



# **Mount Rogers Primary School Board Report 2015**

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This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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## School Board Chair Report

The Mount Rogers Primary School board met twice per term throughout 2015. The board discussed strategic direction around curriculum for literacy and numeracy and received regular updates on student progress against these items. In addition data from NAPLAN was tabled and discussed. Regular review of financial statements occurred with a dedicated meeting to plan the 2016 budget. A decision was made to increase the voluntary contributions for the 2016 school year. Throughout the year the board was consulted regarding updates to key policies in regards to healthy eating and home learning. Key community areas of interest commonly discussed included parking and traffic safety where an action plan for improvement was formulated for 2016.

## Introduction to School

Mount Rogers Primary situated in Belconnen caters for students from the suburbs of Flynn, Melba and Spence. The school has two off-site preschools in Flynn and Spence as well as one at Melba adjacent to the primary site. The core values of 'Excellence, Respect, Honesty and Fairness' underpin all we do.

Mount Rogers is committed to using data to narrow and sharpen our focus on continual improvement. In reviewing achievements towards priorities in the Mount Rogers School Strategic Plan 2013 – 2016, Strategic Priority 2: Embed the Australian Curriculum and Early Years Learning Framework has been implemented. As a result Strategic Priorities 2 and 3 were merged to form a new Strategic Priority 2: Embed consistent approaches to teaching and learning in literacy and numeracy with a focus on improving student outcomes. Within this priority the major focus in 2015 was on mathematics.

The school continues to have a strong focus on the explicit teaching of literacy and numeracy. In 2015 students in kindergarten and year 1 were provided with authentic learning experiences through the Walker Learning Approach. This approach is designed to develop student's social, emotional, and oral language skills as they embed their understandings of literacy, numeracy and integrated unit curriculum outcomes. A project based learning approach was implemented for students in year three.

In 2015 a new leadership team focussed on driving the school's improvement agenda was established. The leadership team consists of the executive team and a nominated representative from each year level. The leadership team met fortnightly to monitor student learning data and make decisions on whole school teaching focus areas, professional learning and learning interventions. This assisted the school to develop a *Response to Intervention* (RTI) model and to identify students at risk in the learning areas of number and reading in particular. Feedback from participants indicates these meetings have been productive in driving whole school improvements.

Mandarin was introduced as the Language Other Than English (LOTE) program in 2015 with all students from years 3-6 participated in weekly Mandarin lessons.

Teachers have been provided with additional time where they are released from their teaching role to plan collaboratively in teaching teams. This extended weekly time has

allowed for authentic collaboration, more consistency of practice, assessment and moderation, and sharing or observation of best practice.

### Student enrolment

In 2015 there were a total of 373 students enrolled at this school from kindergarten to year 6. We also had 114 students enrolled at our preschools.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	191
Female	182
Indigenous	14
LBOTE	64

Source: Planning and Performance, December 2015

### Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	91.0
1	89.0
2	91.0
3	90.0
4	93.0
5	91.0
6	92.0

Source: Planning and Performance, December 2015

Parents are requested to contact the school before 9:00am if their child is going to be absent. In 2015 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 each student's 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.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

*Table: 2015 Qualification of Teaching Staff in Percentages*

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

Source: Teacher Quality Institute, Date 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes It includes 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: 2015 Workforce Composition Numbers*

Staff Employment Category	Total
Teaching Staff :Head Count	38
Teaching Staff :Full time Equivalent Permanent	29.2
Teaching Staff :Full time Equivalent Temporary	1.4
Non Teaching Staff (Head Count)	14
Non Teaching Staff :Full time Equivalent	9.9

Source: Workforce Management, August census 2015

**Note:** This table includes pre-school staffing

There is one indigenous staff member at this school.

**Note:** \* Indigenous staff are reported where the staff member has self identified.

## 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 2015 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
- fete
- weekly ‘Building With Blokes’ meccano program
- assisting at swimming, athletics and cross country carnivals, and other sporting events
- transporting members of the band and their instruments to performances
- Breakfast Club run by local church group
- Fresh Tastes Program
- Active Streets - walk/ride to school program
- KidsMatter team
- parent run uniform shop, student banking and night time fitness program
- helping in classrooms
- assisting in the library
- mentoring students
- lunchtime circus program, and
- parent run disco for students.

The estimated number of hours in which volunteers have worked in the school during 2015 was 9 800.

