



Mount Rogers Primary School

Mount Rogers Primary School Annual School Board Report 2019



Placing the scarecrow in the Sustainability Garden

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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	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	6
Financial Summary.....	7
Voluntary Contributions	8
Reserves	8
Endorsement Page.....	9
Members of the School Board	9

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

School Context

Mount Rogers Primary School is situated in Belconnen in the north west region of Canberra. With a current enrolment of 601 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 this reporting period there were a total of 480 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	252
Female	228
Aboriginal and Torres Strait Islander	27
LBOTE*	70

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	92.0
3	92.0
4	92.0
5	90.0
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	32.65
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	17.38

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 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 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 81% of parents and carers, 88% 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 50 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.	98
Staff are well supported at this school.	80
Staff get quality feedback on their performance.	52
Student behaviour is well managed at this school.	68
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	78
Students like being at this school.	94
Students' learning needs are being met at this school.	76
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	96
Teachers give useful feedback.	92
This school is well maintained.	86
This school looks for ways to improve.	92
This school takes staff opinions seriously.	78
This school works with parents to support students' learning.	92
Teachers give useful feedback.	92

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 291 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.	91
My child feels safe at this school.	86
My child is making good progress at this school.	80
My child likes being at this school.	88
My child's learning needs are being met at this school.	77
Student behaviour is well managed at this school.	69
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	76
Teachers at this school motivate my child to learn.	88
Teachers at this school treat students fairly.	85
This school is well maintained.	92
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	68
This school works with me to support my child's learning.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 151 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 can talk to my teachers about my concerns.	56
I feel safe at this school.	60
I like being at my school.	58
My school gives me opportunities to do interesting things.	68
My school is well maintained.	68
My school looks for ways to improve.	75
My teachers expect me to do my best.	87
My teachers motivate me to learn.	74
Staff take students' concerns seriously.	53
Student behaviour is well managed at my school.	29
Teachers at my school treat students fairly.	69
Teachers give useful feedback.	74

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: Mount Rogers Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	48	116	41	54
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, 1.30 % of year 3 students and 0.00 % 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	406	438	486	516
Writing	403	418	455	474
Spelling	385	408	466	497
Grammar & Punctuation	407	440	464	500
Numeracy	387	411	463	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

INCOME	January-June	July-December	January-December
Self-management funds	252638.38	140047.07	392685.45
Voluntary contributions	18380.00	8750.00	27130.00
Contributions & donations	3831.10	2179.00	6010.10
Subject contributions	5245.00	2415.00	7660.00
External income (including community use)	45410.03	19593.45	65003.48
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6102.38	4886.96	10989.34
TOTAL INCOME	331606.89	177871.48	509478.37
EXPENDITURE			
Utilities and general overheads	64991.53	83850.96	148842.49
Cleaning	48045.30	9054.00	57099.30
Security	197.01	908.67	1105.68
Maintenance	52285.45	22408.14	74693.59
Administration	8211.51	7556.13	15767.64
Staffing	0.00	0.00	0.00
Communication	7247.07	2331.48	9578.55
Assets	21668.45	5230.89	26899.34
Leases	0.00	0.00	0.00
General office expenditure	16422.87	33047.08	49469.95
Educational	28112.46	44914.19	73026.65
Subject consumables	5600.91	641.08	6241.99
TOTAL EXPENDITURE	252782.56	209942.62	462725.18
OPERATING RESULT	78824.33	-32071.14	46753.19
Actual Accumulated Funds	290006.72	290006.72	290006.72
Outstanding commitments (minus)	-35162.63	0.00	-35162.63
BALANCE	333668.42	257935.58	301597.28

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
Staffing – partial payment of expected staffing debt	\$25,000	2020
IT Upgrade – Mount Rogers commitment to the WIFI upgrade performed by the Education Directorate	\$10,000	2016
Room Upgrade – to improve one area	\$10,000	2020
Playground – to upgrade the junior playground,	\$20,000	2021

Endorsement Page

Members of the School Board

Parent Representative(s): Cameron Pietsch Chris McDevitt Elisha Scholtes

Community Representative(s):

Teacher Representative(s): Angela Donaldson Janelle Strain

Student Representative(s):

Board Chair: Cameron Pietsch

Principal: Felicity Levett

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

Board Chair Signature: Cameron Pietsch

Date: 29 / 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: Felicity Levett

Date: 29 / 06 / 2020