes the challenge. Six students from Year 6 were nominated for their achievement on the sporting field, commitment to fair play and overall contribution to Mawarra’s sporting program. The winner is announced at the final Year 6 assembly where it was realised that all Year 6 students represented the school in sport.

Special Swim 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 112 children who attended, 13% were able to swim 1-10 metres, 16% 11-25 metres, 19% 26-50 metres and 52% 50 metres+ by day 9 of the scheme.

Significant programs and initiatives

Aboriginal education

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

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

Multicultural education

Mawarra continues to participate in the CIFA Program. In 2013 this allowed for us to experience performances from Japanese students and for our students to perform for them, providing cross-cultural experiences. The Japanese students visited our students in their classrooms, sharing their language and cultural arts and crafts.

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.

2013 saw the completion of modules one and two. A range of professional learning activities took place e.g. presentations, demonstration lessons, videoed lessons which enabled effective feedback opportunities, workshops after school and sessions during staff development days.

Reading Recovery

In 2013 the Reading Recovery Program provided individual instruction for 11 Year 1 students. Students are identified for the program via extensive assessing. Reading Recovery provides explicit and consistent teaching of literacy in a daily, 30 minute, 1-1 lesson. This intensive daily instruction sees rapid growth amongst most students. All students who completed the program showed huge growth in reading performance, reaching a level 16 reader or above.
and also considerably improving their writing skills.

**MULTILIT**

During 2013 the school invested more time into establishing a strong core group of volunteers who could administer the lessons on a weekly roster. We needed to ensure we had the manpower to run the program effectively and ran several training sessions to upskill all volunteers. Demonstration lessons were provided so they could see a lesson in its entirety. Then we developed a roster with 2 volunteers on together. This enabled collaborative training to occur.

All this took time initially but it was worth it as our volunteers were more confident and therefore our results were very pleasing. Once our volunteers were confident to go it alone we redeveloped rosters. Overall throughout 2013 we had 23 MultiLit volunteers. This allowed for the program to be delivered daily.

In all, 37 students participated in The MultiLit Program in 2013, 2 year 5 students, 6 Year 4 students, 14 Year 3 students and 15 Year 2 students. Of these 37 students, 1 transferred to another school before completing the program, 26 students successfully completed the program; all showing considerable growth and 10 students will continue the program in 2014.

Overall MultiLit has been a very successful support program, which will continue to be used within the school during 2014.

**Integration and Learning Support**

Late 2012 and early 2013 saw some changes to our usual allocation of support funds. This meant Mawarra was provided with specific funding for 2 students, however we were also provided with additional support funding to assist with catering for the needs of all students requiring support. The school’s LaST (Learning and Support Teacher) allocation was increased and we were able to allocate a specific LaST to each stage. We were also able to employ a school Learning Support Officer for 20 hours each week. This allowed for various programs to be implemented in the playground, classrooms and in small group withdrawal situations. The Learning Support Coordinator collaborated with classroom teachers to develop, monitor and evaluate Personalised Learning Plans (PLPs). These plans were developed for students identified as having additional needs. The Learning Support Team Coordinator, classroom teachers, SLSOs, LaSTs and students worked together to set achievable goals. Staff then worked with the students to assist them in achieving their goals. We utilised the LaST Assistant Principal to assist with identifying specific needs and individual programs. In late term 4 we were allocated additional funds to assist with promoting positive behaviours. These funds were used to support students experiencing difficulties in the playground and also allowed for additional SLSO time to be allocated to various classrooms.

**Future Directions for 2014:**

LaSTs will continue to develop and implement programs to assist students with learning difficulties. They will continue to work collaboratively with classroom teachers to develop and evaluate PLPs. SLSOs will continue to be utilised to implement support programs within classrooms and the playground.

MiniLit: A new program will be implemented to support literacy skills in years 1 and 2. Initially this program will be offered to students in year 2 who have not previously received intensive support. The program will be delivered to small groups of 4 students who are performing at a very similar level.

