

Maribyrnong 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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Contents

Reporting to the community.....	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	10
Members of the School Board	10

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.

School Context

Maribyrnong Primary is situated in northern Canberra and has 560 students from preschool to year 6. The school comprises units of flexible design that allow for multi-age and small groupings formal and informal work areas large and small group activities and targeted extension and special interest programs.

We have a Learning Support Unit (LSU) for students with special needs from kindergarten to year 6 and a Learning Support Unit – Autism (LSUA) specific for students in kindergarten to year six who have been diagnosed on the Autism Spectrum Disorder. Inclusivity defines the school's culture and is demonstrated daily, delivering successful outcomes for students with specific physical and intellectual needs.

Our vision at Maribyrnong Primary is to provide a positive and supportive teaching and learning environment. We aim to inspire learning through quality innovative, connective, and inclusive teaching practices and empower students to take a shared responsibility for their learning and actions. Working in partnership with the community we aim to develop responsible and active members of society. The core values of the school are Resilience, Endeavour, Respect, Responsibility, and Inclusion. These values underpin our Positive Behaviours for Learning and are also integrated through our recently rejuvenated multi age house groups.

Our School Improvement Plan defines our goals and priorities providing us with a strategic direction and a framework for improvement. Our recent work has focused on the following three areas:

To increase the proportion of learners at or above expected growth in writing and reading To increase the proportion of learners at or above expected growth in Mathematics Improve student wellbeing, engagement, and connection to school to support their learning This work has involved partnership with The University of Canberra through action research, the refinement of our curriculum documentation and alignment with assessment practices, the rewriting of our supporting student engagement approach and a focus on targeted feedback. All this underpinned by a common language and approach to differentiation: meeting each individual child at their point of learning need.

Student Information

Student enrolment

In this reporting period there were a total of 468 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	247
Gender - Female	221
Aboriginal and Torres Strait Islander	7
LBOTE*	219
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	85.0
2	86.0
3	85.0
4	86.0
5	84.0
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	33.96
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Full Time Equivalent	17.83

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 was reviewed in 2022. 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, 88.0% of parents and carers, 91.3% of staff, and 69.1% 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 46 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.	91
Teachers give useful feedback	79
Teachers at this school treat students fairly.	94
This school is well maintained.	61
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	63
Students like being at this school.	96
This school looks for ways to improve.	89
This school takes staff opinions seriously.	80
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	83
This school works with parents to support students' learning.	83
Staff get quality feedback on their performance	30
Staff are well supported at this school.	74

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 117 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.	88
Teachers give useful feedback	82
Teachers at this school treat students fairly.	84
This school is well maintained.	89
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	74
My child likes being at this school.	95
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	88
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 165 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.	92
Teachers give useful feedback	65
Teachers at my school treat students fairly.	71
My school is well maintained.	58
I feel safe at this school	63
I can talk to my teachers about my concerns.	50
Student behaviour is well managed at my school.	46
I like being at my school.	62
My school looks for ways to improve.	75
Staff takes students' concerns seriously	57
My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	79

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: Maribyrnong Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	68	121	42	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, 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	444	450	506	522
Writing	417	427	474	492
Spelling	412	420	494	510
Grammar & Punctuation	424	439	486	503
Numeracy	395	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	435837.22
Contributions and Donations	13406.20
Subject Contributions	2055.50
Hire of Facilities	29684.12
External Revenue	1134.55
Sale of Assets	0.01
Interest Received	16331.58
Other School Revenue	14546.00
TOTAL INCOME	512995.18
EXPENDITURE	
Utilities and General Overheads	98677.28
Security and Caretaking	0.00
Maintenance	93909.27
Administration	21357.77
Staffing Expenditure	129673.00
Communication	9324.65
Assets & Leases	206139.80
General Expenses	41361.63
Educational Resources	67724.88
Subject Consumables	672.66
Directorate Funded Payments	15338.74
Other Payments	2055.70
TOTAL EXPENDITURE	686235.38
OPERATING RESULT	-173240.20
Accumulated Funds	659558.69
BALANCE	486318.49

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
<p>Name: Meet student needs 2024 Description: fulfils staffing to support students through any staffing debts that occur.</p> <p>Created for: staffing debt</p> <p>How it enhances outcomes: Student needs can be better targeted.</p>	\$45000.00	12/2024
<p>Name: Educational ICT 2024 Description: Supporting purchase of Chromebooks and IWBs.</p> <p>Created for: Technology to support student learning.</p> <p>How it enhances outcomes: Children are able to access appropriate technology.</p>	\$15000.00	12/2024
<p>Name: Maintenance- Facility 2024</p> <p>Description: Allows for unexpected maintenance so that buildings can support learning</p> <p>Created for: safety</p> <p>How it enhances outcomes: Physical environment supports student learning.</p>	\$18000.00	12/2024
<p>Name: Capital Upgrades - Facility - 2024</p> <p>Description: Planning for our future upgrades.</p> <p>Created for: larger shared projects</p> <p>How it enhances outcomes: provides spaces for indoor/outdoor learning.</p>	\$25000.00	12/2024
<p>Name: Capital Upgrades – Furniture-2024</p>	\$12000.00	12/2024

<p>Description: Replenishing classroom furniture due to school growth.</p> <p>Created for: future planning</p> <p>How it enhances outcomes: ensures furniture supports student learning.</p>		
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Endorsement Page

Members of the School Board

Parent Representative(s): Bradely Stevenson, Marisa Magiros.

Community Representative(s): Brendon Le Lievre

Teacher Representative(s): Jo Francis Anna Thorpe

Student Representative(s):

Board Chair: Brendon Le Lievre

Principal: Andrew Buesnel

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

2022 Board Chair Signature: Brendon Le Lievre

Date: 16/ 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: Andrew Buesnel

Date: 16/ 05 / 2023