



Majura Primary School
Annual School Board Report
2017



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2017

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

School Board Chair Report.....	1
School Context	1
Student Information	1
Student enrolment.....	1
Student attendance	2
Staff Information.....	2
Teacher qualifications.....	2
Workforce composition	2
School Review and Development	3
School Satisfaction	3
Overall Satisfaction	3
Learning and Assessment	5
Performance in Literacy and Numeracy	5
Early years assessment	5
NAPLAN	6
Performance in Other Areas of the Curriculum.....	6
Financial Summary.....	8
Professional Learning.....	9
Voluntary Contributions	9
Reserves	9
Endorsement Page.....	10
Members of the School Board	10

School Board Chair Report

Throughout the year the School Board has continued to work together with the school management and administration in providing sound financial direction and support to the education team in nurturing a healthy culture and high educational standards for the students.

The Board is pleased with the results of NAPLAN and the School Surveys, and the implementation of the ACT Smart plan in to school life as it takes shape in reducing waste as well as developing higher levels of understanding and participation among the students.

The implemented change to the school uniform proved a great success among the students and parents alike. The redesign of the school front garden and the ever developing Playscapes project has helped in bringing the school and surrounding community even closer together.

Due to heavy rains flooding the eastern wing of the school, significant damage occurred, and all year 3 and 4 classes had to be relocated within the school for a period. The smooth manner in which this was handled meant that the overall effect on the students and their education was minimal. The resilience of the educational team is worth noting.

I would like to thank the Board members and observers for their contribution to a productive and enjoyable year.

Amit Barkay, Board Chair

School Context

Majura Primary School situated in the north Canberra suburb of Watson, is a preschool to year 6 public school with a total enrolment of approximately 630 students. It is the local neighbourhood school for children from Watson and Downer. The school has two campuses; a preschool site in Watson and a K-6 site at Majura Primary School. Watson Preschool has a capacity of 88 students, though these students are not included in the tables below. The student population has continued to grow over the last few years due to both urban renewal and new housing developments within the school priority area. This trend is expected to continue for several years.

Student Information

Student enrolment

In 2017, a total of 552 students enrolled at this school. This data does not include the preschool.

Table: 2017 Student enrolment

Student type	Number of students
Male	287
Female	265
Aboriginal and Torres Strait Islander	5
LBOTE*	145

*Language Background Other Than English

Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2017 Attendance rates in percentages

Year level	Attendance rate
K	94.0
1	95.0
2	96.0
3	96.0
4	95.0
5	95.0
6	93.0

Source: Planning and Analytics, December 2017

Attendance is monitored on a daily basis; with a text message being sent each day to any family who has not notified the school of a child's absence for that day. Reminders of the school attendance procedures are provided in our school newsletter, and patterns of non-attendance are referred to the school executive for follow-up to ensure regular attendance for all students is maximised.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	26

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Majura Primary School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes, it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	40
Teaching Staff: Full Time Equivalent Permanent	25.60
Teaching Staff: Full Time Equivalent Temporary	10.20
Non Teaching Staff: Head Count	13
Non Teaching Staff: Full Time Equivalent	10.31

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

This table does not include pre-school staffing.

School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Majura Primary School will be reviewed in 2019. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August / September 2017 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and 6 took part in an online survey.

Overall Satisfaction

In 2017, 83% of parents and carers, 100% of staff, and 80% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

A total of 34 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	97
Teachers at this school treat students fairly.	97
This school is well maintained.	91
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	88
Students like being at this school.	100
This school looks for ways to improve.	97
This school takes staff opinions seriously.	73
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	94
This school works with parents to support students' learning.	91
I receive useful feedback about my work at this school.	56
Staff are well supported at this school.	76

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 118 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
Teachers at this school expect my child to do his or her best.	88
Teachers at this school provide my child with useful feedback about his/her school work.	80
Teachers at this school treat students fairly.	80
This school is well maintained.	83
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	80
My child likes being at this school.	92
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	81

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 142 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	64
My school is well maintained.	73
I feel safe at my school.	81
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	55
I like being at my school.	78
My school looks for ways to improve.	88
My school takes students' opinions seriously.	57
My teachers motivate me to learn.	81
My school gives me opportunities to do interesting things.	71

Source: 2017 School Satisfaction Surveys, August/September 2017

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

Table: Majura Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	49	138	40	60
ACT	51	124	39	55

Source: Planning and Analytics

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2017, 1.00 % of year 3 students and 1.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

Table: Majura Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	466	442	548	517
Writing	426	412	478	475
Spelling	430	411	512	494
Grammar & Punctuation	478	441	515	503
Numeracy	430	417	512	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

The Stephanie Alexander Kitchen Garden (SAKG) program continues to be highly valued by the school community. Majura Primary School was the first SAKG School in the ACT and is a demonstration school for the program. Students from years 3 to 6 alternate between a 45-minute garden session and a 90-minute kitchen (cooking) session each week. Students in kindergarten to year 2 are given the opportunity to be involved in the program later in the school year.