**Student Welfare**

The “Mawarra Movers” Positive Behaviour Program has continued this year. Staff have used the program to explicitly teach and reinforce positive behavior. 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, extra free play with a range of new playground equipment and a yoyo day. Over the year we have seen an increase in the number of students attending the celebration, from 91% earlier in the year to 95.1% in term 4; a very pleasing result. Holding a celebration each term allows students, who may miss out on one term, to modify their behaviour and be part of our celebration the following term. This pattern has been evident in the increased numbers of children participating from term 1 to term 4.

Letters of recognition were sent home in the middle of the year to 314 students (74%) who had shown exemplary behaviour. This is an increase of 11% from the previous year.
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.

Our 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 it be for debating, public speaking, sport, citizenship and leadership.

Senior students continue to be given many leadership opportunities.

**Respect and Responsibility**

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

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

- The promotion of student leadership with an active school SRC that takes responsibility for a variety of activities such as fundraising for Stewart House and the Cancer Council. The children also donated food items to St Vincent de Paul for distribution to needy families at Christmas time.
- Awareness raising of environmental issues leading to better informed students who are seeking to be proactive about finding solutions.
- Participation by the school leaders at such events as the annual Young Leaders’ Conference in Sydney.
- The band playing for various groups at local venues to entertain and showcase their talents.
- An increasing number of students across K-6, along with our school captains and councilors 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 stage and school assemblies to develop their organisational and leadership skills.

**Gifted and Talented Enrichment Programs**

During 2013, 16 senior students had the opportunity to participate in a school-based writer’s workshop run by our school counsellor, a published author. Students spent the day being inspired and encouraged to write in different formats, genres and settings. This workshop was designed to extend the range of opportunities available to students at Mawarra and was enthusiastically received by the students; many of whom went on to enter the school based Mawarra Writing Competition.

This was the fifth year of the school based writing competition. This year the format changed slightly to include classroom teachers in the initial judging and review process. Only the top 5 entrants from each class were then passed on to our adjudicators, Mrs Judith Evans, Mrs Sharon Kynaston and Mrs Carolyn Harloff. All entrants received a mini to acknowledge their efforts. Across the three different stage categories 12 awards and prizes were given. All of which were enthusiastically received by students.

In addition, two senior students were successful in writing historical recounts about a local pioneer for the Elizabeth Macquarie Historical Writing competition. Both students received trophies for their outstanding work, one student being a third time entrant of this highly regarded award. The awards were presented at Belgenny Farm.

The school held our second Enrichment Gala Day in Term 4 with 32 participants from years 3-6 completing ten tantalising team challenges. We once again included floating activities, which required completion during the rotation process. A new addition to the activities was the integration of ipad technology into a literacy activity and also a problem solving game. This lifted the interactivity of the tasks. All participants were thoroughly engaged in the problem solving
tasks with many commenting that they wished every day at school was like this!

During Term 4, 10 students participated in the University of Western Sydney’s Science and Maths Expo. This Expo was a new component of our enrichment program and was a day of science and maths presentations at the Parramatta campus. All students were involved in hands on experiments and exploration of scientific phenomena. Their enthusiasm for science and maths was certainly lifted through their attendance at this event.

Gold Box books and toy tubs continue to be maintained and updated as part of our commitment to support individual teachers to provide enrichment activities to all children in their class.

**Technology**

Information technology was again a focus for development in 2013 in both the provision of hardware such as additional computers into classes, the planning for the introduction of tablet technology and the development of staff professional knowledge in the area of IT to support teaching and learning.

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 and Lexiles. These programs enhanced the ability for teachers to cater to a wide variety of learning needs and interests within classrooms.

The school website saw further development with the regular addition of photos and notes. Interested people can access details of our school, keep informed of upcoming events, download notes and newsletters and celebrate the successes of the school and its students.

**K-2 Sport 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.

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

In semester one, children participated in the gymnastic program to develop spacial 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.

Our sports carnival also allowed the parents to view many physical talents including sprint races, egg and spoon and sack races.

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

Our annual K-2 dance afternoon, in term four, provided a wonderful opportunity for the children to socialise with their peers and demonstrate their unique dancing talents.

