



Macgregor Primary School Board Report 2014



Parents and students at Macgregor School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



ACT
Government

Education and Training

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2014

Material in this publication may be reproduced provided due acknowledgement is made.

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

Inquiries about this publication should be directed to:

Macgregor Primary School
Hirschfeld Cres.
Macgregor ACT 2615

General Inquiries:

Telephone (02) 6205 7511

About our school

School Board

2014 was another year of significant growth across Macgregor P.S. The School Board worked to support engagement with the community, students, staff, the Education Department and Government to achieve progress across identified areas. Key accomplishments supported by the School Board for 2014 were: Engagement to acquire a Pre-School portable in a year of heightened enrolment

- Support to procure new school furniture
- Engagement in detailed budget planning
- Engagement between the school and board to achieve grounds infrastructure improvement projects
- External validation engagement and support
- Gifted and talented strategy and policy
- School attendance strategy and policy
- P&C engagement strategies
- Providing an open door to the school community for feedback relating to the school

In 2015 we will welcome several new Board Members as we look towards another great year. For the members whose terms have concluded; thank you for your efforts and continued commitment to Macgregor P.S; you have helped shape the future of a school that is undergoing a dynamic transformation in its 40th year.

Introduction to School

In 2014 Macgregor Primary has continued to increase in size, with enrolments reaching 524, by mid-2014. The school is fast becoming the 'school of choice' for Macgregor residents, with preschool to kindergarten retention rates remaining high, at 85%. This year, the school catered for five preschool units, all filled to capacity. The school continues to increase its population of Aboriginal and Torres Strait Islander students and now has a total of 72 different nations represented in our multicultural community.

Student Information

Student enrolment

In 2014 there was a total of 524 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	262
Female	262
Indigenous	23

LBOTE	150
-------	-----

Source: Planning and Performance, August 2014

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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 one to the last day of term two.

Table: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	92.1
1	94.2
2	92.6
3	94.8
4	93.5
5	90.2
6	92.7

Source: Planning and Performance, July 2014

Non-attendance is managed in accordance with the school's attendance policy (2013). If a student is absent, without explanation or contact from a parent or carer, for more than two days, parents are contacted by the school. Late arrivals are required to sign it at the front office and repeat late-comers or absentees are tracked, with case meetings called (with parents) when deemed warranted. Particular attention is paid to the tracking of attendance for our Aboriginal and Torres Strait Islander students.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	10

Source: School Data, December 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	14
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	4
Teachers	28
TOTAL	49

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There is one Aboriginal or Torres Strait Islander staff member at the school in 2014.

Volunteers

From our school held data, volunteers have worked 3660 hours with the school during 2014.

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Macgregor Primary School was validated in 2014. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually 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 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 98 parents, 39 staff and 79 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 93% of parents and carers, 95% of staff, and 92% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	99
Teachers at this school provide my child with useful feedback about his or her school work.	90
Teachers at this school treat students fairly.	89
This school is well maintained.	94
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	83
My child likes being at this school.	97
This school looks for ways to improve.	98
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	95
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	90
This school works with me to support my child's learning.	94

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	96
My teachers provide me with useful feedback about my school work.	85
Teachers at my school treat students fairly.	84
My school is well maintained.	82
I feel safe at my school.	84
I can talk to my teachers about my concerns.	77
Student behaviour is well managed at my school.	48
I like being at my school.	86
My school looks for ways to improve.	94
My school takes students' opinions seriously.	73
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	85

Source: 2014 School Satisfaction Surveys, September 2014

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 school plan and the development of annual operating plans. The school plan is available on the school website.

Professional Learning

At the beginning of 2014, Macgregor teaching staff attended a full day of professional learning about going deeper into the process of becoming a Professional Learning Community (PLC). This learning was critical in the induction of our new staff as well as allowing continuing staff to explore the philosophy and functions of a PLC. All other professional learning conducted throughout the year was 100% job-embedded.

A leadership team participated in a two-day workshop with Dylan Wiliam, around embedding formative assessment in our day-to-day practice. The team then followed this up by delivering a series of 8 sessions across the year, to all staff, and teachers observed each other implementing the strategies within their classrooms, providing feedback and reflecting on progress. This series of professional learning workshops has had a powerful impact on the quality of teaching and learning at the school.

