

Mount Rogers Primary School

Annual School Board Report 2022



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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

Staff and Board members were highly engaged with the school's strategic plan. The schools 'Six Key Drivers of School Improvement' were discussed at a number of Board meetings and suggestions from the Board in regards to communicating them with the school community were noted. The Board was interested to see results from learning and teacher surveys in writing and numeracy over the year as the teachers work to ensure growth for all students in these curriculum areas.

In 2022 the Board has supported the school in extending it's positive behaviours for the learning framework to the broader school community, with the introduction of a set of RISE expectations for all adults in the school community.



There has also been an emphasis on upgrading facilities and infrastructure to ensure a safe and inclusive school environment. The front entrance of the school has been given a facelift and with the addition of an appropriate ramp has made the front office more accessible. The upgrade to the accessible bathroom has also supported the school's inclusive lens for all students. The Board intends to support further works, including student led playground upgrades in 2023 as the school celebrates its 50th Birthday in 2023.

School Context

Mount Rogers Primary School is situated in Belconnen in the Northwest region of Canberra. With a current enrolment of 596 from preschool to year 6, students attend from the suburbs of Melba, Flynn 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. Flynn and Spence preschools remained open and are under the banner of Mount Rogers Primary School, along with Melba preschool. The three preschool sites offer sessions at either the beginning or end of the week.

Our Mission and Vision supports everything we do at Mount Rogers Primary School.



Our Mission and Visions is underpinned by our school's 6 Key Drivers for School Improvement.

Belonging – At Mount Rogers Primary School, we strive to ensure all members of the community feel connected. We build relationships based in trust and kindness. All are nurtured in an inclusive environment that ensures people feel valued and have a voice.

Professional learning Communities (PLC)- teachers collaborate with an inquiry mindset to identify student learning needs and take collective responsibility to meet students at their point of need. Our school guaranteed curriculum, aligned to the Australian Curriculum supports teachers to know the content there are responsible for teaching and ensures that every student has the opportunity to learn and be assessed on it.

Positive Behaviours for Learning (PBL) – Our PBL RISE behaviour expectations – Respectful, Inclusive, Safe and Engaged – provide the platform for the positive, safe, and supportive learning culture at the school. Our RISE expectations provide predictability and consistency around behaviour for all members of the school community.

Cultural Integrity- The implementation of Cultural Integrity at Mount Rogers Primary School ensures that the school is a culturally safe space where Aboriginal and Torres Strait Islander students, families and staff are actively represented. We support all educators to teach with a Cultural Integrity mindset, as is reflected in planning and the resourcing of lessons.

Inquiry – Focussing on teaching students the mindset of being an effective inquirer and learner is pivotal to the culture at the school. Students investigate and inquire into their world while developing the skills to be effective independent thinkers, collaborators, self-managers, communicators, and researchers.

Explicit and Intentional Teaching - At Mount Rogers Primary School there is a strong focus on the explicit and consistent teaching of high impact literacy and numeracy skills across all curriculum areas. Robust team planning, aligned with the Australian Curriculum ensures a repertoire of effective strategies are incorporated into day-to-day teaching at the school, which optimising student learning.

Students at Mount Rogers Primary School receive lessons each week from a range of specialist teachers. All students learn inquiry skills in the library, as well as continuing to develop a passion for books and reading. A specialist Sustainability and Stephanie Alexander Kitchen Garden teacher and Health and PE teacher provide lessons across the school every day. Students in years 3 to 6 also learn Mandarin once a week.

The Mount Rogers Primary School community has an active School Board and P&C and work in collaboration with the school to look for ways to improve.

Student Information

Student enrolment

In this reporting period there were a total of 514 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	267
Gender - Female	247
Aboriginal and Torres Strait Islander	38
LBOTE*	75
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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	87.0
2	87.0
3	85.0
4	88.0
5	82.0
6	81.0

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, 153 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	32.93
Teaching Staff: Full Time Equivalent Temporary	2.07
Non Teaching Staff: Full Time Equivalent	28.25

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 will be reviewed in 2026

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, 75.8% of parents and carers, 98.0% of staff, and 74.4% 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 51 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.	96
Teachers give useful feedback	94
Teachers at this school treat students fairly.	98
This school is well maintained.	84
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	88
Students like being at this school.	94
This school looks for ways to improve.	98
This school takes staff opinions seriously.	92
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	84
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	69
Staff are well supported at this school.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 99 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.	83
Teachers give useful feedback	72
Teachers at this school treat students fairly.	69
This school is well maintained.	79
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	58
My child likes being at this school.	81
This school looks for ways to improve.	61
This school takes parents' opinions seriously.	50
Teachers at this school motivate my child to learn.	80
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	71
This school works with me to support my child's learning.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 160 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	
My teachers expect me to do my best.	87
Teachers give useful feedback	68
Teachers at my school treat students fairly.	71
My school is well maintained.	61
I feel safe at this school	59
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	48
I like being at my school.	63
My school looks for ways to improve.	79
Staff takes students' concerns seriously	61
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	71

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: Mount Rogers Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	68	114	40	54
ACT	65	122	40	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, 1.12 % of year 3 students and 1.49 % 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

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	418	450	506	522
Writing	388	427	463	492
Spelling	380	420	490	510
Grammar & Punctuation	391	439	471	503
Numeracy	391	409	473	496

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	340575.30
Contributions and Donations	25767.53
Subject Contributions	4793.90
Hire of Facilities	21285.60
External Revenue	0.00
Sale of Assets	0.00
Interest Received	10517.62
Other School Revenue	4512.54
TOTAL INCOME	407452.49
EXPENDITURE	
Utilities and General Overheads	89770.35
Security and Caretaking	3921.08
Maintenance	66510.11
Administration	13777.91

Staffing Expenditure	17491.35
Communication	4766.51
Assets & Leases	73299.73
General Expenses	54430.22
Educational Resources	85466.84
Subject Consumables	0.00
Directorate Funded Payments	9803.88
Other Payments	35322.83
TOTAL EXPENDITURE	454560.81
OPERATING RESULT	-47108.32
Accumulated Funds	340286.25
BALANCE	293177.93

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
Playground Upgrades To enhance outdoor play spaces for students and provide a safe & engaging outdoor area being age appropriate	\$20,000	2026
5 Year Painting Plan To enrich the learning spaces for students	\$20,000	2026
Upgrade of toilets 50/50 project with ICW (Infrastructure and Capital Works) Improve infrastructure to the 21 st century	\$20,000	2025
Upgrade of staffroom jointed project with ICW (Infrastructure and Capital Works)	\$25,000	2023

Endorsement Page

Members of the School Board

Parent Representative(s): Alix Dornbusch, Carol Dale, .

Community Representative(s): Pen Hucker

Teacher Representative(s): Kris Archibald,
Amarylise Bessey

Board Chair: Addy Tandoh

Principal: Felicity Levett

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

2022 Board Chair Signature: Addy Tandoh

Date: 08/ 05/ 2023

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: 08 / 05 / 2023