**Live Life Well**

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

Crunch & Sip continues to be well supported by each class within the school. Monitors are trained to dispose of Crunch & Sip scraps into our school compost, thus aiding our sustainability efforts.

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.

**Musica viva**

This program is supported at Mawarra every two years and always provides exceptional musical experiences, exposing students to live high quality performances. This year our students were entertained and inspired by the touring African group, “Teranga”. This group played in the musical tradition of West Africa. The band comprised of African drummers and a Senegalese storyteller. Students participated in a rhythm driven journey through song and dance into the heart of Senegalese culture.
Dance Groups

The school dance groups were extremely popular in 2013 year. The Senior Dance Group comprised 30 Year 5 and 6 students who eagerly attended all rehearsals. At school, the group performed at school assemblies and at ‘Light Up Mawarra’. They also had the wonderful opportunity to showcase their skills at Elderslie High School’s, ‘Dance Spectacular’ and Bunnings 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 Tuesday 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 another very successful year of dance.

Sustainability

Mawarra Public School was actively involved in educating the students about sustainability throughout the year. As part of the Clever Climate Change initiative, students investigated ways that they could effectively reduce the amount of electricity wastage through efficient usage. As a result of these efforts the school attained a grant of $2,000 which was used to replace broken photocells for the night security lights. Funds were also used to make posters for classrooms reminding people to turn off appliances when not in use. The school also participated in the Sustainable School Program and has continued with composting and worm farms and maintaining the vegetable beds.

Eco – Schools Pilot

During 2013 Mawarra was selected to be a pilot school in implementing a project that was consistent with an Eco-Schools program grant. Sustainability is one of three core cross curricular priorities in the new Australian Curriculum due for implementation in NSW in 2014. Eco Schools is a program developed by the Foundation for Environmental Education (FEE) originally the Foundation for Environmental Education in Europe (FEEE), which was established in 1981. To date Australia is not a member of the global organisation of FEEE. Eco-schools is an environmental management, certification and sustainable development education program for schools. The goal of all schools participating in the pilot program is to reach at least bronze level by the end of Term 1 2014.

Macarthur Sustainable Schools Expo and Mawarra Sustainable Mini Expo

In September 2013, 8 Year 3 students attended the Macarthur Sustainable Schools Expo at Belgenny Farm. These students participated in eight different activities, which promoted sustainability and taught students how to think about energy use, waste, recycling and gardening. These children were then responsible for the co-ordination and running of a Sustainable Expo for their classmates in 3KB. This school based Mini Expo was a great success. The students ran six different activities including: weeding, watering and feeding current vegetable gardens, recycled bottle vertical gardens, creating individual worm farms, making a recyclable plant pot, making a pizza box oven to harness solar energy and bottle top mobiles to keep birds away from vegetable gardens. This Mini Expo was a great success with plans to extend it to all of Stage 2 in 2014.

Eco Schools Pilot Environmental Audit

In order to meet the criteria for our bronze accreditation in the Eco Schools Pilot program an environmental audit was undertaken in Term 4 2013. 30 Year 3 students participated in measuring, calculating and determining scientific data related to sustainability at Mawarra.

Students measured and calculated water waste and usage. There is minimal water waste at Mawarra. Students measured and calculated and plotted, in an excel spreadsheet, electricity usage, light bulb luminosity and appliance usage.
Computers and IWB and lights left on contribute the most to our electricity usage. Students also participated in a litter audit and also a rubbish audit. We determined that while litter is minimal we do have a large amount of plastic wrapping in our rubbish and too much bio-degradable food is placed in the litter bins. Collection of bio-diversity data began and will be completed in Term 1 2014. The findings will be published in a report and an action plan will be created by a committee of students. This committee will be responsible for ensuring steps are taken to complete the action plan and meet the criteria of Bronze level accreditation for the Eco-School Pilot Program.

Excursions

Year 2 attended their traditional day excursion to Camden Show in March. 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.

In May, years 1 & 2 enhanced their learning of wet and dry environments, by visiting Sydney’s Wildlife World and the Aquarium. This excursion provided wonderful first hand experiences for the children and was enjoyed by all who attended.