Targeted professional learning was also conducted on a weekly basis, according to self-identified needs of staff. The topics included; 'How to conduct an action learning project', 'using data to inform teaching practice', 'using learning intentions and success criteria',

‘planning using the Understanding by Design (Ubd) format’ and ‘teaching inferential questioning’, to name but a few. Staffs have embraced the job-embedded focus on professional learning and have all undertaken learning that helped guide their action learning projects. All projects were presented to colleagues at an end of year collaborative session.

Learning support educators also attended many school based and external professional learning sessions to help them better understand the special needs of the students they were working with.

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 one and two.

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

Table: Macgregor Primary School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	42	122	51	124
Mathematics	37	54	39	54

Source: Planning and Performance December 2014

This table shows that Macgregor kindergarten students have started their school year below, or significantly below the ACT average (particularly in Reading) and have closed that gap, finishing equal to (or just below) the ACT. This is a significant indicator that the early childhood teaching and learning program has been strengthened from previous years.

A strong focus on implementing research-based programs into the school and on teachers using student data to inform teaching has definitely contributed to the improved results. This will be further developed in 2015, with early childhood staff undertaking professional learning in the implementation of an ‘investigations’ approach to enhance the play-based learning, whilst maintaining and further improving the focus on academic results, by making learning visible to students.

A detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2014, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

The table shows that the Macgregor mean scores are still below those of the ACT and region. Year 5 writing results are impressive, with the school only 4 points behind the ACT mean. Whilst the gaps are closing in both reading and writing particularly, there is still much work to be done. A detailed analysis of NAPLAN results appears later in this report.

Table: Macgregor Primary School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	415	440	506	523
Writing	380	405	471	474
Spelling	381	413	486	502
Grammar & Punctuation	409	441	512	520
Numeracy	388	415	467	499

Source: Performance and Planning December 2014

Performance in other areas of the curriculum

Macgregor has once again had outstanding results in the areas of the Arts and Physical Education and Health (P.E & H). Forty students participated in the Dance Nation extravaganza, run by Kulture Break and more than 200 students entered the Macgregor's Got Talent (Talent Show). Our end of year Art exhibition was a great success with very positive feedback from the community. Our band and choir continue to be popular and have had many opportunities to perform at community events.

Our sporting teams performed well in a variety of sporting events and the school was well represented at district and national competitions. Our P.E& H specialist, Mr Glen Ridley, was instrumental in the development of the directorate's policy development for swimming in schools and was also a key consultant in development of the Ride and Walk to School safely (Bike Safety) curriculum development for the directorate.

Our specialist focus on PE&H and the Arts will be further strengthened in 2015 with the appointment of an Arts specialist to teach the Arts across the school.

Progress against School Priorities in 2014

Priority 1

Improve the schools ability to meet the academic, social, emotional and physical needs of all students.

Targets

By the end of 2014

- To meet or exceed school NAPLAN targets as directed by Education and Training Directorate.
Y3: Reading, 420 ± 26 Numeracy 390± 26
Y5: Reading, 475 ± 22 Numeracy 468 ± 18
- Tracking of reading using PM benchmark will show 90% of students achieving at or above ACT benchmarks, from 88% in 2013.
- PIPS: 75% of kindergarten students will make expected or better than expected growth in PIPS reading and 80% in mathematics (74% in reading and 79% in mathematics in 2013).

Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance and Business Innovation and Improvement.

Progress

In this final year of the school planning cycle, the school continued to implement a number of strategies to improve the schools ability to meet the academic, social, emotional and physical needs of all students. The first of these strategies was to **refine whole school systems and processes for the teaching of literacy and numeracy**. In term 1, all staff developed both a personal and team action learning project, to be implemented over the course of the year. Each project contained specific, measureable, attainable, relevant, time-bound (SMART) goals and was aligned directly to the school's annual operating plan. Staff carried out professional learning to increase their understanding of best practice and of cutting edge research, in their chosen area of study. Individual student data, along with cohort data, was used to inform teaching practice and to determine success against targets that were set. The action learning projects ensured a streamlined approach to professional

learning and also allowed for individual staff development needs to be identified and supported.

By the end of the year, all staff provided evidence that they were using agreed whole school practices and planning documents and had implemented new, improved practices to improve student outcomes. Planning documents were of a high standard, indicating that the backwards by design method was embedded in whole school practice and valued as a professional planning approach.

