

 Macgregor Primary School

Annual School Board Report

2017



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**Contents**

[School Board Chair Report 2](#_Toc516142945)

[School Context 2](#_Toc516142946)

[Student Information 2](#_Toc516142947)

[Student enrolment 2](#_Toc516142948)

[Student attendance 3](#_Toc516142949)

[Staff Information 3](#_Toc516142950)

[Teacher qualifications 3](#_Toc516142951)

[Workforce composition 4](#_Toc516142952)

[School Review and Development 4](#_Toc516142953)

[School Satisfaction 4](#_Toc516142954)

[Overall Satisfaction 4](#_Toc516142955)

[Learning and Assessment 7](#_Toc516142956)

[Performance in Literacy and Numeracy 7](#_Toc516142957)

[Early years assessment 7](#_Toc516142958)

[NAPLAN 7](#_Toc516142959)

[Performance in Other Areas of the Curriculum 8](#_Toc516142960)

[Financial Summary 9](#_Toc516142961)

[Professional Learning 10](#_Toc516142962)

[Voluntary Contributions 10](#_Toc516142963)

[Reserves 10](#_Toc516142964)

[Endorsement Page 11](#_Toc516142965)

[Members of the School Board 11](#_Toc516142966)

# School Board Chair Report

This year it has been rewarding to be able to continue to work with Jennifer Hall as Principal and both Chris Shaddock and then James Malone as Deputy Principal. The School Board has continued to work collaboratively with the school executive, staff and Macgregor Primary School community in 2017. The Board recognises the continued effort made by Jennifer to keep the school running smoothly and following the school’s vision. This year the School Board has made a continued effort to be seen around the school and consult with the wider Macgregor Primary School community. The Board acknowledges the close relationship with the Parents and Citizens Association and the strong community engagement with the parent community of Macgregor Primary School. 2017 has continued to be a very rewarding year for myself as Board Chair and for all members of the Board. Week look forward to a positive and exciting time in 2018!

Kirsty Ross

Board Chair

Macgregor Primary School

# School Context

Macgregor Primary School is a professional learning community situated in the West-Belconnen region of Canberra. Our school aims to maximise learning outcomes and ensure all students reach their full potential. Macgregor Primary School includes a preschool campus for four year olds and a primary campus for students aged between five and twelve. The school effectively caters for students with complex needs by their placement in Learning Support Groups. These three groups are inclusive of a Learning Support Unit and Learning Support Centre. This year students who identify as having a language background other than English increased from 130 (2016) to 141 (2017). Students who identify as Aboriginal or Torres Strait Islander continues to make up five percent of the school population.

## Student Information

### Student enrolment

In 2017 there were a total of 509 students enrolled at this school.

***Table: 2017 Student enrolment***

|  |  |
| --- | --- |
| **Student type** | **Number of students** |
| Male | 265 |
| Female | 244 |
| Aboriginal and Torres Strait Islander | 26 |
| LBOTE\* | 141 |

\*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; that is 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 | 91.0 |
| 1 | 92.0 |
| 2 | 93.0 |
| 3 | 94.0 |
| 4 | 92.0 |
| 5 | 92.0 |
| 6 | 92.0 |

Source: Planning and Analytics, December 2017

Non-attendance is managed in accordance with the school’s attendance procedures. If a student is absent without explanation or contact from a parent or carer, for more than two days, parents are contacted by the school. Late arrivals are required to sign in at the front office and repeat late-comers or absentees are tracked, with case meetings called (with parents) when deemed warranted. Particular attention is paid to the tracking of attendance for our Aboriginal and Torres Strait Islander students.

In 2016, we introduced the ‘Orange Slip’ system which continued in 2017. Teachers record the names of absent students on an orange slip which are then sent to the office before 9:30am. Front Office staff record absences and make random phone calls to families. This enables them to highlight consistent absences to the teacher.