## School Review and Development

In 2015, the ACT Education Directorate’s *Strategic Plan 2015-2017* provided the framework and strategic direction for the school’s plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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.

The school will be reviewed in 2016. A copy of our most recent 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

2015 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 2015, 90% of parents and carers, 100% of staff, and 90% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 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 41 number of staff who took part in the survey are tabled below.

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

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.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	98
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	88
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	90
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	98
I receive useful feedback about my work at this school.	83
Staff are well supported at this school.	90

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 137 number of parents who took part in the survey are tabled below.

*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.	97
Teachers at this school provide my child with useful feedback about his or her school work.	84
Teachers at this school treat students fairly.	87
This school is well maintained.	97
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	78
My child likes being at this school.	92
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	81

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 73 number of 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*

Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	92
Teachers at my school treat students fairly.	73
My school is well maintained.	100
I feel safe at my school.	89
I can talk to my teachers about my concerns.	75
Student behaviour is well managed at my school.	84
I like being at my school.	89
My school looks for ways to improve.	92
My school takes students' opinions seriously.	84
My teachers motivate me to learn.	90
My school gives me opportunities to do interesting things.	95

Source: 2015 School Satisfaction Surveys, August/September 2015

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.

## Learning and Assessment

### 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 2015, 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 for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

*Table: Mount Rogers Primary School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	429	443	498	521
Writing	377	420	473	486
Spelling	378	410	481	500
Grammar & Punctuation	387	441	495	516
Numeracy	375	410	477	502

Source: Performance and Planning December 2015

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

The table above indicates NAPLAN results for Mount Rogers students in years 3 and 5 are below the ACT mean. Although these results are below ACT mean, in reading we met our year 5 school target and in year 3 we fell within the confidence interval. In year 3 and 5 numeracy we were below our school target although in year 5 we fell within the confidence interval. Further information about this can be found in our report about strategic priority 2.

### Performance in other areas of the curriculum

Our school was successful in receiving an ACT Government Mandarin Culture and Language grant to support the teaching of our new Mandarin language and culture program. Students

from years 3 to 6 participated in the Mandarin language program focussing 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, running sessions parents for parents each term.

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.

## Progress against School Priorities in 2015

### Methodology in evaluating progress

The school year commenced with a staff session highlighting links between national, Directorate, and our school strategic plan. Staff identified their roles and responsibilities towards meeting strategic priorities in the 2015 Mount Rogers Annual Operating Plan (AOP) plan. At the first staff meeting each term progress against specific improvement strategies and targets was discussed. These sessions provided opportunities to identify further programs, actions, strategies and interventions towards meeting our priorities. Annual professional discussions with staff included focus on each individual's contribution to the success of the annual operating plan.

Four staff meetings each term were set aside for professional learning and work towards meeting our 2015 strategic priorities. These sessions also included time to engage with the National School Improvement Tool and use of the tool to critically reflect on our school's programs and practices.

At the end of term 3, the executive team reviewed progress against our annual operating plan. Using Quality Learning Australia tools, School Satisfaction Survey data, school and system collected student progress data and National School Improvement Tool data, the team tracked progress against each key improvement strategy under each of our three strategic priorities.

### **Strategic Priority 1: Develop agreed consistent approaches to systems and processes across the school**

## Targets

By the end of 2015

- 90% of staff are confident and consistently follow endorsed processes
- 100% of processes developed in 2015 are endorsed by School Board

## Progress

The school's journey under this priority began in 2013 and continues as we work towards ensuring agreed systems and processes at Mount Rogers Primary School. In actioning our strategy to develop system processes and procedures according to a schedule of work using the Quality Learning Australia school process reference model the following processes were identified by staff to be addressed in 2015: Gifted and Talented, Assessment and Reporting, Attendance, Home Learning and Excursions.

Draft process documents were developed during semester one and trialled during semester two for each of the following identified areas: Gifted and Talented, Attendance, Assessment and Reporting and Home Learning. Excursion processes were reviewed and rewritten during semester two. This work is ongoing to incorporate Directorate policy and procedures as they are introduced.

The Mount Rogers Primary School new Gifted and Talented, Attendance and Home Learning procedures align with Education and Training Directorate policies and were endorsed by the School Board. The development of our Assessment and Reporting policy and procedures is ongoing, due in part to the changes to the Directorate's own policy and new reporting template. Further staff and community consultation will be required at the start of 2016 to ensure our policy and procedures align with those of the Directorate and reflect our current journey around responding to data.

Gifted and Talented procedures were developed following professional learning provided for Gifted and Talented coordinators by the Directorate. These procedures include the introduction this year of AGAT testing for all students in years one to six. Following this testing students were identified and relevant programs provided. This included weekly mathematics sessions for identified students.

Attendance procedures were developed to support the Directorate target of 91.5 percent attendance. These provide clear expectations regarding the responsibilities of Mount Rogers Primary School in encouraging attendance, and reporting and dealing with absenteeism.

The Home Learning policy was developed in consultation with parents. Our existing Home Learning policy was reviewed using staff and parent information and discussion sessions informed by evidence including John Hattie's meta-analysis of research on the effect of 'homework' in primary schools. This resulted in a policy which aims to enhance home school partnerships and the development of curious learners.

In developing Assessment and Reporting procedures staff reviewed our assessment schedule. This included identifying the purpose of each assessment, when it would be administered, what measure would be recorded and what would be done with the results. The literacy and numeracy coordinators consulted with staff from other schools and

Directorate experts to develop a new process for tracking student progress. Analysis of data collected at the end of 2015 will inform our 2016 Operating Plan. Reporting procedures were aligned to Directorate policy. These will be refined in 2016.

Our preschool team completed the National Quality Standard Self-Assessment Tool and met weekly to ensure processes align with National Quality Standards. In recognition of the outstanding work being done on parental engagement in our preschools Mt Rogers was asked to host a preschool Network meeting in term one and also invited to provide a display at the term four preschool Network meeting. During 2015 Spence Preschool achieved Exceeding National Quality Standard in all seven National Quality Areas through the Assessment and Rating process. This year our preschools have continued to review their policies and procedures to ensure they align with NQS requirements. For example, the preschools developed a new policy in collaboration with the Children's Regulatory Authority to inform parents and carers about drop off procedures for children experiencing illness prior to the commencement of the school day.

Given that our original indicator *there are processes in place that support my practice* is no longer asked in the school satisfaction survey we have used the following measures to report against this priority:

- 91% agree and strongly agree that staff are well supported at this school as compared to 77% for all ACT school.
- 100% of staff surveyed during a staff meeting in term 4 confirmed they confidently and consistently follow the 2015 endorsed processes
- 100% of processes developed in 2015 were endorsed by School Board.

## **Strategic Priority 2: Embed consistent approaches to teaching and learning in literacy and numeracy with a focus on improving student outcomes**

### **Targets**

By the end of 2015

- The percentage of students from years 2-6 who have the first key understanding of number (Trusting the Count, Di Siemon) is 80% or above
- 90% of students reach school benchmarks in reading
- Achieve an increase on the 2014 four year average of the percentage of students making expected growth in PIPS reading (79%) and maths (75%) of two percentage points
- 65% of year 5 students achieving expected or above expected growth in NAPLAN reading and numeracy
- School achievement of ETD NAPLAN set targets:
  - Year 3 Reading 431 ± 24 Maths: 402 ± 22
  - Year 5 Reading 498 ± 24 Maths: 488 ± 24

### **Progress**

In 2015 strategic Priorities 2 and 3 were merged to form a new Strategic Priority 2: Embed consistent approaches to teaching and learning in literacy and numeracy with a focus on improving student outcomes. Within this priority the major 2015 focus was teaching and

learning in mathematics. Work against this priority began at the end of 2014, with a group of teachers developing the Mount Rogers Maths Scope and Sequence document. This document aligns with The Australian Curriculum Mathematics and the Belconnen Network Maths 'I can statements'. 100 percent of classroom teachers use this document to plan the sequences of learning in maths.

Teachers attended a professional learning day led by Dianne Siemon, Professor of Mathematics at RMIT University, Melbourne at the beginning of 2015. This workshop focused on the development of children's learning in the number strand of mathematics and on how to respond to the learning needs of children who are underachieving in number. Mount Rogers' teachers were provided with a suite of assessments based on common misunderstandings in maths. In response to this professional learning each child in the school was tested using the first of Diane Siemon's assessments known as 'trusting the count'. This universal assessment led to a whole school focus on ensuring each student develop a deep understanding of the numbers to 10 both in terms of what they represent and how they might be viewed in relation to other numbers. Every class teacher was provided time to test each student in their class and by the end of week 4, term 1 we had whole school data on the percentage of students who do and do not 'trust the count'. This information was used by the leadership team to develop and provide an intervention program. Students who accessed interventions were re-assessed at the end of the intervention period and their progress continued to be monitored throughout the year. Mid-year and at the end of year all students were re-assessed to measure whole school growth and to determine further interventions. This included analysing individual student progress towards trusting the count.

*Table: Trusting the Count Data 2015*

Grade	Total	100%	Students <100% Term 1	% Trusting the Count Sem 1	100% Term 4	<100% Term 4	% Trusting the Count Sem 2	% point Overall Growth 2015	% point Average Growth per student not achieving 100%
K	59	0	59	0.00%	0	59	0%	0	30.43
1	58	0	58	0.00%	22	36	38%	38	12.05
2	66	3	63	4.55%	29	37	44%	39	18.65
3	47	1	46	2.13%	8	39	17%	15	18.21
4	53	7	46	13.21%	47	6	89%	75	31.88
5	39	3	36	7.69%	33	6	85%	77	23.48
6	47	4	43	8.51%	43	4	91%	83	11.59

Source: School Data 2015

To enhance our focus on improving teaching and learning in mathematics in semester 2 teachers from year 4 and 6 participated in the University of Canberra's Spatial Reasoning

project. These teachers attended professional learning and worked collaboratively with members of the UC project team and teachers from other schools to develop a sequence of spatial awareness activities to be taught over a ten-week period. Prior to beginning the ten-week program, the students completed a pre-test. Students then participated in spatial awareness activities that were integrated across the curriculum. In week 6 of term 4 students completed a post-test which indicated there had been an improvement in spatial awareness capability.

Embedding consistent approaches to teaching and learning in literacy also remained a focus in 2015. The introduction of the United Kingdom Government's 'Letters and Sounds' phonics program from preschool to year 1 has responded to a need for further improvement in communication, literacy and language in our junior school. It has ensured a consistent approach to language learning and provided data to inform our response to intervention model in literacy. As part of an action inquiry project our kindergarten and year 1 teachers also collected data on receptive and expressive oral language in order to measure the impact of the Kathy Walker Learning approach on oral language development. An oral language assessment rubric was developed based on First Steps: Speaking and Listening Map of Development. The assessment was completed three times during the school year to track students' development. The data obtained showed progression of students through the different stages of oral language development. The total effect size of the intervention across kindergarten and year 1 is 1.5, a strong result with anything over 0.6 regarded as a large effect size. When the kindergarten and year 1 data is viewed independently the effect size of the intervention is 2.5 for kindergarten and 0.8 for year 1. DIBELS assessment was also trialled in year 2 with the view to being used as a universal screening tool across the school in 2016.

The end of year Performance Indicators in Primary School data indicated our kindergarten students achieved greater than ACT average growth in reading and average growth in mathematics. We are pleased with the reading results where our kindergarten cohort began the year below the ACT average and ended the year above ACT average.

A team of teachers has begun to develop a school writing scope and sequence based on the Australian Curriculum. This will be completed during semester one 2016.

All teachers at Mount Rogers have begun to systematically engage with relevant qualitative and quantitative data, including formative data to improve teaching and learning. Teachers were provided with Tony Shaddock's book '*Using Data to Improve Learning*' as a professional reading prior to staff professional learning sessions. 100% of staff state that they regularly collaborate with others around the collection, analysis and interpretation of data. This has been led by the leadership team who ensured that each teaching team routinely used data to reflect upon teaching and plan for learning.

In reporting against our 2015 targets

With only 64% of our students from years 2-6 trusting the count we did not meet our target of 80% or above of students from years 2-6 who have the first key understanding of number (trusting the count, Di Siemon). We are however pleased to report that we did meet this target in years 4-6 where we provided the major focus on targeted intervention. We are

also pleased with the growth of student understanding at each year level for those who still do not trust the count.

We did not meet our target of 90% of students reach school benchmarks in reading, however at kindergarten, year 2, year 3 and year 5 we came close to this target. It is also worth noting that in year 6 if we take out students new to the school and one student who left, only six did not make benchmark or 15%. This means that 85% met our school target. This will be an area to focus on in 2016.

*Table: Proportion of Students achieving year level reading benchmarks*

Year level	% achieving Year level Benchmark
Kinder	87%
1	79%
2	86%
3	89%
4	81%
5	87%
6	77%

Source; School Data, December 2015.

- We are pleased with our PIPs growth results which indicate 86% of our kindergarten students achieved expected or better growth in reading and 82% achieved expected or better growth in maths.

*Table: Proportion of Students achieving Expected Growth or Better in PIPS 2015*

Test	Four year average	Target 2015	Expected Growth or better 2015.
Reading	74%	76%	86%
Maths	71%	78%	82%

Source; CEM CENTRE, December 2015.

- With regard to our target of 65% of year 5 students achieving expected or above expected growth in NAPLAN reading and numeracy, we almost met the target in reading with 63.3% achieving expected or above growth. In numeracy only 45.5% of year 5 students achieved expected or above growth, confirming the need for continued focus as a school on this area of learning.
- When comparing our results against the school NAPLAN Mean score targets of  $431 \pm 24$  for year 3 reading,  $402 \pm 22$  for year 3 numeracy, and  $498 \pm 24$  for year 5 reading and  $488 \pm 24$  as set by the Directorate, students performed within the confidence interval at year 3 for reading and at year 5. Our results for numeracy in year 3 were below the confidence interval, indicating a continued focus on learning in numeracy is required.

*Table: Schools NAPLAN Mean Scores against Targets 2015*

Year and Test Domain	Target	2015 Actual Mean score
Year 3 Reading	431 $\pm$ 24	428
Year 3 Maths	402 $\pm$ 24	377
Year 5 Reading	498 $\pm$ 24	498
Year 5 Maths	488 $\pm$ 24	477

Source: SMART Data , December 2015.

### **Strategic Priority 3: Alignment of school direction with the needs and priorities of the community**

#### **Targets**

By the end of 2015

- 80% of parents indicate that their child's learning needs are being met at the school in the school satisfaction survey.
- 80% of parents that agree/strongly agree that the school takes their opinions seriously
- 75% of students agree or strongly agree with the statement I look forward to going to school as measured in the Belconnen Wellbeing Survey

#### **Progress**

In 2015 Mount Rogers Primary continued its journey to become a KidsMatter School in line with our strategy to review processes and practices that support student connectedness to school and self-esteem. Led by the school's KidsMatter action team all staff completed module three and the first component of module four during professional learning sessions. A student social skills program continued to run during break 1 and break 2 at school every day. The focus of this program has been to equip students with the strategies they need to be successful both in the classroom and on the playground. Students were either referred by a teacher or self-referred to the social skills room where they were explicitly taught what to do when faced with a range of challenging situations.

The Kathy Walker Learning approach continued in kindergarten in 2015 and was expanded to include our year 1 classes. Students were provided with an environment where real life learning experiences were much more closely linked to literacy and numeracy learning. Student confidence and engagement, along with achievement in oral language and writing, were key elements teachers focussed on throughout the year. Eight staff attended two-day study tours in Melbourne where they visited schools implementing Walker Learning. Teachers observed the key elements of tuning in, reflection, the learning environment, focus children, and reporter and photographer. They also met with and discussed these elements with educators and leaders. Each school tour was followed by professional learning at the Early Learning Foundation office where the directors of Walker Learning, Kathy Walker and Shona Bass, linked practical experiences to the theoretical underpinnings. This included extensive research on developmentally appropriate practices, the importance of consistent teaching and learning pedagogies across a school community and significant

brain research which shows that children learn best through play and active investigation. All teachers who attended this professional learning indicated that they were more confident in implementing the approach in their own classrooms after completing the two-day study tour. Kathy Walker and Shona Bass visited Mount Rogers on three occasions during the year. These visits allowed Kathy and Shona to observe the approach being implemented in classrooms and provide feedback to teachers. Working with teaching teams they looked at resourcing, classroom spaces, and developing statements of intent and individual student observation records. Kathy Walker also presented a parent workshop which been integral in ensuring the success of this approach across our junior school.

During 2016 the school aims to send our year two and three teaching teams to Melbourne to complete a study tours. Kathy Walker and Shona Bass will also visit Mount Rogers and work with teachers across the school to ensure a consistency in the implementation of Walker Learning. We are also expecting accreditation in 2016 to become the only demonstration school in the ACT and NSW.

In 2015 year 3 students were provided with a project based learning environment, similar to the Walker Learning approach. This allowed students to work for extended periods of time investigating and responding to engaging and complex questions, problems and challenges.

Fresh Tastes is an ACT Health initiative delivered in partnership with the ACT Education and Training Directorate. It focuses on increasing student knowledge about healthy food choices. In 2015 Mt Rogers focused on the *Food for Sale* and *Food from Home* components of Fresh Tastes. The Fresh Tastes initiative is strongly supported by our community as evidenced by:

- an active committee which includes seven staff and eight parents who have met regularly throughout the year to plan and evaluate progress against our goals,
- support from our school canteen committee who has implemented a new menu with no 'red' foods and working towards reducing 'orange' foods, and is focussed on providing cooked from scratch foods using items from our school garden, and
- our school being invited to present at the Fresh Tastes Network meeting in Term 3.

All teachers attended a Fresh Tastes professional learning session in Term 4 in preparation for 2016.

The walk and ride to school program lacked a coordinator in semester one, but was reinvigorated in semester two when a new teacher commenced at our school. This led to visits by Kenny Koala, BMX skills sessions, a bike club with staff and students participating in regular rides in the local area, bike building program and school participation in the Active Streets program.

Our science program continued with each class participating in weekly lessons by our specialist teacher. Our focus on the arts this year included an art show in which each student exhibited a work of art.

In reporting against our targets:

- With 79% of parents indicating that their child's learning needs are being met at the school in the school satisfaction survey we almost met our target of 80%

- 81% of parents that agree/strongly agree that the school takes their opinions seriously, meeting our target of 80%
- The school satisfaction survey statement 'I like being at my school' was used instead of 'I look forward to going to school' from the Belconnen Wellbeing Survey. Using this measure we met our target of 75% of students agree or strongly agree with the statement, with our result at 89% of students agreeing or strongly agreeing with the statement.

## 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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	153942.00	170802.11	324744.11
Voluntary contributions	18295.00	2475.00	20770.00
Contributions & donations	1676.76	5625.43	7302.19
Subject contributions	7500.10	910.00	8410.10
External income (including community use)	573.05	20107.04	20680.09
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4875.72	4814.08	9689.80
<b>TOTAL INCOME</b>	<b>186862.63</b>	<b>204733.66</b>	<b>391596.29</b>
EXPENDITURE			
Utilities and general overheads	38692.79	48248.15	86940.94
Cleaning	39086.10	47754.22	86840.32
Security	2436.00	1124.18	3560.18
Maintenance	25535.26	15511.57	41046.83
Administration	25533.43	5882.32	31415.75
Staffing	0.00	0.00	0.00
Communication	1285.44	2669.56	3955.00
Assets	54818.21	1524.84	56343.05
Leases	0.00	0.00	0.00
General office expenditure	11238.35	17949.46	29187.81
Educational	18633.76	43389.46	62023.22
Subject consumables	6123.60	1317.26	7440.86
<b>TOTAL EXPENDITURE</b>	<b>223382.94</b>	<b>185371.02</b>	<b>408753.96</b>
<b>OPERATING RESULT</b>	<b>-36520.31</b>	<b>19362.64</b>	<b>-17157.67</b>
<b>Actual</b> Accumulated Funds	179707.66	225559.16	175559.16
Outstanding commitments (minus)	-55781.30	0.00	-55781.30
<b>BALANCE</b>	<b>87406.05</b>	<b>244921.80</b>	<b>102620.19</b>

**Professional learning**

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1437.33.

**Voluntary contributions**

These 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 2015.

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Staffing  This reserve was created to ensure school was staffed to required level.	\$20 000	2017
Photocopier  This reserve was created to replace two black and white photocopiers with a colour copier.	\$10 000	2016
IT Upgrade  This reserve is to cover the school contribution towards wireless upgrade	\$10 000	2016
Room Upgrade  This reserve was created to provide infrastructure and upgrade to classrooms to cater for growing enrolments	\$10 000	2015
Playground Upgrade  This reserve was created to improve playground resources to cater for increased enrolments	\$20 000	2017

## Endorsement Page

I declare that the Mount Rogers 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-
- 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

<b>Parent Representative:</b>	Nicole Slater	Susan Pullar	Andrew Newman
<b>Teacher Representative</b>	Jodi Stoneman	Paul Kelly	
<b>Board Chair:</b>	Nicole Slater		
<b>Principal:</b>	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 2015.

Principal Signature: \_\_\_\_\_

*Sue Harding*

Date: 19/5/16

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

Board Chair Signature: \_\_\_\_\_

*Jodi Stoneman*

Date: 19/5/16