



Mount Rogers
Primary School

Mount Rogers Primary School

Annual School Board Report 2018



Remembrance Day 2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Contents

| | |
|--|-------------------------------------|
| Reporting to the community..... | 1 |
| Summary of School Board activity | 1 |
| School Context | 2 |
| Student Information | 2 |
| Student enrolment..... | 2 |
| Student attendance | 3 |
| Supporting attendance and managing non-attendance..... | 3 |
| Staff Information..... | 3 |
| Teacher qualifications..... | 3 |
| Workforce composition | 4 |
| School Review and Development | 4 |
| School Satisfaction | 4 |
| Overall Satisfaction | 5 |
| Learning and Assessment | 7 |
| Performance in Literacy and Numeracy | 7 |
| Early years assessment | 7 |
| NAPLAN | Error! Bookmark not defined. |
| Outcomes for College Students | Error! Bookmark not defined. |
| Post School Destination | Error! Bookmark not defined. |
| Financial Summary | 8 |
| Voluntary Contributions | 9 |
| Reserves | 9 |
| Endorsement Page | 10 |
| Members of the School Board | 10 |

Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

The Board has really enjoyed establishing itself under the leadership of our new principal, Felicity Levett, with action across a range of areas including:

- Working with staff to develop a set of guidelines to support parents in engaging with their child's teacher and the school more generally. A Communication Guide and FAQs have been developed and will now form part of the information packs provided to new families joining the school. This will also be shared with existing families and made available on the school website. The purpose of the communications materials is to improve connection with the school community by ensuring families understand the ways information is provided and how they can reach out should additional information be required.
- Investing in the school playground – based on inputs from students, the school and P&C, a number of playground improvements have been made including soccer goals, fixing a number of bitumen play areas and having a range of games (which double as teaching aids) printed on the outdoor surfaces including a hundreds chart, snakes and ladders, a chess board and handball courts.
- Supporting the school in its efforts to gain a better understanding of student satisfaction after some disappointing results from our year 5 and 6 students on the Education Directorate School Satisfaction Survey. The school worked with a senior psychologist within the Directorate to design a survey for all students K to 6, to gain insights into the social and emotional wellbeing of our students. The initial run of this survey provided some invaluable information to support the school in identifying areas for improvement, particularly in the area of *self-management*. The intent is to run the survey twice each year. It will be very interesting to see how results shift as the school implements initiatives to address the needs of our students.
- Supporting the introduction of Positive Behaviours for Learning (PBL) across the school in Term 4. This has been adopted wholeheartedly by staff and students and is providing a useful framework to support positive behaviour expectations in all areas of the school.
- The P&C continue to provide great support to the school, engaging the community in a range of events including a fete, Mother's and Father's Day breakfasts and stalls, and a highly successful disco. Funds raised through these events have been focused recently on the school playground improvements mentioned above.
- Investing in school infrastructure, including
 - approving plans for a new carpark to address significant parking issues for both staff and the community;
 - evaluating plans for re-designing the front office area so that it provides a professional and welcoming entrance for the school as well as providing for a workspace that supports the effective administration of the school; and

- approving finance for the installation of new reverse cycle air-conditioning units in the junior school, ensuring their learning spaces are truly functional all year round.

School Context

Mount Rogers Primary School is situated in Belconnen in the north west region of Canberra. With a current enrolment of 378 from preschool to year 6 students are mostly drawn from the suburbs of Flynn, Melba and Spence. The school opened in 1973 as Melba Primary School and amalgamated with Spence Primary School in 1998 and then Flynn Primary School in 2007 Mount Rogers Primary School has three preschools all offering full day programs. Melba preschool is located adjacent to the school and the other two are in the suburbs of Flynn and Spence. The core values of the school are 'Excellence Respect, Honesty and Fairness'. Mount Rogers school's commitment to provide all students with a safe learning environment recognises the strong partnership between home and school and is embodied in the school motto of 'Learning Caring Sharing'. Our school has Positive Behaviour for Learning (PBL) approach where the focus is on teaching students to be safe, respectful, engaged and inclusive learners.

At the school there is a strong focus on the explicit teaching of literacy and numeracy across all curriculum areas. Students in Kindergarten, Year 1 and Year 2 are provided with authentic learning experiences through the Kathy Walker Investigative Learning Program. This ensures students are able to develop their social, emotional, and oral language skills as they embed their understandings of literacy, numeracy and integrated unit curriculum outcomes. Inquiry learning Years 3 to 6 - Creativity and curiosity are nurtured at Mount Rogers Primary School, and inquiry is central to our learning philosophy. Inquiry units draw from a range of disciplines including science, humanities, social sciences, technology and the arts. By selecting rich concepts to explore during guided inquiries teachers focus on deepening students' understandings by guiding their thinking about lower level 'facts' through to concepts and, ultimately, to higher level, transferable generalizations and skills. In the senior years, students are immersed in inquiries that are guided by rich questions and student wonderings. Intentional teaching focuses on students learning skills to become confident independent thinkers, collaborators, self-managers, communicators and researchers, alongside developing conceptual understandings and knowledge. Students practise these skills through engaging in personalised Educational Research Projects (ERPs). ERP's provide opportunities for students to explore their own interests but are linked to specific learning intentions covered in class. Students write a proposal for the ERP and set goals with their teacher. They are provided with time to work on their personalised project and once completed they share their work with an audience.

Our school provides weekly Mandarin lessons to all our students from years 3-6. Students in other grades will also have an opportunity during the year to experience this language and culture. We are school who is passionate about our Fresh Tastes program which teaches students about nutrition and health, growing and cooking fresh food and waste-free lunchboxes. We teach our young people about sustainability to develop student knowledge, values and world views required to make certain that there's enough for everyone, forever. Students participate in a wide range of sporting events valuing sportsmanship and fair play. Leadership opportunities through sporting events include House Captains and senior students running skills and games sessions for our junior classes.

Student Information

Student enrolment

In 2018 there were a total of 445 students enrolled at this school.

Table: 2018 Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Male | 231 |
| Female | 214 |
| Aboriginal and Torres Strait Islander | 24 |
| LBOTE* | 64 |

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

| Year level | Attendance rate |
|------------|-----------------|
| 1 | 92.0 |
| 2 | 91.0 |
| 3 | 92.0 |
| 4 | 90.0 |
| 5 | 91.0 |
| 6 | 85.0 |

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

| Staff employment category | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 29.67 |
| Teaching Staff: Full Time Equivalent Temporary | 1.80 |
| Non Teaching Staff: Full Time Equivalent | 14.15 |

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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.

Our school will be reviewed in 2021. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected

from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 89% of parents and carers, 91% of staff, and 60% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 44 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 give useful feedback. | 93 |
| Teachers at this school treat students fairly. | 98 |
| This school is well maintained. | 95 |
| Students feel safe at this school. | 77 |
| Students at this school can talk to their teachers about their concerns. | 98 |
| Parents at this school can talk to teachers about their concerns. | 100 |
| Student behaviour is well managed at this school. | 66 |
| Students like being at this school. | 91 |
| This school looks for ways to improve. | 98 |
| This school takes staff opinions seriously. | 88 |
| Teachers at this school motivate students to learn. | 95 |
| Students' learning needs are being met at this school. | 86 |
| This school works with parents to support students' learning. | 89 |
| Staff get quality feedback on their performance | 61 |
| Staff are well supported at this school. | 91 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 275 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. | 94 |
| Teachers give useful feedback. | 84 |
| Teachers at this school treat students fairly. | 90 |

| | |
|---|----|
| This school is well maintained. | 95 |
| My child feels safe at this school. | 89 |
| I can talk to my child's teachers about my concerns. | 93 |
| Student behaviour is well managed at this school. | 81 |
| My child likes being at this school. | 90 |
| This school looks for ways to improve. | 90 |
| This school takes parents' opinions seriously. | 82 |
| Teachers at this school motivate my child to learn. | 88 |
| My child is making good progress at this school. | 85 |
| My child's learning needs are being met at this school. | 85 |
| This school works with me to support my child's learning. | 86 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 84 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6

| National opinion item | |
|--|----|
| My teachers expect me to do my best. | 91 |
| Teachers give useful feedback. | 64 |
| Teachers at my school treat students fairly. | 51 |
| My school is well maintained. | 49 |
| I feel safe at this school. | 50 |
| I can talk to my teachers about my concerns. | 48 |
| Student behaviour is well managed at my school. | 29 |
| I like being at my school. | 49 |
| My school looks for ways to improve. | 74 |
| Staff take students' opinions seriously. | 60 |
| My teachers motivate me to learn. | 74 |
| My school gives me opportunities to do interesting things. | 71 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Mount Rogers Primary School PIPS 2018 mean raw scores

| Agency | Reading start | Reading end | Mathematics start | Mathematics end |
|--------|---------------|-------------|-------------------|-----------------|
| School | 43 | 103 | 39 | 54 |
| ACT | 49 | 124 | 39 | 54 |

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Mount Rogers Primary School 2018 NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 415 | 441 | 486 | 518 |
| Writing | 386 | 411 | 440 | 460 |
| Spelling | 374 | 410 | 472 | 494 |
| Grammar & Punctuation | 404 | 438 | 482 | 510 |
| Numeracy | 388 | 416 | 469 | 494 |

Source: Analytics and Evaluation

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 | 250180.33 | 207824.61 | 458004.94 |
| Voluntary contributions | 17815.44 | 5168.00 | 22983.44 |
| Contributions & donations | 400.00 | 14400.00 | 14800.00 |
| Subject contributions | 5370.00 | 3655.00 | 9025.00 |
| External income (including community use) | 37760.62 | 741.90 | 38502.52 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 5435.42 | 5843.41 | 11278.83 |
| TOTAL INCOME | 316961.81 | 237632.92 | 554594.73 |
| EXPENDITURE | | | |
| Utilities and general overheads | 48232.91 | 60574.53 | 108807.44 |
| Cleaning | 48516.98 | 53871.30 | 102388.28 |
| Security | 0.00 | 0.00 | 0.00 |
| Maintenance | 18569.10 | 30462.77 | 49031.87 |
| Administration | 10196.00 | 17987.32 | 28183.32 |
| Staffing | 0.00 | 4004.00 | 4004.00 |
| Communication | 6755.63 | 1282.60 | 8038.23 |
| Assets | 20854.22 | 12254.10 | 33108.32 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 12293.00 | 40524.99 | 52817.99 |
| Educational | 34966.35 | 27061.97 | 62028.32 |
| Subject consumables | 5881.91 | 1005.02 | 6886.93 |
| TOTAL EXPENDITURE | 206266.10 | 249028.60 | 455294.70 |
| OPERATING RESULT | 110695.71 | -11395.68 | 99300.03 |
| Actual Accumulated Funds | 174366.62 | 191833.72 | 191833.72 |
| Outstanding commitments (minus) | -84143.11 | 0.00 | -84143.11 |
| BALANCE | 200919.22 | 180438.04 | 206990.64 |

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 2018.

Reserves

| Name and Purpose | Amount | Expected Completion |
|--|---------------|----------------------------|
| Staffing - To cover unexpected staffing needs | \$20,000 | 2017 |
| Photocopier - The reserve was set up to purchase a new photocopier. | \$5,000 | 2016 |
| IT Upgrade - Mount Rogers commitment to the WIFI upgrade performed by the Education Directorate | \$10,000 | 2016 |
| Room Upgrade - To enhance storage in a classroom yearly | \$10,000 | 2015 |
| Playground Upgrade - To save for improvements to the school outdoor playgrounds | \$20,000 | 2017 |

Endorsement Page

Members of the School Board

| | | | |
|-------------------------------------|------------------|------------------|-----------------|
| Parent Representative(s): | Kamini Davenport | Rebecca Davey | Cameron Pietsch |
| Community Representative(s): | | | |
| Teacher Representative(s): | Judy Byrnes | Angela Donaldson | |
| Student Representative(s): | | | |
| Board Chair: | Kamini Davenport | | |
| Principal: | Felicity Levett | | |

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

Board Chair Signature: Kamini Davenport

Date: 21/05/2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Felicity Levett

Date: 21/05/2019