## 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 | 19 |

Source: Teacher Quality Institute, 16 December 2017

### Workforce composition

The 2017 workforce composition of Macgregor 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 | 35 |
| Teaching Staff: Full Time Equivalent Permanent | 28.80 |
| Teaching Staff: Full Time Equivalent Temporary | 4.00 |
| Non Teaching Staff: Head Count | 14 |
| Non Teaching Staff: Full Time Equivalent | 11.99 |

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 is one Aboriginal and Torres Strait Islander staff member at this school.  |

# 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.

Macgregor Primary School will be reviewed in 2018. 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 above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2017, 76% of parents and carers, 78% of staff, and 84% 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 24 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** |

|  |
| --- |
| Proportion of staff |

 |
| Teachers at this school expect students to do their best. | 100 |
| Teachers at this school provide students with useful feedback about their school work. | 92 |
| Teachers at this school treat students fairly. | 92 |
| This school is well maintained. | 75 |
| Students feel safe at this school. | 67 |
| Students at this school can talk to their teachers about their concerns. | 96 |
| Parents at this school can talk to teachers about their concerns. | 96 |
| Student behaviour is well managed at this school. | 42 |
| Students like being at this school. | 83 |
| This school looks for ways to improve. | 67 |
| This school takes staff opinions seriously. | 29 |
| Teachers at this school motivate students to learn. | 96 |
| Students’ learning needs are being met at this school. | 67 |
| This school works with parents to support students' learning. | 83 |
| I receive useful feedback about my work at this school. | 50 |
| Staff are well supported at this school. | 33 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 81 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** |

|  |
| --- |
| Proportion of parents and carers |

 |
| 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. | 78 |
| Teachers at this school treat students fairly. | 82 |
| This school is well maintained. | 88 |
| My child feels safe at this school. | 85 |
| I can talk to my child’s teachers about my concerns. | 88 |
| Student behaviour is well managed at this school. | 60 |
| My child likes being at this school. | 84 |
| This school looks for ways to improve. | 85 |
| This school takes parents’ opinions seriously. | 79 |
| Teachers at this school motivate my child to learn. | 84 |
| My child is making good progress at this school. | 85 |
| My child's learning needs are being met at this school. | 84 |
| This school works with me to support my child's learning. | 80 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 92 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** |

|  |
| --- |
| Proportion of students |

 |
| My teachers expect me to do my best. | 96 |
| My teachers provide me with useful feedback about my school work. | 83 |
| Teachers at my school treat students fairly. | 71 |
| My school is well maintained. | 61 |
| I feel safe at my school. | 67 |
| I can talk to my teachers about my concerns. | 74 |
| Student behaviour is well managed at my school. | 36 |
| I like being at my school. | 68 |
| My school looks for ways to improve. | 88 |
| My school takes students’ opinions seriously. | 60 |
| My teachers motivate me to learn. | 91 |
| My school gives me opportunities to do interesting things. | 73 |

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: Macgregor Primary School PIPS 2017 mean raw scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agency** | **Reading start** | **Reading end** | **Mathematics start** | **Mathematics end** |
| **School** | 47 | 127 | 39 | 55 |
| **ACT** | 51 | 124 | 39 | 55 |

Source: Planning and Analytics

Our PIPS results 2017 in reading were exceptional. Our students started below the mean raw sores of the ACT and finished with a mean raw score above the ACT. In Mathematics, our start and end mean raw scores were on par with the ACT.

### 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, 0.00 % of year 3 students and 4.00 % 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: Macgregor Primary School 2017 NAPLAN Mean Scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test Domain** | **Year 3 School** | **Year 3 ACT** | **Year 5 School** | **Year 5 ACT** |
| **Reading** | 379 | 442 | 490 | 517 |
| **Writing** | 368 | 412 | 458 | 475 |
| **Spelling** | 369 | 411 | 460 | 494 |
| **Grammar & Punctuation** | 397 | 441 | 481 | 503 |
| **Numeracy** | 389 | 417 | 481 | 496 |

Source: Planning and Analytics

A notable highlight of the NAPLAN results was in the area of numeracy. 78.2% of students achieved expected growth in this domain from years 3-5 (in school match). This result is significantly higher than the ACT average and earned recognition from ACARA (the governing body of NAPLAN).

## Performance in Other Areas of the Curriculum

Macgregor has experienced excellent results across the curriculum with notable strengths in our Specialist programs (Art, Physical Education and Spanish). The Arts program was a highlight and a large proportion of students across the school participated in one or more of the following enrichment programs: Bandstravaganza, Limelight and Macgregor’s Got Talent (Talent Show). Our end of year Art exhibition was once again a great success with positive feedback from the community. Our band and choir continue to be popular and have had many performance opportunities (i.e. Floriade and Kalparrin Aged Care Facility).

Physical Education is also an area of strength. Our sporting teams performed well in a variety of sporting events and the school was well represented at district and national competitions. Macgregor Primary School’s relationship with the Embassy of Uruguay continues to enhance our Spanish program.

Investigations continue to operate in P-2 classrooms and students are encouraged to develop their resilience, problem solving and creativity through these lessons. Staff enhanced their teaching of Social Emotional Learning (SEL) and supported students using the MindUp Curriculum and Team Teach professional learning.

Differentiation was a focus across the curriculum and we enhanced student learning through Google Apps for Education (GAFE), Individual Learning Plans (ILPs), Personalised Learning Plans (PLPs) and Gifted and Talented teaching practices. These programs and strategies are documented in teacher programs and evident in classroom practices.

# 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 | 230747.89 | 213558.12 | 444306.01 |
| Voluntary contributions | 12963.00 | 2187.50 | 15150.50 |
| Contributions & donations | 21341.75 | 926.00 | 22267.75 |
| Subject contributions | 22678.90 | 3553.15 | 26232.05 |
| External income (including community use) | 16447.62 | 4404.18 | 20851.80 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 4000.61 | 4259.26 | 8259.87 |
| **TOTAL INCOME** | 308179.77 | 228888.21 | 537067.98 |
| **EXPENDITURE** |  |  |  |
| Utilities and general overheads | 39854.03 | 64525.86 | 104379.89 |
| Cleaning | 46704.30 | 45582.36 | 92286.66 |
| Security | 763.16 | 0.00 | 763.16 |
| Maintenance | 62391.10 | 25672.60 | 88063.70 |
| Administration | 8239.46 | 4264.11 | 12503.57 |
| Staffing | 0.00 | 4582.71 | 4582.71 |
| Communication | 10250.24 | 7766.95 | 18017.19 |
| Assets | 18800.65 | 6621.38 | 25422.03 |
| General office expenditure | 9824.62 | 3353.78 | 13178.40 |
| Educational | 56656.65 | 17906.04 | 74562.69 |
| Subject consumables | 35352.66 | 410.63 | 35763.29 |
| **TOTAL EXPENDITURE** | 288836.87 | 180686.42 | 469523.29 |
| **OPERATING RESULT** | 19342.90 | 48201.79 | 67544.69 |
| **Actual** Accumulated Funds | 193643.36 | 230643.36 | 193643.36 |
| Outstanding commitments (minus) | -56208.11 | 0.00 | -56208.11 |
| **BALANCE** | 156778.15 | 278845.15 | 204979.94 |

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was $300.00.

## 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** |
| Ride on lawn mower 2018Created to cover cost of ride on lawn mower to negate need for external contractor | $12,000.00 | 07/2018 |
| New Toilets/Upgrade 2020Saving towards new toilets/upgrade of existing toilets to fit with student population growth  | $15,000.00 | 12/2020 |
| New Carpet Preschool 2018Upgrade of preschool carpet to enhance appearance and quality of learning spaces | $10,000.00 | 01/2018 |

# Endorsement Page

## Members of the School Board

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent Representative(s):** | Kirsty Ross | Kirstin Brown | Susie Abrahamffy |
| **Community Representative(s):** | Robyn Guenther |  |  |
| **Teacher Representative(s):** | Glennis Weatherstone | Justine Byrne |  |
| **Board Chair:** | Kirsty Ross |  |  |
| **Principal:** | Jennifer Hall |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Board Chair Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ |

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: | \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ |