



# Macquarie Primary School

## Annual School Board Report 2019



This page is intentionally left blank.



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

## 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, 2020

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

# Contents

---

Reporting to the community.....	1
Summary of School Board activity .....	1
School Context .....	2
Student Information .....	3
Student enrolment.....	3
Student attendance .....	<b>Error! Bookmark not defined.</b>
Supporting attendance and managing non-attendance.....	4
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition .....	4
School Review and Development .....	5
School Satisfaction .....	5
Overall Satisfaction .....	5
Learning and Assessment .....	7
Performance in Literacy and Numeracy .....	7
Early years assessment .....	7
NAPLAN .....	7
Outcomes for College Students .....	<b>Error! Bookmark not defined.</b>
Post School Destination .....	<b>Error! Bookmark not defined.</b>
Financial Summary .....	9
Voluntary Contributions .....	10
Reserves .....	10
Endorsement Page .....	11
Members of the School Board .....	11

## Reporting to the community

---

Schools 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
- newsletters
- other sources such as My School.

## Summary of School Board activity

---

2019 was a year of strength and growth for the Macquarie Primary School community as we built on the previous years' significant activities and achievements, and continued to develop a revitalised school focus. The school took the opportunity to reflect on its values and implement the School Improvement Plan, with key priorities in improving its writing, spelling and numeracy gain targets, and improving the wellbeing and learning for all through developing consistent practices and process.

Following a busy 2018 with the finalisation of the School Improvement Plan, cyclical External School Review, 50<sup>th</sup> anniversary celebrations and new school leadership appointments, in 2019 the School Board took the opportunity to consider its priorities and role within the Education Directorate's school management frameworks, and identify how it could best represent the community and support the school leadership team. The Board worked with the Principal, Danielle Porter and Business Manager, Ann Walker to develop robust Board governance and administration structures, articulate its deliverables and align its work plan with the school priorities.

A key focus for the year was implementing the School Improvement Plan. The Board supported the school in delivering on its writing, spelling and numeracy gain targets through provision of resourcing to fund teacher's professional development, including focused and ongoing professional relationships. The Board considered quantifiable student outcome data and classroom engagement experience to gauge the early effectiveness of this focused approach, and will continue to track outcomes over the coming years.

In supporting the school's priority of improving wellbeing and learning for all through developing consistent practices and process', the Board worked collaboratively with the leadership team, teachers and community in supporting and endorsing a suite of environmental, wellbeing, and learning approaches across the school. A key focus of the Board during the year was developing and reviewing the suite of 'How it Works' documents, to operationalise Education Directorate Policies within the school environment. The Board was keen to ensure these documents were developed collaboratively, considered the views of the community, and were able to deliver a shared knowledge and purpose. The Board considered input from the teaching, parent and student communities, and will continue to do so, as further 'How it Works' documents are developed and regularly updated. The Board further supported and monitored the school's promotion of its values, the development of the Positive Behaviours for Learning (PBL) matrix, and its work on how the community can be safe, respectful learners at school.

2019 also saw the commencement of a cyclical, forward plan for school maintenance and improvement. Improving the physical school environment supports student and community engagement, pride in the school, and provides an environment to encourage learning. We're sure children, parents and teachers are appreciating the improved signage, refreshed classroom environments, and new resources across the school. The school maintenance and improvement plan represents a significant ongoing financial commitment, and the Board has supported the school in seeking additional funding from the Education Directorate, P&C and other sources where possible and appropriate. The Board endorsed a significant funding commitment in 2019 for the new adventure playground, which will provide a range of play, learning and discovery opportunities for children and teachers for years to come.

The Board is keen to continue to build on its work with the community, provide strategic guidance to the leadership team, and support the school in delivering on its areas of priority focus.