In December, every teacher presented their action learning projects to their peers, at an end of year staff meeting. It was evident that a great deal of professional learning had taken place throughout the year and that the majority of SMART goals had been achieved.

The second strategy was to **analyse and identify the needs of all staff to ensure professional development and coaching was aligned to the specific priorities of the school.** All teaching staff and administrative staff identified their own professional learning needs at the start of the year. These were often refined, in consultation with supervisors, during the year. Required learning was reflected in personal learning plans (administration staff) and in the action learning projects (ALPs) for teaching staff. ALPs contained detailed sections for questions that were posed in order to direct research along with the research that supported best practice.

In terms 1-3, executive staff offered targeted professional learning sessions to meet the needs of individuals and small teaching groups. These sessions were well attended and provided opportunity for staff to embed their learning into planning and teaching practice on a regular basis. Feedback was provided to staff from their executive, from peers and from the principal, during formal observation sessions. The majority of staff reflected (verbally or in written form) on the feedback provided to them. Changes in practice were evident in every case.

A further strategy was to **refine existing systems and processes to ensure quality school-wide pedagogical practices through instructional leadership.** The executive team's action learning project was a key factor in ensuring indicators of success was evident for the strategy. Each team member increased and formalised the amount and quality of feedback they provided to staff. Regular observations were scheduled, written feedback provided and a reflective discussion occurred on each occasion. The high focus on observations and feedback enabled executive to align professional learning needs and coaching with school goals a tall times. The principal provided written feedback on PLT minutes on a weekly basis, with a significant improvement in structure of meetings, professional discussions held and the focus on student outcomes became the main focus. This was evident in all PLT minutes.

Developing strong evidence based practice and a focus on high expectations was a further strategy that we focused on this year. By the end of the year, every educator had embedded the use of learning intentions and success criteria into their planning and teaching, for all subject areas. All students were setting individual learning targets and identifying the steps required to achieve their goals. Staff were focused on learning and focused on results, using common formative assessments and proficiency rubrics to determine progress and teaching students how to use feedback to improve their outcomes. The professional learning in these areas, based on Dylan Williams' work on Assessment for Learning, was strategically mapped to continue throughout every term, providing time for staff to take up the new learnings,

work with them in the classroom, feedback to each other and bring examples of implementation to the next session. Students shared their ability to set goals, self-assess and reflect on learning, with their parents and carers during our term 3 learning journeys.

Staff at Macgregor have been working hard to **embed information and communication technology (ICT) effectively into all learning environments**, our fifth strategy for this priority. An ICT committee was formed in February and they were actively responsible for keeping ICT practice on the agenda all year. A regular item on every staff meeting and team PLT agenda, until term 4, the team shared new software, online resources and engaging teaching strategies to help all staff embed ICT into planning and daily practice. Staff confidence in using ICT has increased markedly and usage of iPads, laptops and chrome books, as well as the interactive whiteboards, is evident in every classroom, on a daily basis. A strong financial commitment, including all voluntary contributions, has enabled the purchase of 60 chrome books and doubled the total number of laptops and iPads available to students. This includes devices specifically purchased to support students with social learning needs in our learning support centres.

In 2014 the work on **refining the school's systems and processes to further engage students in participative decision making and leadership experiences**, led to student leadership flourishing as the student leadership team led the way, as a strong, united and active team. Every class nominated Student Leadership at Macgregor (SL@M) representatives and fortnightly meetings were held, convened by two staff members but led by the school captaincy team. Class meetings were held weekly in some classes, fortnightly in the majority of classes, but less regularly in one or two classes. A regular, weekly meeting between the captains and vice captains was held with the school principal. Together they planned school assemblies and events and had ongoing dialogue about school climate, playground issues and building culture at the school.

All students participated in surveys to determine playground upgrade priorities and this led to both the P&C and school budgets directing funding into popular projects. In addition, year 2 students participated in a school enhancement project, as part of their enrichment program. Together they designed and project-managed two significant improvements to the physical environment. A year 3 student conducted his own survey about installing a baseball net enclosure, receiving more than 200 signatures in support of his proposal. He then worked with the principal and business manager to secure this purchase.

