



# Majura Primary School

## Annual School Board Report 2019



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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# Contents

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Reporting to the community.....	1
Summary of School Board activity .....	1
School Context .....	1
Student Information .....	2
Student enrolment.....	2
Student attendance .....	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition .....	3
School Review and Development .....	3
School Satisfaction .....	4
Overall Satisfaction .....	4
Learning and Assessment .....	6
Performance in Literacy and Numeracy .....	6
Early years assessment .....	6
NAPLAN .....	6
Financial Summary.....	7
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page.....	9
Members of the School Board .....	9

## Reporting to the community

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Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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During 2019 the Board farewelled a parent and a teacher representative and welcomed new representatives to the Board, including appointment of a new Board Chair. The start of 2019 saw the very sad passing of our French teacher Sada. His death affected the school community significantly, and thankfully the Directorate and nearby school communities were very supportive of our teachers and students during this sad time. Unfortunately, a replacement French teacher has not been found and this will continue to be a focus in 2020.

The board discussed and implemented changes to Voluntary Contributions, with the changes to the structure and contribution amounts being generally well received by the school community.

The School Strategic Plan 2020-2024 was a focus for the board with both the P&C and Directorate agreeing to the changes the board put forward.

After 6 years at Majura Primary and 23 years as a school principal Daniel Zobel announced his retirement towards the end of the year. The Board Chair along with the Directorate appointed Liz Bobos as the new principal commencing in January 2020. On behalf of the board, I look forward to welcoming and working with Liz on continuing with Majura's strategic focus and educational outcomes in an environment that meets the needs of the Majura community.

## School Context

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Majura Primary School is a rapidly growing preschool to year 6 public school situated in the north Canberra suburb of Watson. It is the local neighbourhood school for children from Watson and Downer. The school has two campuses: a K-6 site at Majura Primary School and Watson Preschool about 200 metres down the road. Majura Primary School plays a very important role within its local community, enjoying a passionate and committed parent group. Majura Primary School is proudly multicultural. Many families from different parts of the world and a strong Indigenous community all contribute to the school community. Parents are vitally and extensively involved in the school. We are a values-based school focussing on respect, excellence and responsibility. We have a range of vibrant programs that add value to the classroom program, music, dance/drama, and French. Our sustainability focus in the early years leads to a unique opportunity for students to participate in our Kitchen Garden program. Staff are highly professional, dynamic and caring. Our community focus, actively involving staff children and parents in partnership, is a strong feature of the school and makes schooling a positive and successful journey for all at Majura Primary.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 601 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	304
Female	297
Aboriginal and Torres Strait Islander	11
LBOTE*	159

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

### *Student attendance*

The following table identifies the attendance rate of students by year level during this reporting period. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	93.0
2	92.0
3	93.0
4	92.0
5	94.0
6	92.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### *Teacher qualifications*

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### *Workforce composition*

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	27.98
Teaching Staff: Full Time Equivalent Temporary	8.60
Non Teaching Staff: Full Time Equivalent	16.02

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2019. A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

## Overall Satisfaction

In this period of reporting, 87% of parents and carers, 100% of staff, and 85% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 30 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	93
Staff are well supported at this school.	73
Staff get quality feedback on their performance.	70
Student behaviour is well managed at this school.	83
Students at this school can talk to their teachers about their concerns.	97
Students feel safe at this school.	97
Students like being at this school.	97
Students' learning needs are being met at this school.	97
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	97
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	93
This school is well maintained.	83
This school looks for ways to improve.	93
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	93
Teachers give useful feedback.	93

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey



A total of 194 parents responded to the survey. Please note that not all responders answered every question.

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

<b>National opinion item</b>	
I can talk to my child's teachers about my concerns.	95
My child feels safe at this school.	94
My child is making good progress at this school.	87
My child likes being at this school.	94
My child's learning needs are being met at this school.	83
Student behaviour is well managed at this school.	77
Teachers at this school expect my child to do his or her best.	90
Teachers at this school give useful feedback.	86
Teachers at this school motivate my child to learn.	88
Teachers at this school treat students fairly.	88
This school is well maintained.	75
This school looks for ways to improve.	79
This school takes parents' opinions seriously.	73
This school works with me to support my child's learning.	83

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 168 students responded to the survey. Please note that not all responders answered every question.

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

<b>National opinion item</b>	
I can talk to my teachers about my concerns.	67
I feel safe at this school.	81
I like being at my school.	80
My school gives me opportunities to do interesting things.	77
My school is well maintained.	63
My school looks for ways to improve.	85
My teachers expect me to do my best.	91
My teachers motivate me to learn.	83
Staff take students' concerns seriously.	67
Student behaviour is well managed at my school.	55
Teachers at my school treat students fairly.	67
Teachers give useful feedback.	73

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

**Table: Majura Primary School PIPS 2019 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	49	145	40	59
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

#### *NAPLAN*

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

In this reporting period, 1.10 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

**Table: NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	491	438	536	516
Writing	446	418	497	474
Spelling	433	408	517	497
Grammar & Punctuation	485	440	522	500
Numeracy	439	411	514	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	216901.05	178217.49	395118.54
Voluntary contributions	17044.50	7732.50	24777.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	1306.00	3635.00	4941.00
External income (including community use)	3360.08	18498.18	21858.26
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6573.78	4613.15	11186.93
<b>TOTAL INCOME</b>	<b>245185.41</b>	<b>212696.32</b>	<b>457881.73</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	63972.22	90976.33	154948.55
Cleaning	52053.20	10421.90	62475.10
Security	0.00	745.69	745.69
Maintenance	25618.26	36396.56	62014.82
Administration	1902.17	2200.19	4102.36
Staffing	0.00	0.00	0.00
Communication	8180.86	4287.94	12468.80
Assets	9239.66	24703.31	33942.97
Leases	0.00	0.00	0.00
General office expenditure	21433.15	38074.91	59508.06
Educational	15557.62	10869.16	26426.78
Subject consumables	5732.74	1587.20	7319.94
<b>TOTAL EXPENDITURE</b>	<b>203689.88</b>	<b>220263.19</b>	<b>423953.07</b>
<b>OPERATING RESULT</b>	<b>41495.53</b>	<b>-7566.87</b>	<b>33928.66</b>
<b>Actual</b> Accumulated Funds	356610.81	336610.81	336610.81
Outstanding commitments (minus)	-3774.00	0.00	-3774.00
<b>BALANCE</b>	<b>394332.34</b>	<b>329043.94</b>	<b>366765.47</b>

## Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for this reporting period.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Furniture Reserve 2020 This reserve was created to purchase of new classroom furniture as enrolments increase at Majura Primary.	\$20 000	2020
Landscape Project 2021 This reserve was created to allow the school to meet some of the costs of the proposed redevelopment of the Irvine Street playground area.	\$40 000	2021

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Carolyn Godwin	Sonya Hogan	Amit Barkay
<b>Community Representative(s):</b>	Sally Rose		
<b>Teacher Representative(s):</b>	Jason Lawrence	Maia Parker-Sloan	
<b>Student Representative(s):</b>	N/A		
<b>Board Chair:</b>	Carolyn Godwin		
<b>Principal:</b>	Daniel Zobel		

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

Board Chair Signature: Carolyn Godwin

Date: 02/07/2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Liz Bobos

Date: 02 / 07 / 2020