## School Context

---

Macquarie Primary School offers a contemporary education in a well-established setting in the north-west of Belconnen. We are the oldest primary school in Belconnen opening in 1968. We accept enrolments from our priority enrolment areas of Macquarie, Belconnen - south of Luxton Street, west of Lathlain Street, south of Chan Street and Cameron Avenue and east of Aikman Drive and Cook which is a shared PEA with Aranda Primary School. We have extensive grounds which are being landscaped to provide an adventure play area for our students. Our buildings provided a combination of dual and single teaching spaces. We have a well-maintained library which students access each week and before school daily. Our preschool building is set on the edge of our grounds and siblings wave to each other during playtimes.

21<sup>st</sup> Century education needs to provide learners with the skills and dispositions to enable them to succeed at the next sector. By the end of primary school, we have graduates who are able to succeed in high school. We provide the academic and wellbeing requirements children need through authentic investigations where students are solving real world problems and learning through doing. These powerful ways of learning not only engage but create passions and entrepreneurship in our learners. Our focused and skilled teachers act as facilitators and noticers of learning, to make the links so that rigor is maintained. Our school leaders coach and build the capacity of the teachers to be guiders and prompters and the leadership team is developed to be innovative leaders and educational challengers.

Since 2017 our year 5 NAPLAN results show an increase in students achieving in the top 2 bands of performance in reading, grammar and punctuation and spelling. Our student growth rate from years 3 to 5 in both numeracy and reading exceeds the ACT average. We provide a rigorous and diverse learning program for students that provides opportunities for extension and enrichment through participation in International Competitions and Assessments for Schools (ICAS), Language Perfect in French, Meccano program, gardening club, our Student Representative Council (SRC), and a variety of sporting opportunities including netball, touch and tag football and rugby league in addition to full school carnivals for swimming, athletics and cross country.

Over the past twelve months we have engaged in an extensive consultation to review our school values. In 2020 we have launched our new values of persistence, integrity and excellence. These values incorporate the importance of developing the whole child, academically, socially and as a global citizen.

To develop student wellbeing we use an evidence-based framework, Positive Behaviour for Learning (PBL), to implement a whole school approach to encouraging positive behaviour choices. This looks like consistent behaviour expectations created in consultation with all stakeholders including students, staff and community members consistent language and approaches to support positive behaviour choices explicit lessons used to teach behaviour expectations with opportunities to practise appropriate behaviours in classroom and on the playground. Student behaviour support is underpinned by a trauma Informed approach and an evidence based social and emotional learning program (MindUP).

## Student Information

### *Student enrolment*

In this reporting period there were a total of 329 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	162
Female	167
Aboriginal and Torres Strait Islander	13
LBOTE*	152

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

### *Student attendance*

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages**

Year level	Attendance rate
1	93.0
2	93.0

3	91.0
4	92.0
5	91.0
6	90.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	15.76
Teaching Staff: Full Time Equivalent Temporary	5.00

Non Teaching Staff: Full Time Equivalent	13.01
--	-------

Source: ACT Education Directorate, People and Performance Branch

## 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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2018. A copy of the Report of Review 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. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

## Overall Satisfaction

In this period of reporting, 84% of parents and carers, 86% of staff, and 74% 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 28 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	
Parents at this school can talk to teachers about their concerns.	93
Staff are well supported at this school.	68
Staff get quality feedback on their performance.	39
Student behaviour is well managed at this school.	57
Students at this school can talk to their teachers about their concerns.	96

Students feel safe at this school.	79
Students like being at this school.	93
Students' learning needs are being met at this school.	64
Teachers at this school expect students to do their best.	96
Teachers at this school motivate students to learn.	96
Teachers at this school treat students fairly.	86
Teachers give useful feedback.	71
This school is well maintained.	68
This school looks for ways to improve.	96
This school takes staff opinions seriously.	79
This school works with parents to support students' learning.	75
Teachers give useful feedback.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 231 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	
I can talk to my child's teachers about my concerns.	95
My child feels safe at this school.	87
My child is making good progress at this school.	82
My child likes being at this school.	89
My child's learning needs are being met at this school.	82
Student behaviour is well managed at this school.	72
Teachers at this school expect my child to do his or her best.	87
Teachers at this school give useful feedback.	85
Teachers at this school motivate my child to learn.	89
Teachers at this school treat students fairly.	87
This school is well maintained.	73
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	75
This school works with me to support my child's learning.	83

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 115 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in agreement with each national opinion item**

<b>National opinion item</b>	
I can talk to my teachers about my concerns.	54
I feel safe at this school.	64
I like being at my school.	71
My school gives me opportunities to do interesting things.	69
My school is well maintained.	42
My school looks for ways to improve.	68
My teachers expect me to do my best.	90
My teachers motivate me to learn.	77
Staff take students' concerns seriously.	56
Student behaviour is well managed at my school.	22
Teachers at my school treat students fairly.	56
Teachers give useful feedback.	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## Learning and Assessment

---

### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit 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 for the current reporting period.

**Table: Macquarie Primary School PIPS 2019 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	52	133	40	59
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

#### *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 this reporting period, 7.00 % of year 3 students and 8.80 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

**Table: NAPLAN Mean Scores**

<b>Test Domain</b>	<b>Year 3 School</b>	<b>Year 3 ACT</b>	<b>Year 5 School</b>	<b>Year 5 ACT</b>
<b>Reading</b>	426	438	511	516
<b>Writing</b>	403	418	470	474
<b>Spelling</b>	394	408	490	497
<b>Grammar &amp; Punctuation</b>	435	440	488	500
<b>Numeracy</b>	402	411	509	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	222,218.53	116,619.43	338,837.96
Voluntary contributions	8,790.00	1,630.00	10,420.00
Contributions & donations	9,101.20	50.00	9,151.20
Subject contributions	0.00	0.00	0.00
External income (including community use)	12,290.97	5,577.41	17,868.38
Proceeds from sale of assets	100.00	0.00	100.00
Bank Interest	2,927.34	2,705.77	5,633.11
<b>TOTAL INCOME</b>	<b>255,428.04</b>	<b>126,582.61</b>	<b>382,010.65</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	32,654.55	42,144.87	74,799.42
Cleaning	43,867.82	77.19	43,945.01
Security	0.00	375.96	375.96
Maintenance	46,223.89	16,142.61	62,366.50
Administration	13,658.62	9,163.74	22,822.36
Staffing	0.00	0.00	0.00
Communication	4,059.88	644.36	4,704.24
Assets	10,909.04	37,364.37	48,273.41
Leases	10,635.84	0.00	10,635.84
General office expenditure	18,068.98	17,236.21	35,305.19
Educational	12,793.87	12,986.37	25,780.24
<b>TOTAL EXPENDITURE</b>	<b>192,872.49</b>	<b>136,135.68</b>	<b>329,008.17</b>
<b>OPERATING RESULT</b>	<b>62,555.55</b>	<b>-9,553.07</b>	<b>53,002.48</b>
<b>Actual</b> Accumulated Funds	86,333.82	63,715.07	86,715.07
Outstanding commitments (minus)	-12,661.60	0.00	-12,661.60
<b>BALANCE</b>	<b>136,227.77</b>	<b>54,162.00</b>	<b>127,055.95</b>

## 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 this reporting period.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Outdoor learning environment	\$57,000	March 2020
Additional Staffing Allocation	\$40,000	December 2020

## Endorsement Page

---

### Members of the School Board

**Parent Representative(s):** Sarah Hollis-Bennetts                      Amy McGuire

**Teacher Representative(s):** Ami Grover,                      Karen Tozer,

**Board Chair:** Janet Hope

**Principal:** Danielle Porter

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

Board Chair Signature: Janet Hope

Date: 11/ 06 / 2020

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: Danielle Porter

Date: 11 / 06 / 2020