Another key improvement strategy auctioned in 2014 has been to enhance student support and wellbeing systems, strategies and programs. The student management procedures have been refined in 2014, with a particular focus on developing individual management plans for complex needs students. A great deal of work has been done to upskill classroom teachers in this area, and this has had a positive impact on our neediest students. General classroom management has been problematic, in part due to lack of consistent engagement (at appropriate levels) for all students. Periods of high stress levels for staff (e.g. report writing times) saw an increase in the amount of executive support required in classrooms. This needs to be addressed through key improvement strategies in 2015.

Further improvement in outcomes for our high-need students has been achieved through the refinement and expansion of our No Regrets Group (NRG) to include a junior version which we called LEGO (Leadership, Effort, Group, Open-minded). Along with 20 middle and senior school students, staff were able to target 20 junior students who have already shown

signs of disengagement and lack of connectedness to school. Many of these students also have a lack of positive male role models in their lives and showed a lack of interpersonal skills and respect in the classroom. Over the year, teachers report a significant change in behaviour for the participants and the end of year (annual) bonding camp for senior students and their dads, brothers, uncles or granddads, was a phenomenal success. Personal reflections and feedback from adult attendees indicates that the families have also benefitted from the work done with these boys over time.

The last strategy auctioned was to **foster a creative, innovative and collaborative culture in which new ideas are valued**. The Professional Learning Community (PLC) model has been firmly embedded at Macgregor in 2014. The agreed philosophy and practices permeate every aspect of the teaching and learning culture at the school with all staff demonstrating a working knowledge and understanding of what it means to be a PLC. All team meeting minutes follow the agreed format and reflect a focus on learning, on results and on collaboration.

A visible learning approach is also shared by all staff. Each semester, staff shared examples of best practice through a professional learning tour of classrooms, which provided both affirmation and inspiration for all involved. The regular focus on assessment for learning, through PL sessions, observations of colleagues and professional discussions, has resulted in a whole school approach that is consistent, valuable and achieving excellent outcomes in student learning.

In relation to our identified NAPLAN targets for this priority the table below shows the school's reading and numeracy means for year 3 both met their target, considering the confidence intervals. Year 5 was significantly above their reading target and also met their numeracy target

Table: 2014 NAPLAN school mean against targets

Year level	2014 Reading Mean	Reading Target	2014 Numeracy Mean	Numeracy Target
3	415	420±26	387.8	396±20
5	506	475±22	467.3	468 ±18

Source: Planning and Performance, December 2014

Whilst the school did not set a target for average scaled score growth from year 3 to year 5, in this year's operational plan, we feel it is important to acknowledge that the year 5 'value added' exceeded expectations, with recorded growth matching or exceeding ACT and region growth in all areas.

Table: Year 5 2014 average scaled score growth against the ACT and region

Test domain	ACT	Region	School
Reading	56.1	48.4	69.9
Writing	56.1	48.4	69.9

Spelling	80.9	75.0	84.4
Grammar & Punctuation	78.6	76.5	89.2
Numeracy	86.4	85.5	101.0

Source: Planning and Performance, December 2014

The school achieved its reading target, with 90.8% of students achieving their respective reading benchmarks at the end of the year. Although this is a small reduction (of 2%) from 2013, of those not achieving benchmark, the majority of students were within two levels of the benchmark and have been identified for further targeted intervention in 2015 and/or referred to the school psychologist for assessment, as interventions have not been successful to this point.

Table: 2014 Percentage of students achieving Reading benchmark levels

Year level	Reading Benchmark Target Level	% Achieved 2013	% Achieved 2014
K	PM Level 5	86	79
1	PM Level 14	83	86
2	PM Level 20	94	83
3	PM Level 24	82	88
4	PM Level 26+	100	98
5	PM Level 26+	94	100
6	PM Level 26+	89	100

Source: School Data, December 2014

In regard to our final target, PIPS growth data is highly satisfactory, with high numbers of students achieving expected (or better than expected) growth in maths and reading, for the first time in many years. PIPS results have exceeded our targets, significantly.

Table: 2014 Macgregor PIPS growth data

Subject	Less than expected growth	Expected growth	Better than expected growth	Expected or better
Reading	13%	71%	16%	87%
Maths	16%	60%	24%	84%

Source: CEM Centre

There is a continued focus on improving literacy and numeracy outcomes in the 2015 annual operating plan. There will be a clear focus on differentiating learning across the school,

improving staff capacity to cater for gifted and talented students and also, a third tier of response, for students who are still not achieving proficient levels in literacy and numeracy.

Priority 2

Strengthen partnerships between students, staff, families and the broader community.

Targets

By the end of 2014

- Increase the number of preschool families involved in the P&C to 4, by 100% in 2013.
- Increase the number of parents attending P&C meetings, to 2 families more than quorum on every occasion.
- Increase parent satisfaction results "Community Partnerships are valued and maintained" from 84% to 86%.
- Increase active (regular) engagement of preschool parents in the P&C by 5 families.
- Increase the number of students indicating they agree/strongly agree that the school gives them opportunities to do interesting things to 85% from 83% in 2013.

Directorate Priority areas covered with this priority

- Connecting with Families and the Community

Progress

Our first strategy was to **develop processes that strengthen the engagement of parents to be actively involved in their child's learning.** To progress this strategy the school provided several opportunities for parents to engage in student learning. Workshops included helping your child to read, cyber safety for pre-teens, and nutrition for children. We did not offer as many workshops as we had planned to, and this needs to be more of a focus in 2015.

Each term, we held a multi-cultural morning tea, with progressively increasing attendance levels. More notable, those who regularly attended formed new friendships and expanded their networks within the community. The same families also attended our celebrations for Aboriginal and Torres Strait Islander community members as the year progressed.

Of significant note has been the increased participation of preschool parents in our general P&C meetings, as well as the workshops. There has been a core group (of up to 10) preschool parents who have been motivated and engaged in community building, working bees and fundraising all year. Volunteer numbers have remained steady this year, despite the requirement of obtaining a Working With Vulnerable People card. Outside of school hours, the fete committee (a sub-set of the P&C) collectively contributed more than one thousand hours of volunteering, just for the fete.

Engaging parents and the wider community remains a high priority for the new strategic plan from 2015 and the school will address this more strategically in 2015.

Our second improvement strategy was to **continue to further develop strategic partnerships that mutually support the school, local community and Belconnen School Network**. This year, our school has entered into business partnerships, albeit minor ones, with more than ten local businesses. This has led to sponsorship of the school and opportunities to connect our business partners with our local community. Of particular note have been donations from Woolworths at Kippax, to support the running of our school canteen. We have continued to work closely with the Ginninderra Rotary Club and Volunteers Australia. Our school climate survey and school satisfaction surveys both indicate that parents and staff believe our partnerships are highly valued.

We have worked closely with both Kingsford Smith School and Latham Primary to build connections between the schools, as a local cluster. Executive staff of these schools have met and developed collaborative professional development opportunities and had professional discussions around the similarities in goals and strategic development of our schools. An enrichment program has been developed across the three schools, for our gifted and talented students and school leaders continue to envision ways our schools can work together further, in future years.

Our third improvement strategy was to continue to offer and build on leadership and citizenship opportunities for students in their community. As a result of this strategy students have taken on a wide variety of leadership roles this year, with vigour and maturity. The majority of year 6 students trained as playground mediators in term 1. They were then placed on rosters that have been fully subscribed all year. They also supported year 5 students, by buddying up with them as mentors for the program in term 4. As a student representative body, SL@M identified four charities to support this year, with their fundraising efforts. They raised hundreds of dollars for Australian farmers, for teens with cancer, the Heart Foundation and for the Cancer Support Group. Their collective generosity and passion for helping those in the community who are less fortunate, was a credit to them and their families.

Year 6 school captains represented the school at the anti-bullying congress and at the Minister's Student Leadership Congress, returning to lead significant student events within the school.

The fourth strategy in this priority was to **recognise and develop the contribution of parent associations and support groups**. This year has seen an absolute re-invigoration of the school spirit and community engagement in the school. This has been, in large part, due to the dedication and commitment of the new president of the P&C and the input of new parents to the school, along with the passion and dedication of long-standing members. Right from the start of the year, when all elected office positions were filled at the P&C Annual General Meeting (AGM) (for the first time in many years), it was evident that the P&C meant business this year. A group of around ten parents led the re-introduction of the school fete and they ended up with more than 60 volunteers on the day of the fete. Feedback from the community has been overwhelming, and the sense of community was

palpable on the day itself. Preschool representation at meetings and at events has increased dramatically.

Our canteen has remained viable this year, with support from our sponsors, and is well-placed to grow (with the school) over coming years. Feedback was sought from the community (through a survey) and valuable insight was gained into community need and preferences with regard to the food on sale in the canteen.

We held a community working bee to plant out the gardens around our new buildings and saw a large number of families taking part. The whole school welcome BBQ, preschool blast off BBQ and trivia night were also well-attended. Community attendance at the fete was high and there is already a plan to repeat the event next year. Our fete committee has now linked up with Latham and Kingsford Smith Committees, to further their understanding of the planning process and to use networking to improve profit margins.

The school achieved each of our targets within this priority. The number of preschool families regular attending P&C meetings increased by 400%, with up to 5 preschool families in attendance on a regular basis. This has also impacted on the general involvement of preschool families in all school events and activities. The number of families (whole school) represented at P&C meetings increased from an average of 9, in 2013, to 18 in 2014. Meetings were dynamic and the increased numbers led to a large number of parents and carers volunteering to re-institute the annual school fete, which had not occurred for at least 7 years.

Parent satisfaction results clearly indicate that parents feel that the school values and maintains community partnerships, with an increase from 84% to 95%. The large increase in positive responses to this survey question is a direct impact of the increased parent engagement in the P&C and a focused effort on behalf of the school to engage the community in the life of the school.

Our final target for this priority related to students believing that the school gives them opportunities to do interesting things. The target of 85% was met, with students wholeheartedly engaging in a wide variety of projects and activities throughout the year.

Table: 2014 Parent participation numbers in P&C

Area of focus	2013	2014
Preschool families regularly attending P&C meetings	0-1	5
Preschool families regularly involved in P&C events	40-50%	70 -80%
Total number of families regularly represented at P&C meetings	9	15-18

Source: School data

Table: 2014 Satisfaction data

Survey item	2013	2014
Percentage of parents who agree/strongly agree that community partnerships are valued and maintained	84%	95%
Percentage of students who agree/strongly agree that the school gives them opportunities to do interesting things.	83%	85%

Source: Planning and Performance December 2014

Following consultation with all stakeholders at Macgregor and a thorough external validation process, the 2015-18 strategic plan will continue to place a high value on community engagement in the school. The 2015 operational plan will build on the successes of 2014 and strategically work to further improve community engagement across the school. This will include the development of plans for sharing of the vision and goals of the school, as well as developing an understanding of the strategies the school has in place to improve student outcomes, as well as ways which parents and carers can support the learning process. We will also continue to plan ways to further build the community spirit and connection to the school.

Preschool Unit- Quality Improvement

The National Quality Framework, which has been agreed by the Council of Australian Governments (COAG), has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

The educational program reflects a child centred, play based approach to learning that caters for every child's strengths, interests and abilities. All educators document observations and reflections in the daily diary that is available for parent perusal and feedback. Diversity is embraced and celebrated at Macgregor. The children's sense of agency is encouraged and acknowledged. Educators provide a range of authentic, engaging and contextualised learning experiences that promote learning in a supportive, inclusive environment.

Ongoing communication between families and educators ensures a holistic approach to learning. Detailed profiles are compiled in consultation with parents and these are updated throughout the year.

Portfolios are established and maintained as a record of the children's learning journey. They are available to parents at the end of first semester and are sent home at the end of the year.

English as an Additional Language or Dialect (EALD) staff provide ideas and resources that are incorporated and implemented in the preschool program. Along with this, each class has a Spanish lesson on a weekly basis with an emphasis on culture and language development. There is an established buddy program linking the preschool and year 5 students.

Macgregor Preschool prides itself on the use of intentional teaching when addressing each of the power standards. These are used as part of our assessment and reporting process to evaluate and assess the children's progress and achievements.

Culminating experiences enjoyed throughout the year included a multicultural morning tea, art show, fete and an end of year celebration incorporating a morning tea and the presentation of the portfolios.

Children's health and safety

Macgregor Preschool promotes healthy eating and an active lifestyle. The children partake in a fruit break in the morning and have a healthy lunch. Children have access to water throughout the day to provide them with the necessary hydration to ensure they are alert and energised. Staff model healthy eating and drinking water regularly when interacting with the children.

Nutritional information is shared via the school newsletter, providing ideas for items to include for lunch or a snack. Conversations are shared at eating times to discuss healthy food options.

Cooking and cook books based on healthy eating choices are part of the program.

In conjunction with the preschool educators, our specialist PE teacher visits the preschool to monitor children's gross motor and fundamental movement skills.

Accurate record keeping ensures that families are made aware of minor accidents or incidents that occur.

Regular fire, evacuation and lock down drills are carried out to ensure that all members of the preschool community know how to respond in the event of an emergency.

Relationships with children

A warm rapport is established and maintained between the educators, the children and their families. Relationships are integral to a quality preschool program. The children refer to the educators on a first name basis. Children are secure, comfortable and well catered for at Macgregor Preschool.

Families are asked to contribute their home language to the preschool program so that we can learn and use greeting from various countries.

Staffing arrangements

Preschool staff ratios are maintained at all times. All staff working at the preschool have fostered positive relationships with the children, providing them with consistency when their core educator is away or is on a lunch break.

The team leader and teaching staff have early childhood qualifications. The assistants hold a Certificate III in Children's services. All educators work cohesively and collaboratively.

Leadership and management

Shared leadership is valued at Macgregor Preschool. Collective knowledge of the team is shared through conversation, emails and written documentation. The educators meet fortnightly as a Professional Learning Team (PLT) to work collaboratively to plan, reflect and engage in professional discussions.

Professional learning is encouraged to ensure that staff continue to build their capacity and reflect on their practice.

A decision was made to hold a preschool information session for prospective families preparing to attend preschool in 2015. This was well attended and was appreciated by families.

A member of the executive team leads the preschool teachers to adhere to and implement the goals identified in the annual operating plan and wider network goals. Staff are also encouraged to undertake action research and have personal goals that become part of their professional pathways.

Physical environment

The preschool environment is welcoming for children and their families. The program incorporates opportunities for the children to experience indoor and outdoor play experiences throughout the day. Macgregor Preschool has an open, accessible and shaded playground, providing ample opportunities for the children to engage in a range of opportunities and experiences. The environment allows for discussion on environmental issues such as recycling, composting and sustainability. In 2014, a worm farm was introduced to the preschool and the worm juice has been used on the garden. A water tank was purchased and is used to support the vegetable garden.

Collaborative partnerships with families and communities

Parents have input into the program and are encouraged to become involved in the life of the preschool. Macgregor Preschool contributes to the school newsletter on a fortnightly basis.

We support families with the children's transition to school and offer a formalised transition program that takes place in term 4. Children have the opportunity to come to preschool and familiarise themselves with the environment and the educators they will work with the following year. Preschool packs were collected at the transition sessions and we had all but six families collect their folders.

Throughout the year, events are held to enhance community involvement. A multicultural morning tea was a highlight of the year. A number of families contributed a plate of food to share that represented their culture and it was a great opportunity for people to connect with other families attending preschool. Parents became involved in the preparation for the school fete; the preschool were responsible for the plant stall. We look forward to ongoing relationships as children move into kindergarten.

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.

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$383.85.

Voluntary contributions

This school received \$13,800 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Reserves

Name and purpose	Amount	Expected Completion
Replacement photocopier	\$4,930	2016
ICT	\$7,992.80	2016
Site enhancement	\$14,500	2017
Furniture replacement	\$20,000	2017

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	464955.08
Voluntary contributions	13800
Contributions & donations	8508.47
Subject contributions	4546.45
External income (including community use)	9940.58
Proceeds from sale of assets	0
Bank Interest	5206
TOTAL INCOME	506956.58
EXPENDITURE	
Utilities and general overheads	143223.34
Cleaning	90997
Security	4616.77
Maintenance	84502.4
Mandatory Maintenance	0
Administration	8492.61
Staffing	24906.5
Communication	13710.62
Assets	16876.38
Leases	0
General office expenditure	25837.29
Educational	60594.83
Subject consumables	0
TOTAL EXPENDITURE	473757.74
OPERATING RESULT	33198.84

Endorsement Page

I declare that the Macgregor Primary School Board has operated in accordance with the provisions of the 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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 Representatives: Sheryl Miller and Julie Lines
Community Representative: Patrick Coffey
Teacher Representatives: Glen Ridley and Janine O'Keefe
Board Chair: Ben Naughton
Principal: Lana Read

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 2014.

Principal Signature:  **Date:** 19/2/15

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

Board Chair Signature:  **Date:** 16/02/2015