



Mount Rogers Primary School

Annual School Board Report
2016

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.mtrovers.act.edu.au>.

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School Board Chair Report

In 2016 the Board was again able to provide constructive input to support Mount Rogers' ongoing commitment to ongoing improvement. Most notably in 2016, through engagement in the External Review. It was a rewarding experience for the Board to be engaged in the External Review and then to be a part of the process for reviewing the report and recommendations and planning the way forward. The board also assisted with the development of a Communications framework in 2016, whilst a work in progress, it is aimed at addressing recommendations of the Review and lead to further clarity, confidence and engagement across the Mount Rogers Community.

Context

The student population at Mount Rogers Primary remained stable overall. There was continued growth in the junior grades and a number of families leaving at the end of 2015 due to moving out of the PEA. The only noteworthy change was that five preschool groups were offered in 2016, one less than the previous year. Preschool enrolments remained stable with 110 students in 2016 as compared to the previous year enrolment of 114.

Student Information

Student enrolment

In 2016 there were a total of 389 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	190
Female	199
Indigenous	17
LBOTE	68

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	91.0
1	92.0
2	90.0
3	93.0
4	90.0
5	93.0
6	90.0

Source: Planning and Analytics, December 2016

Parents are requested to contact the school before 9:00am if their child is going to be absent. In 2016 our school focussed on the careful monitoring of student absence and lateness to school. Class teachers contacted parents if a child was consistently late or not attending regularly. School procedures include class teachers contacting parents if a child has missed three consecutive days. Students who continue to be frequently absent or late are referred to the deputy principal, who then contacts the parents. If attendance continues to be of concern students are referred to the principal and Network Student Engagement Team. An Attendance Report was attached to the student's mid-year written report. The purpose of this was to highlight to parents the importance and benefits of regular attendance at school, as well as to indicate their child's attendance percentage rate. Attendance Procedures were updated during the year to reflect the Directorate's Education Participation Policy.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	17

Source: Teacher Quality Institute, 16 December 2016

To support our focus on early childhood education one executive teacher is currently studying towards a Masters of Early Childhood Education.

Workforce composition

The 2016 workforce composition of Mount Rogers Primary School is highlighted 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	35
Teaching Staff: Full Time Equivalent	28
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Volunteers

Volunteers play an important role in the education and wellbeing of students at Mount Rogers Primary, and also support the school in many areas of school improvement. Some examples of ways the Mount Rogers community supported the school in 2016 are:

- canteen – operating five days a week
- P&C activities – welcome morning teas, fundraising, Mother's and Father's Day breakfasts and stalls, Bunnings barbecues & parent run disco for students
- fete
- weekly 'Building With Blokes' meccano program
- assisting at swimming, athletics and cross country carnivals, and other sporting events
- Breakfast Club run by local church group
- Fresh Tastes Program
- Active Streets - walk/ride to school program
- Christian Education in Schools
- St John's Ambulance schools program
- Boat building with Model Shipwrights Association ACT
- Parent run clinic groups to support G&T programs – Maths Olympiad
- parent run uniform shop, student banking and night time fitness program
- helping in classrooms
- assisting in the library
- mentoring students

The estimated number of hours in which volunteers have worked in the school during 2016 was 10,000.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Mount Rogers Primary was reviewed in 2016. A copy of the Review Report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 89% of parents and carers, 92% of staff, and 78% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 39 staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	97
Teachers at this school treat students fairly.	97
This school is well maintained.	97
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	77
Students like being at this school.	100
This school looks for ways to improve.	92
This school takes staff opinions seriously.	77
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	85
This school works with parents to support students' learning.	95
I receive useful feedback about my work at this school.	69
Staff are well supported at this school.	72

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 150 parents who took part in the survey are tabled below.