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.

Year 3 children enjoyed an overnight camp in the school hall on 5th April 2013. In June Stage 2 children went on an excursion to the State Library and The Rocks to support the HSIE unit “British Colonisation”. The students had the opportunity to walk around The Rocks area, walk through the Botanic Gardens and view artefacts from Sydney’s early colonial days at the State Library. The students also had the opportunity to dress up and act out the life of Mary Reiby, an early convict sent to the colonies. 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 their traditional camp at Broken Bay Sport and Recreation Camp. This camp is designed to encourage teamwork, expand outdoor experiences and achieve personal goals.

Year 6 travelled to Canberra to visit Parliament House, the Electoral Education Centre, Parliamentary and Australian Museums, the Institute of Sport and Australian War Memorial. They also spent a day at the snow.

The end of year farewell camp was moved to Taronga Zoo this year, after consultation with students and parents. Children enjoyed the ‘Zoo Snooze Roar and Snore’.

Community Links

The school maintained and extended links with the community in 2013.

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

Volunteering Macarthur also assisted the school in providing contacts for volunteers from the local community. These volunteers assisted in the library, in classrooms, with the MULTILit program and with sport.

Kindergarten Orientation and Transition

The 2013 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. The majority of the new kindergarten children were able to attend the transition program. This reflected the importance parents saw in this valuable program and provided our future students with happy and positive experiences.

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: progress in 2013

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:
  - 97.0% for Yr 3 and 97.4% for Yr 5 in 2013
  - 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:
  - 52.0% for Yr 3 and 48.1% for Yr 5 in 2013
  - 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 53.1% in 2013 and 55.6% in 2014

Evidence of progress towards outcomes in 2013:

- 98.1% of Year 3 students achieved at or above minimum standard in Reading in 2013, surpassing the school’s set target;
- 98.2% of Year 5 students achieved at or above minimum standard in Reading in 2013, surpassing the school’s set target;
- 44.2% of Year 3 students attained the top 2 bands for Reading. Although this did not achieve the school’s set target, it did exceed the school average for the past three years, and the DEC average for 2013.
- 37.5% of Year 5 students attained the top 2 bands for Reading. Although this did not achieve the school’s set target, it did exceed the DEC average of 34.1% for 2013.
- Growth in Reading from Year 3 to Year 5 was 85.0, compared with 83.8 in similar schools;
- 57.7% of Year 3 students attained the top 2 bands in Writing, compared with 50.2% for the state DEC average;
- all staff are progressing through Focus on Reading training and implementing strategies to explicitly teach comprehension in class programs;
- 23 volunteers trained in MULTIlit, allowing 37 targeted students to complete the program.

Strategies to achieve these outcomes in 2014

- Consolidation of training of all staff in Focus on Reading, with planning and in class support for teachers;
- Implementation of new English Syllabus in all class programs;
- Introduction of MINILit program to Stage one to complement work done in MULTIlit program for targeted students.

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 Reading to:
  - 98.7% for Yr 3 and 98.7% for Yr 5 in 2013
  - 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:
  - 35.7% for Yr 3 and 42.2% for Yr 5 in 2013
  - 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 progress towards outcomes in 2013:

- 100% of Year 3 students achieved at or above minimum standard in Numeracy in 2013, surpassing the school’s set target;
- 98.2 of Year 5 students achieved at or above minimum standard in Numeracy in 2013, surpassing the school’s set target;
- while the average score of Year 5 students exceeded that of DEC average scores, only 23.2% of students attained the top 2 bands in Numeracy;
- Average growth in Numeracy between Year 3 and 5 was 92.2, exceeding DEC and similar school average growth;
- All classes K-2 using PLAN (formerly Best Start) continuum to plot student achievement;
Strategies to achieve these outcomes in 2014:

- establishing a steering committee of stage representatives to coordinate implementation of new syllabus, including scope and sequence to guide teaching for the new syllabus.
- Training of staff in the implementation of new Mathematics syllabus.
- Purchasing resources to support implementation of new syllabus
- a focus on improving fluency and accuracy in mental computation of operations using stage appropriate strategies.

School priority 3: Improved Quality of School Life

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- formalisation of intervention planning and follow-up from the Learning Support Team has improved transition between classes and stages. The increased use of SENTRAL has been instrumental in this;
- Introduction of Mawarra Movers ‘Club Zero’ recognition days has led to measured decreases in the number of students achieving negative discipline system levels;
- increased opportunities for students in the areas of performance, student leadership and gifted and talented to promote engagement;
- school safety and security was increased with completion of a fence around the school.

Strategies to achieve these outcomes in 2014:

- expansion of SRC to include class representatives from Yrs 2-6;
- Teacher professional learning promoting collegial in-class support and sharing across staff.
- inclusion in Macarthur ‘Share the Skills’ professional learning network to observe engaging practices from outside 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:

- Two staff members completed facilitator training for Focus on Reading;
- All teaching staff progressed through the first module of Focus on Reading training, implementing strategies in the classroom;
- Introduction to the new syllabus documents supporting the Australian Curriculum;
- All staff completed the introductory modules to the new English syllabus;
- Training in use of PLAN (Best Start) software was consolidated in Early Stage 1 and Stage 1, as well as expanded into Stage 2, and
- All staff participated in First Aid, CPR, anaphylaxis and asthma training.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The school SRC, as well as P&C, were avenues for feedback as well as formal surveys.

Parents were surveyed this year seeking feedback with regard to the various forms of communication the school has with parents and the community.

Overall, the responses showed effective communication channels exist. 91% of families responding to the survey agreed that the school overall keeps families well informed. The most effective means of communication is the fortnightly newsletter, with 100% of respondents stating that the newsletter is informative. There was a positive response to the option of moving to an electronic newsletter, however with 17% of families opposing this move, the paper version must still be available for those requiring it.

A major finding was that the school’s website is under-utilised. 54% of parents indicated that they did not access the website, while other
answers indicated uncertainty about what is available online. A major focus in 2014 will be promoting the website as an information source.

88% of parents felt the students’ semester reports were informative and both the parent teacher interviews and meet the teacher nights were notably seen as informative. The online interview booking system was seen as an overwhelmingly successful improvement.

Only 50% of parents had been aware of the coverage of school events in the local media, so this will be another area to promote in 2014.

Program evaluations
Student Welfare Programs and Structures

Background
This evaluation was sent to parents in conjunction with a staff review. It had been over three years since the last major review with only minor changes being made over this time. Over the last three years many new support programs have been put in place and the school wanted to gauge if parents were aware of these initiatives and the positive effect they were having on student welfare.

Findings and conclusions
82 families out of 260 responded to the survey. From the responses it was noted the Mawarra Movers signage was clear and visible and that the Mawarra Movers Program had clear principles (Be Safe, Be Respectful, Be Responsible and Be a Learner) for students to follow.

Club Zero, moving to rewards and a celebrations at the end of each term was seen as a positive move. Students were rewarded for their positive behaviour and being good school citizens.

A significant proportion (21%) did not understand how children earned minis and other rewards, and how the trading scheme worked. A smaller but noticeable number of parents did not understand how and why notification slips were given or how and why detentions were earned.

Future directions
Overall the responses from parents were very positive, with 98% of parents being positive towards the Mawarra Movers Program.

From the responses, we found many parents were unfamiliar with the variety of different programs that are run in the school to support student needs and welfare. As a result, articles will be included in the fortnightly parent newsletter to explain these programs, including the earning and trading of minis and merits, Playground Happenings and the process of receiving notification slips and detentions.

To maintain consistency with teacher expectations and the giving of verbal or written warnings, staff undertook exercises to maintain and reach a shared understanding. Staff have also reviewed the Student Welfare Policy and have made minor changes including the addition of colour words for the 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.

Mr Paul Mallia - Principal
Mrs Dianne Cronshaw - Assistant Principal
Mrs Vicky Steinweiss - Assistant Principal
Mrs Christine Napoleone - Class Teacher
Mrs Christine O’Gradey - School Admin Manager
Mr Gavin Brimble - P&C President
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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: