



Majura Primary School

Annual School Board Report 2021



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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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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

At the beginning of 2021 the Board farewelled 4 previous board members and welcomed three new members including a new Chair. We thank Sally Rose, Carolyn Godwin, Sonya Hogan and Maia Parker-Sloan for their service to the school. The new board members were Peter Young, Penny Edwards (Parent Representatives) and Bruce Goodfellow (Teacher Representative).

2021 was another year disrupted by COVID-19 and the Board focussed its attention on supporting the school through these challenges.

Through approval of the school's budget, the Board discussed Voluntary Contributions and ways to increase the number of families that make a voluntary contribution.

Given forecast enrolments at Majura Primary up to 2030, the Board continued to advocate for expansion of school capacity to the ACT Government. The Government announced that it would conduct a feasibility study for modernisation and expansion of Majura Primary and we look forward to continuing to work with the Directorate to ensure the school has sufficient and modern teaching spaces to accommodate all children who seek to attend our school.

On behalf of the Board I'd like to extend my thanks to the administrative and teaching staff at Majura Primary who have worked through significant disruption over the past two years. We really appreciate their efforts.

School Context

Majura Primary School is a rapidly growing preschool to year 6 public school situated in the north Canberra suburb of Watson. It is the local neighbourhood school for children from Watson and Downer. The school has two campuses: a K-6 site at Majura Primary School and Watson Preschool about 200 metres down the road. Majura Primary School plays a very important role within its local community, enjoying a passionate and committed parent group. Majura Primary School is proudly multicultural. Many families from different parts of the world and a strong Indigenous community all contribute to the school community. Parents are vitally and extensively involved in the school. We are a values-based school focussing on respect, excellence and responsibility. We have a range of vibrant programs that add value to the classroom program, music, dance/drama, and French. Our sustainability focus in the early years leads to a unique opportunity for students to participate in our Kitchen Garden program. Staff are highly professional, dynamic and caring. Our community focus, actively involving staff children and parents in partnership, is a strong feature of the school and makes schooling a positive and successful journey for all at Majura Primary.

Student Information

Student enrolment

In this reporting period there were a total of 718 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	378
Gender - Female	340
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	9
LBOTE**	192

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

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

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and carers 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, 135 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	40.99
Teaching Staff: Full Time Equivalent Temporary	5.20
Non Teaching Staff: Full Time Equivalent	15.08

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.

Our school was reviewed in 2019. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 84.3% of parents and carers, 93.8% of staff, and 79.5% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 48 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.	92
Staff get quality feedback on their performance.	31
Student behaviour is well managed at this school.	63
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	95
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	96
Teachers give useful feedback.	80
This school is well maintained.	31
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	73

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 229 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	
My child feels safe at this school.	87
My child is making good progress at this school.	83
Student behaviour is well managed at this school.	64
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	73
Teachers give useful feedback.	72
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	84
This school is well maintained.	66
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	56
This school works with me to support my child's learning.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 229 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

National opinion item	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	55
I feel safe at this school.	81
I am happy to be part of this school.(Replaces 'I like being at my school')	85
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	55
My school is well maintained.	62
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	94
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	79
Staff take students' concerns seriously.	59
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	78
Teachers give useful feedback.	66

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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 BASE 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: Majura Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	65	143	41	58
ACT	58	125	38	56

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, no 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

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	485	437	553	515
Writing	432	418	499	475
Spelling	443	409	524	502
Grammar & Punctuation	468	426	527	497
Numeracy	430	404	515	492

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-December
Directorate Funding	358716.09
Contributions and Donations	71672.63
Subject Contributions	1300.20
Hire of Facilities	9038.32
External Revenue	3764.67
Sale of Assets	0.00
Interest Received	5912.71
Other School Revenue	20315.70
TOTAL INCOME	470720.32
EXPENDITURE	
Utilities and General Overheads	97076.45
Security and Caretaking	247.27
Maintenance	87721.97
Administration	15953.44
Staffing Expenditure	3731.71
Communication	8602.22
Assets & Leases	51147.70
General Expenses	49133.65
Educational Resources	35062.89
Subject Consumables	21457.23
Directorate Funded Payments	7103.17
Other Payments	2439.78
TOTAL EXPENDITURE	379677.48
OPERATING RESULT	91042.84
Accumulated Funds	452012.64
BALANCE	543055.48

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

Name and Purpose	Amount	Expected Completion
Landscape: to pay costs of landscaping to enhance the nature scape and aesthetics of school	\$40,000	2022
Furniture: fitout of four new demountable classrooms for students and teachers	\$20,000	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
Community Representative(s):	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
Teacher Representative(s):	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
Student Representative(s):	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
Board Chair:	[INSERT NAME]		
Principal:	[INSERT NAME]		

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

2021 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD/ MM/ YYYY

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: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD / MM / YYYY