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.	97
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	91
This school is well maintained.	93
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	77
My child likes being at this school.	95
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	80

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 88 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	91
My teachers provide me with useful feedback about my school work.	76
Teachers at my school treat students fairly.	69
My school is well maintained.	74
I feel safe at my school.	69
I can talk to my teachers about my concerns.	65
Student behaviour is well managed at my school.	51
I like being at my school.	63
My school looks for ways to improve.	86
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	76

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry 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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Mount Rogers Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	45	115	49	121
Mathematics	38	52	39	54

Source: Planning and Analytics

NAPLAN assessment

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 2016, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Mount Rogers Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	432	441	490	514
Writing	409	420	445	474
Spelling	400	421	449	490
Grammar & Punctuation	422	442	481	511
Numeracy	385	412	473	497

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

Our school continued to provide the Mandarin language and culture program which commenced in 2015. Students from years 3 to 6 participated in the program which focussed on learning about daily routines in Chinese schools, basic greetings, numbers, colours, and events in the Chinese calendar. Experiences included singing, cooking, use of online resources and art. Our Mandarin teacher worked hard to engage our Chinese parent community and keep parents informed about the language program through regular newsletter items and updates in term letters for each class.

Students across the school participated in weekly science lessons, delivered by our specialist science teacher. The science program based on the Australian Curriculum is highly engaging, providing opportunity for students to develop their understanding of science concepts, processes and practices.

Our specialist physical education teacher focussed on fundamental movement skills and concepts to enable students to confidently and competently participate in range of physical activities. Year 2 students participated in a two-week Royal Lifesaving ACT Aqua safe program which focussed on general water safety and personal aquatic survival skills. All other students were provided the opportunity to participate in a one week intensive swimming program at the end of term 4.

The Fresh Tastes program continued to be implemented across the school with a focus on the Food and Me nutrition program being delivered in all year levels.

The Walker Learning approach continued to be implemented in classes from kindergarten to year 2. This approach was successfully trialled in years 3 and 4 with a focus on students demonstrating learning through Educational Research Projects.

Progress Against School Priorities in 2016

Below is Mount Rogers Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

INCOME	January to June	July to December	January to December
Self management funds	212279.20	192858.40	405137.60
Voluntary contributions	21260.00	2890.00	24150.00
Contributions & donations	319.79	10761.50	11081.29
Subject contributions	4450.00	4140.00	8590.00
External income (including community use)	898.75	32182.70	33081.45
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4798.55	4027.12	8825.67
TOTAL INCOME	244006.29	246859.72	490866.01
EXPENDITURE			
Utilities and general overheads	42812.89	55988.88	98801.77
Cleaning	48482.40	57304.32	105786.72
Security	0.00	0.00	0.00
Maintenance	35035.51	19873.69	54909.20
Administration	29696.68	5015.36	34712.04
Staffing	30188.00	226.65	30414.65
Communication	7708.58	1282.77	8991.35
Assets	45548.29	11850.99	57399.28
Leases	0.00	0.00	0.00
General office expenditure	9520.51	14061.58	23582.09
Educational	21765.26	22668.25	44433.51
Subject consumables	6207.07	478.64	6685.71
TOTAL EXPENDITURE	276965.19	188751.13	465716.32
OPERATING RESULT	-32958.90	58108.59	25149.69
Actual Accumulated Funds	154465.94	158953.69	158953.69
Outstanding commitments (minus)	-5944.91	0.00	-5944.91
BALANCE	115562.13	217062.28	178158.47

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1845.61.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
New photocopier to replace old equipment/new technology	\$5,000	2016
Staffing – to cater for students with complex needs and challenging behaviours	\$20,000	2017
IT Upgrade – Wireless project –completed awaiting invoice	\$10,000	2016
Room Upgrade – refurbish rooms	\$10,000	2015
Playground Upgrade – revamp old areas and plan for new play areas, to enhance the outdoor learning environment	\$20,000	2017

Endorsement Page

I declare that the Mount Rogers Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Susan Pullar	Andrew Newman	Rebecca Grech
Teacher Representative(s):	Paul Kelly	Tracey Hart	
Board Chair:	Susan Pullar		
Principal:	Sue Harding		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:



Date:

28 / 05 / 2017

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

Board Chair Signature:



Date:

28 / 05 / 2017