



# Majura Primary School Board Report 2013



Figure 1: View of front entry to Majura Primary School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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Education and Training

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The school website is [www.majuraps.act.edu.au](http://www.majuraps.act.edu.au).

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## About our school

### Introduction to School

Majura Primary School is a preschool to year 6 public school situated in the north Canberra suburb of Watson with an enrolment of approximately 590 students. It is the local neighbourhood school for children from Watson and Downer. In 2012 the school had two campuses; a preschool site in Watson and a K-6 site at Majura Primary School.

Majura Primary School programs focus on literacy, numeracy and social justice. All other learning areas, and the performing and visual arts, are ongoing features of the Majura curriculum. The staff is highly professional, dynamic and caring and committed to providing a safe and supportive environment for all students.

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. This community focus - actively involving staff, children and parents in a partnership - makes schooling a positive and successful journey for all at Majura Primary School. During 2013, Majura Parents and Citizens Association donated \$20,000 in funds to support the school.

Majura Primary School is a growing school. Increasing enrolments, due in part to new housing developments in Watson, highlighted capacity issues within the existing school building. During 2013 extensive building works took place to renovate and extend all classrooms and learning spaces within the school.

## Student Information

### Student enrolment

In 2013 there were a total of 576 students enrolled at this school.

*Table: 2013 Student Enrolment Breakdown*

Group	Number of Students
Male	297
Female	279
Indigenous	13
LBOTE	120

Source: Performance and Planning

### Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	94.0
1	94.5
2	92.5
3	94.5
4	94.0
5	94.9
6	93.9

Source: Planning and Performance

Front office staff at Majura Primary School continued to closely monitor student attendance in 2013 by phone calls home each morning if families had not alerted the school to a child's absence for that day. Reminders about school attendance procedures are given through our school newsletter, and patterns of non-attendance are referred to the school executive for follow-up to ensure regular attendance for all students is maximised.

## 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: 2013 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	20

Source: School Data

### Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

*Table: 2013 Workforce Composition Numbers*

<b>Role</b>	<b>Total</b>
Administrative Service Officers	13
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	1
School Leader C	4
Teachers	35
<b>TOTAL</b>	<b>41</b>

Source: Workforce Management

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

There are no indigenous staff at this school.

## Volunteers

A significant component of volunteer hours in 2013 was dedicated to support the teachers in the classroom and the Stephanie Alexander Kitchen Garden program within the school. The table below estimates the number of hours and the programs in which volunteers have worked in the school in 2013.

<b>Operation</b>	<b>Hours</b>	<b>Number of volunteers</b>
P&C Executive	400	7
Uniform Shop	100	2
Canteen	400	10
Stephanie Alexander Kitchen Garden program	500	15
Spring Carnival	1000	60
Classroom support	2000	50
School Sport	200	20
School Banking	40	1
Other P&C Fundraising	150	8
<b>TOTAL</b>	<b>4790</b>	<b>173</b>

Source: School Data, 2013

## School Board

The Majura Primary School Board met eight times in 2013 (twice a term in weeks three and seven). A total refurbishment of the school meant 2013 was a busy year. In addition to regular Board functions, members spent time on building updates, interim arrangements and timing. The works were complete in time for the 2013 Spring Carnival and the school looks great for the start of 2014. In 2013, the Board also focussed on the future of the

Stephanie Alexander Kitchen Garden Program. It was agreed the program is highly valued by the Majura community and 2014 presents a new opportunity to embed the program across the school by involving more children (and parent volunteers) and integrating with the curriculum. The Board continued to monitor a tight but improving financial situation in 2013. The year ahead will be a good opportunity for consolidation of finances, communication channels and planning frameworks.

*Claire Barbato, Chair,  
Majura Primary School Board*

## School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 schools progress towards achieving system and school priorities.

Majura Primary School will be validated in 2014. A copy of the last 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 2013 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 2013, 78% of parents and carers, 86% of staff, and 77% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

*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.	86
Teachers at this school provide my child with useful feedback about his or her school work.	77
Teachers at this school treat students fairly.	80
This school is well maintained.	72
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	63
My child likes being at this school.	82
This school looks for ways to improve.	74
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	80
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	77

Source: 2013 School Satisfaction Surveys, August/September 2013

*Table: Proportion of students in years 5 to 12 in agreement with each national opinion item*

Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	66
Teachers at my school treat students fairly.	61
My school is well maintained.	68
I feel safe at my school.	72
I can talk to my teachers about my concerns.	57
Student behaviour is well managed at my school.	40
I like being at my school.	68
My school looks for ways to improve.	79
My school takes students' opinions seriously.	44
My teachers motivate me to learn.	77
My school gives me opportunities to do interesting things.	79

Source: 2013 School Satisfaction Surveys, August/September 2013

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 at [majuraps.act.edu.au](http://majuraps.act.edu.au)

## Professional Learning

During 2013 staff were engaged in the following professional learning programs:

- Rob Vingerhoets – ‘Maths on the Go’
- Friendly Schools Plus
- Stephanie Alexander Kitchen Garden
- Circle Time
- David Hornsby – ‘Phonics in context’
- Count Me In Too
- Using interactive learning boards
- Functional Behaviour Assessment
- National Quality Standards for early childhood

## 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: Majura Primary School PIPS 2013 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	58	155	51	126
Mathematics	43	60	39	54

Source: CEM Centre

Analysis of our school’s academic achievement are 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 2013, 1.3% of year 3 students and 0% of year 5 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

*Table: Majura Primary School 2013 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	432	444	530	520
Writing	406	423	467	487
Spelling	388	417	486	497
Grammar & Punctuation	419	445	522	516
Numeracy	405	415	494	500

Source: Planning and Performance, December 2013

## Performance in other areas of the curriculum

The Performing Arts program continued to strengthen during 2013 and extended across the school (K-6). The Choir (year 1 – 3) performed at various community events and year 5 and year 6 band regularly played for assemblies. Students participated in the Lyneham Spectacular.

Students participated in arrange of sporting activities, from sports clinics to interschool lunchtime basketball games. The Athletics Carnival, held at the Australian Institute of Sport and the Swimming Carnival held at Dickson Aquatic Centre, attracted a large number of parents as volunteers and spectators. A Majura Primary School participated in the James Hird Cup, an Australian Rules school based competition, and Milo T20 cricket.

The Stephanie Alexander Kitchen Garden (SAKG) program continued to be highly valued by the school community. Majura Primary School is the only SAKG school in the ACT and is a demonstration school for the program. Students from years 3 to 6 alternate between a 45 minute garden session and a 90 minute kitchen (cooking) session each week.



Figure 1: Students preparing food from the school garden as part of the Stephanie Alexander Kitchen garden program.

The Majura Primary School tradition of the annual Writers Festival held in term 3 continued. The theme was *From me to you*, with students being inspired to write letters to someone of importance to them. Yet again, this was a highly successful community event.

Student Leadership gained momentum as the Student Representative Council met regularly and fundraised for charities across the year. As well there were leadership opportunities for Compost Kids, Energy Savers and Recycling Warriors.

## Progress against School Priorities in 2013

### Priority 1

Improve literacy and numeracy outcomes for all students

#### Targets

Each year the Directorate sets targets for the school to aspire to. The 2013 NAPLAN reading and numeracy targets for the school are prepared by Planning and Performance. Please refer to the table further on for the comparison of actual achievements against the targets.

Year 3 Reading (451 ± 28)

Year 5 Reading (528 ± 26)

Year 3 Numeracy (423 ± 22)

Year 5 Numeracy (498 ± 20)

#### School improvement domains covered with this priority

Teaching and Learning; Leading and Managing

#### Progress

During 2013 the key improvement strategy was the **development of school wide consistent practice in delivery of literacy and numeracy programs to improve learning outcomes**. In 2013 there was a particular emphasis on numeracy. Majura Primary staff reviewed particular components of the teaching of mathematics across the school.

100% of the Junior teaching team completed Count Me In Too (CMIT) workshops and incorporated CMIT into their classroom programs. SENA testing was used by teachers to monitor progress and plan learning programs.

Teachers used Rich Assessment Tasks as part of their assessment schedule; these formed the basis of moderation for year groups, promoting a more consistent approach to grading for reporting to parents.

Rob Vingerhoets, a maths consultant and highly experienced educator based in Victoria, delivered a day of professional learning in January to all teachers and then provided school based follow up demonstrations of exemplary practice in August. Rob's impact on teacher practice was highly visible. Teachers incorporated new open ended strategies into their practice, seized opportunities to integrate maths into all areas of the curriculum, especially into Stephanie Alexander Kitchen Garden (SAKG) programs and purchased Rob's written resources. He provided common sense recommendations about programming and planning which were adopted by staff and insisted that an hour of maths per day should be taught. This emphasis on maths was reflected in class timetables.

*"Wherever you can, integrate maths into other areas of the curriculum - make the connections. Maths is all about the context. We have an obligation to engage our kids in maths."*

An audit of teacher skills was completed in term 4 in both literacy and numeracy. These results will be collated and professional learning needs addressed in 2014.

At several staff meetings during 2013, staff shared their planning documents. Feedback from staff confirmed the need for a consistent planning document throughout the school. In Term 4 planning templates for English, maths and inquiry were developed by the deputy principal and members of the leadership team. These will be presented at the professional learning in January 2014. It was apparent that although there was increased consistency in planning at a team level, there was not a school wide consistent approach to planning and delivery.

To meet the needs of individual students through differentiation of the program, teachers were strongly supported (by the deputy and leadership team) to construct relevant and measurable Individual Learning Plans (ILPs) for all students who received additional resourcing as well as those who teachers believed warranted such a program. This resulted in 24 ILPs being written and reviewed in 2013. In addition, resources such as *Boardmaker* were purchased to support visual aids.

Two teachers participated in the *Accepting the Challenge* Action Inquiry Project titled 'The Friday Group' - engaging Aboriginal and Torres Strait Islander students more successfully. This project focussed on strengthening the identity, within the school context, of the target group. An interesting development has been a greater interest and involvement from

Indigenous parents (number increased from two at the end of term 2 celebrations to 12 family members attending the end of term 3 BBQ). As a designated Focus School, Majura Primary attracted additional funding to cater for the needs of Aboriginal and Torres Strait Islander students. New reading resources were purchased as well as digital cameras and a laptop computer. Aboriginal and Torres Strait Islander students had regular access to technology and were able to record significant events and share at school assemblies via PowerPoint presentations.

A template for Personal Learning Plans (PLPs) for Aboriginal and Torres Strait Islander students was not implemented in 2013. However the template is ready to proceed in 2014.

Little progress was made with the implementation of First Steps literacy, in part due to a decrease in systemic support for the program. Developing an aligned approach to literacy planning will be a focus of a new strategic plan. The Majura Writers Festival continued to encourage students to produce quality written work through the provision of an authentic purpose and context for writing.

The following table compares the school's actual NAPLAN means with the targets set by the Education and Training Directorate for 2013. The school met or exceeded all targets within the confidence intervals provided.

*Table: NAPLAN School target compared to actual school mean*

Year Level	Domain	School Target 2013	School Actual 2013
3	Reading	451 ± 28	431.8
3	Numeracy	423 ± 22	405.4
5	Reading	528 ± 26	530.3
5	Numeracy	498±20	493.8

Source: Planning and Performance Sept 2013

## Priority 2

Promote a safe environment for students and staff within an expanding school context, maintaining core values during times of increasing enrolments

### Targets

Increase percentage of students satisfied that other students at this school are friendly towards them from 73% in 2012 to 81% in 2013

Increase percentage of students satisfied that other students treat me with respect from 69% in 2012 to 77% in 2013

### School improvement domains covered with this priority

Teaching and Learning; Leading and Managing; Community Engagement

## Progress

It was decided that Majura Primary would adopt the Friendly Schools Plus program as a means to establishing a safe and friendly school environment. This program draws on 13 years of extensive and rigorous research by the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University, Western Australia into best practice to build social skills and reduce bullying in school communities. All staff completed training in this program in May and key areas of social and emotional learning were identified for classroom focus, enabling teachers to plan targeted explicit lessons. A parent/teacher committee was established, resources purchased and action plan developed for the continuation of this initiative in 2014.

An audit of existing school policies related to students' welfare was commenced in 2013 and the School Board is keen to continue this work early in 2014.

To clarify Majura's school purpose, vision and values an external consultant was employed to work with all stakeholders – staff, students and the parent community. This process commenced in term 2 with all students and staff involved in the process. A parent workshop with 20 attendees also provided valuable input to the process. Collation of responses resulted in *draft* statements being tabled for School Board ratification late in 2013. They are as follows:

**Our Purpose:** At Majura Primary students engage in meaningful, quality learning experiences that give them the skills, knowledge and values to be lifelong learners and active citizens.

### Values

Respect – honouring the feelings, wishes and rights of others

Excellence – striving to achieve

Fairness – including everyone

Responsibility – being accountable for one's actions

Two teachers completed Positive Partnerships, a national professional learning program funded through the Department of Education, Employment and Workplace Relations, to raise the level of awareness and understanding about autism in schools. Teachers completed three days and an online component as well as implemented a project which was designed to have an impact across the school. For their Action Research project they developed a Learner Profile template for teachers to record relevant information to ease transition of students. This was very well received by all teachers who chose to adopt this template.

Majura Primary was fortunate to receive a grant from the Directorate to establish an alternative flexible learning space. Staff identified a suitable space and a committee was established to drive this initiative. Directorate staff in Central Office were consulted about appropriate equipment and resources to purchase. Unfortunately, we were not able to

enact this initiative in 2013 due to the extensive Building Refurbishment program that was being undertaken. This will proceed early in 2014.

The school cannot report directly against the targets set due to a change in items within a new national survey. However, the following provides data related to the priority about a safe environment.

- *I feel safe at my school.* 72% agreed or strongly agreed with this statement which is similar to the percentage of students across all ACT schools (71%).
- *I like being at my school* 68% agreed or strongly agreed with this statement, which is exactly the same percentage of students in all ACT schools.

### Priority 3

Use Australian Curriculum and Early Years Learning Framework (EYLF) to engage students in their learning

#### Targets

Increase percentage of students satisfied that they enjoy learning at this school from 76% in 2012 to 84% in 2013

Increase percentage of students satisfied that they are doing school work that interests them from 63% in 2012 to 74% in 2013

#### School improvement domains covered with this priority

Teaching and Learning; Leading and Managing

#### Progress

Teachers effectively used the Australian Curriculum documents to guide their planning for English, mathematics and science and history. Each corridor team was provided with a resource box or recommended and preferred resources at the beginning of the year to support their programming.

At the beginning of the year, all teachers participated in an Inquiry Curriculum workshop at school, focussing on process and alignment to the Australian Curriculum. They also attended the Australian War Memorial and completed an educational tour which made explicit links to the history component of the Australian Curriculum.

New specialist staff employed to deliver the Stephanie Alexander Kitchen Garden program (Kitchen Specialist and Garden Specialist) saw a much closer, more productive relationship with teachers. Opportunities to integrate mathematics, the arts, science and English were strengthened. Explicit links, especially in the area of measurement, were made.

The major emphasis this year was to develop a consistency of understanding around student performance in relation to the Standards of Achievement detailed in the Australian Curriculum. Each teaching team conducted professional conversations and developed common assessment tasks to support their claims for grading students for semester assessments.

A new reporting format with a much closer alignment to the Australian Curriculum was developed after consultation with the parent community. The new report was well received, as reflected in the report feedback survey issued.

- 93% of parents thought the report was easy to read
- 96% thought the report was informative

Again we cannot report directly against the targets set due to a change in items. However the following items in the new survey provides evidence of our success in engaging students in their learning

- *My teachers motivate me to learn.* 77% (7 percentage points higher compared to percentage of students who agree with this statement across all ACT schools).
- *My school gives me opportunities to do interesting things.* 79% (4 percentage points higher than ACT all schools).

### **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 Early Years Learning Framework (EYLF) is embedded in curriculum planning and the teachers have developed a planning template that reflects this. Teachers also use EYLF to document students work samples in portfolios. Teachers use 'teachable moments' to explore students' interests and passions. The learning environments are engaging, students self-select activities and interest based learning is incorporated. In Professional Learning Teams (PLTs), staff work together to plan and implement consistent teaching practices. Planning and evaluation are linked and new midyear and end of year reports have been developed reflecting the outcomes in the EYLF. Evidence of student's progress is available to families through portfolios and storybooks in the classroom. Weekly programs are displayed and digital slideshows inform families of student learning in the program. The EYLF curriculum is outlined for parents in the Preschool Handbook.

### **Children's health and safety**

Staff promote and reinforce healthy nutrition. Healthy food practices are outlined in the updated 2013 Preschool Handbook, including tips for food preparation, storage and handling. Staff promote an allergy aware school environment with appropriate information for parents. A varied relaxation program is provided in each classroom to accommodate the needs of the children. The two preschool assistants have First Aid training and all injuries and illnesses are treated and documented. Effective hygiene practices are in place. Liquid soap dispensers have been installed with the provision of paper towels.

Safety playground checklists have been established and implemented. The obstacle course is set up daily and changed regularly to challenge and reinforce the development of skills. The outdoor learning space incorporates swings, bikes, balls and other equipment for the development of gross motor skills. The sun-smart policy is adhered to with the routine of wearing hats and the provision of new shade cloth cover over the fixed equipment. There are two staff members for each preschool group at all times. The ratio of adults to students is 1:4 on excursions. The Preschool Emergency Management Plan has been reassessed, implemented and is site specific. All staff participated in Mandatory Reporting professional development.

### **Relationships with children**

Staff provide opportunities for students to develop confidence through one to one conversations and group time experiences. Each child and their family are greeted on arrival at the Preschool. Staff are positive and respectful to the children's comments, questions and requests for help. Programs are differentiated to cater to different needs and Individual Learning Plans are written with families as required. Teachers explicitly teach social skills using Friendly Schools Plus strategies and resources. Staff model appropriate strategies to resolve conflict. Turn taking opportunities are provided to promote social inclusion, for example waiting chairs, sand timers and a peg system. All students are included in excursions and incursions. Student's privacy is acknowledged with toileting and clothes changing.

### **Staffing arrangements**

All staff have appropriate qualifications. Educator to child ratios have been maintained at approved standards. There are positive and respectful relationships amongst all staff. Release staff are included and supported as part of the team. Preschool staff participate in whole school events including staff meetings, professional learning and social events. Teachers work together collaboratively and share ideas, skills and expertise at professional learning team meetings. The teachers meet weekly to review, reflect and plan together. Teachers are aware of and adhere to the 'Teachers Code of Professional Practice'.

### **Leadership and management**

Watson Preschool's philosophy statement is included in the Preschool Handbook and displayed in both classrooms, and the handbook was updated in 2013. The preschool

operates as an integral part of Majura Primary School and staff engage in appropriate professional learning activities.

Professional Learning Team meetings are held weekly where goals and expectations for teaching and learning are discussed and shared with the Early Childhood executive. Staff participated in frequent meetings to address the National Quality Standard and to identify the preschool's strengths and the areas that require improvement. Assistants are given the opportunity to have input into the decision making process through regular discussions. All staff act in a professional manner and model ethical behaviour.

Executive staff attended regular parent committee meetings and ensured that newsletters were distributed regularly to communicate programs and upcoming events.

### **Physical Environment**

Watson Preschool underwent building extensions and renovations during 2013, with a demountable building provided for temporary accommodation during the building works. The single unit preschool building was extensively renovated and a second classroom was added. The new buildings are spacious and modern and provide room to operate four preschool classes. A shade cloth cover has been provided for the fixed equipment and a large covered deck allows activities to take place out of the weather. The preschool is very well resourced with equipment and furniture and both classrooms have an interactive plasma screen for teachers and students to use.

### **Collaborative partnerships with families and communities**

An Information Pack is provided to all new students with an updated Preschool Handbook based on the National Quality Standards. An information evening was held in term four and preschool interviews for the 2014 year were also conducted by the teachers during term four. Continuous information to families is provided in the school newsletter, the Parent Association newsletter and on noticeboards.

Staff provide information about community support, such as TherapyACT Drop In Clinics, Communities at Work, Marymead programs and Parent Link. Staff access professionals to assist families with needs, including counsellors, speech therapists, occupational therapists, physiotherapists, social workers and community paediatricians. Special needs processes are inclusive of preschool children and the school counsellor works with preschool staff and families. Teachers complete documentation in conjunction with the counsellor to ensure that extra assistance is provided in the classroom for students with needs.

Kindergarten transition visits and visits to the library, the garden and the canteen are conducted with all classes to support children's transitions to Kindergarten. Opportunities are provided for families to contribute to planning and feedback, and parents are encouraged to support the programs with their own personal input. Parents participate in fundraising and social events, the biggest of these being the annual fete.

## 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.

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$760.

### Voluntary contributions

This school received \$8425 in voluntary contributions in 2013. 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 2013.

### Reserves

Name and purpose	Amount	Expected Completion
The school had no reserves during 2013	\$0	

Financial Summary	
31-Dec-13	
<b>INCOME</b>	
Self management funds	385232
Voluntary contributions	8425
Contributions & donations	800
Subject contributions	2900
External income (including community use)	8986
Proceeds from sale of assets	0
Bank Interest	5160
<b>TOTAL INCOME</b>	<b>411504</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	121077
Cleaning	95781
Security	-446
Maintenance	44867
Mandatory Maintenance	0
Administration	7101
Staffing	69654
Communication	11868
Assets	11429
Leases	0
General office expenditure	74184
Educational	17070
Subject consumables	7429
<b>TOTAL EXPENDITURE</b>	<b>460014</b>
<b>OPERATING RESULT</b>	<b>-48510</b>
<b>Actual Accumulated Funds</b>	<b>78886</b>
Outstanding commitments (mir	7132
<b>BALANCE</b>	<b>23244</b>

## Endorsement Page

I declare that the Majura 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

**Parent Representative:** Ms Claire Barbato, Mr Conall O'Connell, Ms Julia Martin  
**Community Representative** Mr Steffen Etherton,  
**Teacher Representative** Ms Sally Richardson, Ms Dale Solly,  
**Board Chair:** Ms Claire Barbato  
**Principal:** Ms Lindy Beeley

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 this year.

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

**Date:** 28/2/14

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

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

**Date:** 28/2/14