

# Macgregor 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

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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.

## School Context

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Macgregor Primary School is a thriving Professional Learning Community. Situated in the West-Belconnen region of Canberra and at the heart of the expanding Macgregor suburb, our school includes a preschool campus for four-year-olds and a primary campus for students aged between five and twelve. With a current enrolment of 625 students across the two campuses our teachers know each of our families and work together to achieve the best outcomes for our students. Our school and classroom programs extend able students and provide support where needed. Our student cohort includes four integrated Learning Support Centres supporting up to 40 students with specific learning needs and a growing population of students with a language background other than English. Macgregor Primary School has embarked upon an ambitious school improvement journey to maximise learning outcomes and ensure our students reach their full potential. To achieve this, we focus on quality teaching and high expectations in every classroom and effective targeted intervention where additional support is required. Teachers work collaboratively at Macgregor Primary school to ensure a cohesive curriculum is delivered to all students. Team planning allows teachers to design and deliver quality programs that focus on literacy and numeracy across all key learning areas. Student progress is closely monitored at an individual class and school level. This is indicative of our belief that every teacher contributes to the development of each child. We are dedicated to providing our students with the highest quality education. Our academic programs aim to challenge inform and promote lifelong learning and our broader goals celebrate good citizenship and leadership. Student wellbeing is addressed through the Positive Behaviours for Learning framework. Utilising this whole school resource, we have a shared language and expectations that ensure we are developing responsible students who are socially and emotionally capable. Our student leadership program engages students in taking social action from preschool to year six. This allows them to act locally in a global world.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 522 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	266
Gender - Female	256
Aboriginal and Torres Strait Islander	22

LBOTE*	197
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	86.0
3	88.0
4	88.0
5	85.0
6	87.0

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	36.45
Teaching Staff: Full Time Equivalent Temporary	2.80
Non Teaching Staff: Full Time Equivalent	18.26

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 2024.

## 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, 85.7% of parents and carers, 85.7% of staff, and 77.1% 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	
Teachers at this school expect students to do their best.	89
Teachers give useful feedback	81
Teachers at this school treat students fairly.	86
This school is well maintained.	71
Students feel safe at this school.	79
Students at this school can talk to their teachers about their concerns.	89
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	71
Students like being at this school.	89
This school looks for ways to improve.	93
This school takes staff opinions seriously.	79
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	86
This school works with parents to support students' learning.	89
Staff get quality feedback on their performance	17
Staff are well supported at this school.	68

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 56 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.	84
Teachers give useful feedback	71
Teachers at this school treat students fairly.	77
This school is well maintained.	77
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	68
My child likes being at this school.	91
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	82



This school works with me to support my child's learning.	82
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Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 166 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.	93
Teachers give useful feedback	77
Teachers at my school treat students fairly.	73
My school is well maintained.	68
I feel safe at this school	69
I can talk to my teachers about my concerns.	59
Student behaviour is well managed at my school.	48
I like being at my school.	67
My school looks for ways to improve.	81
Staff takes students' concerns seriously	67
My teachers motivate me to learn.	77
My school gives me opportunities to do interesting things.	80

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: Macgregor Primary School BASE 2022 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	58	121	35	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, 2.22 % of year 3 students and 1.82 % 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	389	450	473	522
Writing	404	427	460	492
Spelling	379	420	468	510
Grammar & Punctuation	387	439	461	503
Numeracy	362	409	472	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	338804.71
Contributions and Donations	21043.32
Subject Contributions	1407.50
Hire of Facilities	37029.27
External Revenue	1721.23
Sale of Assets	0.00
Interest Received	7638.59
Other School Revenue	33951.06
<b>TOTAL INCOME</b>	<b>441595.68</b>

<b>EXPENDITURE</b>	
Utilities and General Overheads	88594.50
Security and Caretaking	0.00
Maintenance	54412.23
Administration	23660.83
Staffing Expenditure	0.00
Communication	5678.11
Assets & Leases	42111.19
General Expenses	51910.37
Educational Resources	57793.68
Subject Consumables	762.78
Directorate Funded Payments	14612.81
Other Payments	35444.95
<b>TOTAL EXPENDITURE</b>	<b>374981.45</b>
<b>OPERATING RESULT</b>	<b>66614.23</b>
Accumulated Funds	206656.53
<b>BALANCE</b>	<b>273270.76</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

Name and Purpose	Amount	Expected Completion
The School Board has committed funds to invest in projects related to the Macgregor Master Plan.	\$50,000	December 2023

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Lisa Burling	David Reis	[
<b>Community Representative(s):</b>	Claire Gasteen		
<b>Teacher Representative(s):</b>	Tanya Price	Melissah Cook	
<b>Board Chair:</b>	Duncan Beard		
<b>Principal:</b>	Chris Shaddock		

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

2022 Board Chair Signature: Duncan Beard

Date: 14/ 08/ 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: Chris Shaddock

Date: 14 / 08 / 2023