The Majura Primary School tradition of holding an annual Writers' Festival in term 3 continued in 2017. The theme, *Poem in my Pocket*, inspired students to engage with writing and share poetry. Yet again, this was a highly successful community event.

The understandings, skills and knowledge of 21st century learners as identified in the Australian Curriculum are explored and developed in inquiry learning investigations. Learning outside the classroom environments occurs with various incursions, excursions and camps planned to facilitate the learning associated with each inquiry. The outdoor education program included experiences for year 3 at Warrambui, year 4 at Birrigai and year 5 and 6 at Cooba.



Figure 2: Students preparing food from the school garden.

Majura Primary School has a strong performing arts program with all students engaged each week in a Kodály based music program, which incorporates singing, percussion and movement. Students had the opportunity to participate in the cluster Spectacular at Lyneham High School during term 4. During 2017 the school had junior and senior choirs, and year 5 and 6 woodwind bands all of which performed regularly at school assemblies and other school and community events. The Celtic Arts Agency offered a music tuition program teaching piano, guitar and violin within the school with over 80 children participating.

Students participated in a range of sporting activities, from sports clinics to interschool lunchtime basketball games. The Athletics Carnival, held at the Australian Institute of Sport and the Swimming Carnival held at Dickson Pool, attracted a large number of parents as volunteers and spectators, with many Majura students qualifying to represent the school at district and state carnivals. A committed group of parents has continued to support orienteering, with Majura teams enjoying much success.

Friendly Schools Plus is a social and emotional learning program designed to improve student health and wellbeing. Friendly Schools Plus at Majura Primary School is part of each class program each week. The school continued to run Social Emotional Learning focus groups and lunch time clubs throughout the year to support students' social and emotional needs.

Majura Primary School further developed the use of technology to assist student learning acquiring more chrome books and training more staff in Google Apps for Education (GAPE), so that chrome books could be used regularly from Years 3 to 6.

Student Leadership gained momentum as the Student Representative Council (SRC) met regularly to discuss issues of importance to students. This year our students through their SRC made a commitment to partner with and raise funds to support the Precious Talents Academy in Kenya, working through Global School Partners.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	274658.37	200958.05	475616.42
Voluntary contributions	20267.50	4330.00	24597.50
Contributions & donations	30000.00	20000.00	50000.00
Subject contributions	6689.45	2263.00	8952.45
External income (including community use)	12454.54	8530.89	20985.43
Proceeds from sale of assets	3933.14	0.00	3933.14
Bank Interest	5652.93	5960.67	11613.60
TOTAL INCOME	353655.93	242042.61	595698.54
EXPENDITURE			
Utilities and general overheads	149903.37	76643.91	226547.28
Cleaning	54488.28	47692.64	102180.92
Security	0.00	0.00	0.00
Maintenance	36638.91	52326.57	88965.48
Administration	1389.35	3458.49	4847.84
Staffing	0.00	3900.00	3900.00
Communication	11197.68	7294.84	18492.52
Assets	25290.72	1590.18	26880.90
Leases	0.00	0.00	0.00
General office expenditure	19996.64	18451.76	38448.40
Educational	11341.25	13464.34	24805.59
Subject consumables	6728.59	955.89	7684.48
TOTAL EXPENDITURE	316974.79	225778.62	542753.41
OPERATING RESULT	36681.14	16263.99	52945.13
Actual Accumulated Funds	301510.25	301510.25	301510.25
Outstanding commitments (minus)	-2416.36	0.00	-2416.36
BALANCE	335775.03	317774.24	352039.02

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1895.00

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2017.

Reserves

Name and Purpose	Amount	Expected Completion
Furniture reserve This reserve has been created to develop a long term program to fund a rolling program of furniture updates and cater for growing enrolments.	\$20000.00	February 2020
Landcape project This reserve has been established to support a long term project to rejuvenate and enhance the outdoor learning environment at Majura Primary.	\$20000.00	February 2020

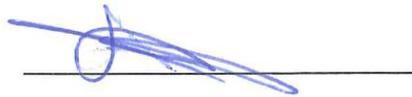
Endorsement Page

Members of the School Board

Parent Representative(s):	Amit Barkay	Olivia Neilson	Tasha Hartwig
Community Representative(s):	Vacant		
Teacher Representative(s):	Jessica Cole	Tanya Mowbray	
Board Chair:	Amit Barkay		
Principal:	Daniel Zobel		

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

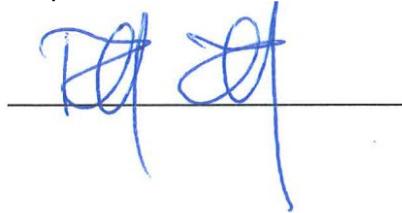
Board Chair Signature:



Date: 29 / 06 / 2018

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2017.

Principal Signature:



Date: 29 / 06 / 2018