



# Macquarie Primary School Board Report 2015



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

Schools are always changing. How a school deals with change is a measure of its quality. Despite the departure of three leading members of staff during and at the end of the year – Marc Warwick, Sarah Schipilow and Lisa Ison, all of those whose contribution and influence was considerable across a wide range of the school’s activities and culture- I am confident that the school will continue to thrive. We are very grateful for all the talent and vision of these three – they will not be replaced like for like – and we wish them well in the next phase of their careers.

My confidence is based on the fact that there is an agreed approach to education at Macquarie that is stronger than simply having great individual teachers; it is an approach based on an agreed and well communicated philosophy to which all have contributed. At the heart of this is the spirit of inquiry, a spirit which the staff foster in the classroom, through their own projects of inquiry, and by regular contact with expert advice in this field. If proof were needed of the reality of the spirit of inquiry at work in the school, it was amply provided when members of the staff offered presentations of their own inquiry work in progress. There were so many presentations one could not possibly attend them all, but the overwhelming impression was that the staff are all exploring ways to improve their own and the school’s work by following their own curiosity. Brendan Briggs is to be congratulated for his leadership of this process.

There has been some discussion about bringing the Preschool and Primary school together under one name. This has not happened yet, but it has been very good to have Justine Fuller from the Preschool on the Board this year. We have learnt about the ways in which the Preschool is developing; the research into play in the outdoor areas has been impressive and fruitful (this was the subject of Justine’s inquiry presentation), and there is no doubt that future Preschool students will enjoy and benefit from their play area.

It has been our role on the board both to support the Principal, Wendy Cave, and her staff, and to question them in order to ensure they are proceeding on sure foundations. I am very grateful to the two other board members – Claire Howell and Fern Hyde – and community member Santosh Muni, whose term ended this year, for their positive and intelligent approach to this task. There has been a strong feeling of a team working towards mutual understanding. I would like to thank Wendy and Business Manager Shelley Jacobs for giving answers to our questions which were never glib, superficial or vague. Despite inevitable change, the school leadership is strong and widely shared.

## Introduction to School

Macquarie has a long held reputation as a community school, where students, parents and the broader community work together with a dedicated professional team to ensure every child achieves success. With families from around the world, Macquarie Primary School is proudly multicultural. While respecting the many traditions established over Macquarie's 48 year history, the school community continues to embrace change, through innovative educational and organisational practice. As part of its ongoing commitment to achieving the highest standards, students, staff and the community regularly review the school's progress and future directions.

The priority contained within the School Strategic Plan 2015-2018 and Annual Operating Plan 2015 has been designed to build on commendations and address recommendations made by the ACT Education and Training Directorate during the last validation phase at Macquarie Primary School 2011-2014. Enhancing student performance and community engagement are key intentions of our school improvement processes. The school community is engaged in contributing to the school improvement agenda through the School Board, specialised working groups and direct liaison with teaching and support staff.

In 2015, school strategic directions have continued to develop through conscious design in an organic organisational context. A culture of inquiry and rich parental engagement has permeated the school community, as reflected in the school's playground enhancement project and expansion of the teacher inquiry program to include community conversations around curriculum. Increased research engagement by teachers has opened opportunities for distributed leadership. External assessment processes, such as the National Quality Standard Accreditation, have provided contexts for reflecting on school improvement.

Throughout the year, the school has experienced changes to its Executive structure. In semester 1, the Teaching Research Specialist role was scoped and classified, with the support of the People and Performance Branch, as a School Leader B. The Deputy Principal's move to Bonython in semester 2 brought a return to the more traditional structure of one Deputy Principal for Macquarie along with a renewed focus on the school's enacted curriculum. Through the school's links with the University of Canberra (UC), the Universal Design for Learning Specialist was seconded to the UC Faculty of Education, Science, Technology and Mathematics (ESTeM). This expanded Macquarie Primary School's contributions to initial teacher education and leading practice in special education.

Strategic partnerships have evolved with intergovernmental agencies throughout 2015. These include collaborations with the Territory and Municipal Services Directorate's Active Streets Initiative, Belconnen Police, Canberra Business Sector, Design Managers Australia, Tertiary Education Sector, Independent and Catholic Education Sectors and Education and Training Directorate's Belconnen Network.

## Student enrolment

In 2015 there were a total of 335 students enrolled at this school from kindergarten to year 6.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	177
Female	158
Indigenous	19
LBOTE	115

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	94.0
1	91.0
2	93.0
3	90.0
4	92.0
5	94.0
6	92.0

Source: Planning and Performance, December 2015

Teachers and administrative staff manage non-attendance at Macquarie Primary School. Parents and carers are encouraged to contact the school office team to provide information about absences. Teachers monitor class roles carefully and contact families directly to follow up unexplained absences.

Students are encouraged to report to the school office if they arrive after school has started to ensure accurate records of partial attendance are maintained.

## 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	33

Source: Teacher Quality Institute, Date 18 December 2015

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

In 2015, 100% of teachers at Macquarie held a recognised Education degree. 33% of these have completed postgraduate studies in a range of fields including Science, Arts and Education.

### Workforce Composition

The 2015 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 those working on the preschool site, 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	24
Teaching Staff :Full time Equivalent Permanent	21.0
Teaching Staff :Full time Equivalent Temporary	0.8
Non Teaching Staff (Head Count)	9
Non Teaching Staff :Full time Equivalent	7.3

Source: Workforce Management, August census 2015

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

There are no Indigenous staff members at this school.

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

In 2015 the total number of teaching staff was 24. Educational programs and school

administration was supported by 9 non teaching staff.

## Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 2000. Volunteers included parents and extended family members, members of the School Volunteers Program ACT, and the Design Managers Australia team.

## 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 assessment against their school plans. In the fourth year schools undergo an external validation process. This provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be externally reviewed in 2018. A copy of its 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, 89% of parents and carers, 100% of staff, and 77% of students at this school indicated they were satisfied with the education provided by the school.

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 17 staff members 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.	94
This school is well maintained.	88
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	71
Students like being at this school.	94
This school looks for ways to improve.	88
This school takes staff opinions seriously.	71
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	100
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	88
Staff are well supported at this school.	71

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 105 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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	94
This school is well maintained.	89
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	83
My child likes being at this school.	93
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	87

This school works with me to support my child's learning.	85
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Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 78 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.	94
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	62
My school is well maintained.	73
I feel safe at my school.	74
I can talk to my teachers about my concerns.	66
Student behaviour is well managed at my school.	38
I like being at my school.	75
My school looks for ways to improve.	83
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	81
My school gives me opportunities to do interesting things.	81

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>).

School analysis of the data explored the relationship between community perceptions of fairness and the school's personalised approaches to managing student behaviour. An area of continued focus is deepening student appreciation of social justice.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual action 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: Macquarie Primary School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	426	443	521	521
Writing	410	420	502	486
Spelling	403	410	507	500
Grammar & Punctuation	422	441	520	516
Numeracy	400	410	512	502

Source: Performance and Planning December 2015

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

Overall, the Year 3 school results were below the ACT mean across all test domains. The Year 5 school results were all above the ACT mean across all results.

### Performance in other areas of the curriculum

Throughout 2015, the school continued to implement new and emerging national curriculum requirements. Teacher familiarity with the Australian Curriculum (AC) strengthened the school's capacity to personalise learning. The school's focus on the AC's cross curriculum priorities and general capabilities continued to build the holistic capacity of learners as curious, capable and courageous inquirers in multiple discipline areas.

The Kitchen Garden Program was established for the Year 3/4 cohort, guided by a team of teachers and education support staff. The school benefited from the contribution of parents with expertise in the implementation of the Stephanie Alexander Kitchen Garden Program and horticulture more broadly. The Building Services Officer provided technical support and expertise which expanded to other gardens on the school grounds.

Students from Preschool to Year 6 continued to explore how the physical world works through the specialist science program and personalised inquiries. Additional opportunities were provided for students to demonstrate science understandings and inquiry skills through the University of New South Wales (UNSW) Science Competition and National Sample Testing for National Assessment Program: Scientific Literacy (NAPSL). Students and staff continued to benefit from science clinics co-delivered by school staff, academic partners and students from the University of Canberra (UC) Faculty of Education, Science, Technology and Mathematics (ESTeM).

The philosophy of personalised inquiry extended to the specialist Indonesian program, providing students with agency to determine contexts of significance for language learning. Students from Preschool and Kindergarten engaged in Indonesian language learning, through the ongoing appointment of a teacher who is a native Indonesian speaker with Early Childhood teaching qualifications.

Visual and performing arts programs were guided across the school by identified teachers within each team. The school's bands, choirs and ukulele groups performed at events including Step into the Limelight, Bandstravaganza and the Macquarie P&C Spring Fling. The ukulele performers wrote and performed a song, 'Sun Smart Summer', which captured the interest of the Cancer Council ACT. In drama, the school welcomed the support of a volunteer parent with expertise in teacher education and performing arts. This relationship enabled professional learning through workshops for staff and students.

Social and emotional wellbeing, and environmental literacy were enhanced through the introduction of the Macquarie Primary School community to the Friends of Mount Painter. A highlight of this connection was a community walk to the summit of Mt Painter.

The Bike Education program continued to support the Walk or Ride to School initiative. In second semester, Macquarie was identified as a pilot school for the Active Streets program. Families engaged in social research to support increased physical activity in the Canberra community. Strong connections were established between the school and Territory and Municipal Services Directorate, Design Managers Australia and ACT Health. Macquarie Primary School was selected to host the launch of the PE Pulse Website in recognition of its commitment to and quality implementation of the Blueearth approach. Staff and students modelled and presented movement integration as a feature of learning experiences across the school curriculum for visiting dignitaries, educators and sporting body representatives. Students represented the school in three Saturday morning netball teams, and interschools Winter Sports and Equestrian competitions. The equestrian team was the ACT's Champion Primary School for Show riding.

### **Progress against School Priorities in 2015**

The school's self-evaluation process is cyclic and embedded in operational systems. Priorities are routinely reviewed through intentional critique and discussion in staff, team, Executive work-in-progress, School Board, P&C and community consultation meetings. Standing agenda items for these meetings are People, Places and Programs. Through these, highlights, successes and challenges relating to each of the domains of the National Tool for School Improvement are systematically considered and acted upon. Specific data is collected and analysed as indicated on the table below:

*Table: Data types and roles in school improvement at Macquarie Primary School.*

Data	Type	Role
Demographics & Enrolment	QUAN-qual	Provides important statistical and background information that informs planning, assessment and evaluation of teaching and learning programs.
Attendance & Behaviour	QUAN-qual	Assists staff and families in identifying and responding to patterns of student behaviour to promote and sustain positive participation.
Community Satisfaction	QUAN-qual	Provides ongoing evaluation of staff, student and parent/carer satisfaction with school actions, policies and culture.
Teacher/Parent & Carer Observation & Communications	Qualitative	Provides ongoing evaluation of rigour, quality, efficiency and effectiveness of teaching and learning systems and experiences.
Individual Learning Plan	QUAL-quant	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Reporting (including A-E)	QUAN-qual	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Standardised Assessments (including NAPLAN & PIPS)	QUAN-qual	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Finance	QUAN-qual	Supports staff to make strategic decisions around student support, human & physical resource deployment and staff professional learning.
School Documents	Qualitative	Provides an historical archive of school community ethos and activities.

### Evaluation of Performance:

**Priority: Deliver an innovative education, which meets the needs of our community.**

#### Targets

By the end of 2015

- Increase the proportion of students achieving expected growth or better in PIPS reading by 9% to 75%.

- Increase the proportion of students achieving expected growth or better in PIPS mathematics by 2% to 91%.
- Increase within school matched student growth scores in Year 5 NAPLAN reading from 79.4% to 82%.
- Increase within school matched student growth scores in Year 5 NAPLAN spelling from 82.2% to 84%.
- Increase the proportion of students demonstrating overall satisfaction with the education provided by the school by 4% points to 85%.
- Increase the proportion of parents demonstrating overall satisfaction with the education provided by the school by 3% points to 90%.

## Progress

In 2015, the school identified seven key improvement strategies to support the achievement of its targets. Actions, progress and future considerations for each follows.

### 1. Strengthen school and community partnerships and systems

The Teacher Inquiry Program (TIP) continued as system of staff development. All teachers completed 16 hours (or pro-rata equivalent) of TQI accredited professional learning in qualitative research methods. Teachers developed research plans consistent with best practice in qualitative research and communicated their ongoing professional inquiries in relevant forums. Professional Pathways documents from teachers in all teams demonstrated links to the critical interpretation and construction of educational research. Teachers in all teams adopted qualitative interview techniques to enhance communication with families and the quality of the information they captured to support teaching and learning. Critical friends and partners from within the Directorate, Tertiary Education Sector and community were identified and the school liaised routinely with them to inform validation and future planning for TIP. These individuals and organisations attended the 2015 TIP Nano-conference. Future actions in relation to TIP will be the continuation of the program with a quantitative research focus for 2016 and building capacity for research-engaged schools in the Directorate, including the Belconnen Network.

The school worked collaboratively with the P&C to support all families (including EAL/D families) with completing the School Satisfaction Survey through drop-in sessions led by parent volunteers. The school routinely communicated with the Directorate's School Satisfaction Survey team to continue building the online survey's responsiveness to diverse language needs. In 2015 the proportion of parents who spoke English as an additional language and/or dialect participating in the survey increased from 32% to 38%.

In 2015 the school hosted regular preschool gatherings for families and community service representatives, including members of the Belconnen Community Service and YWCA. A parent team was identified to continue growing Early-Years events in 2015, in collaboration

with teachers. Their actions built on the feedback of families attending preschool in 2014. The Next-Steps Preschool to Kindergarten Transition event attracted over 30 families on a weekend during term 3. Event feedback forms and home-school communications reflected an increased proportion of parents and carers perceiving satisfaction with preschool gatherings and events. Future action in this area will involve collaboration between the Macquarie Primary School community and the Australian Research Alliance for Children and Youth (ARACY) Parental Engagement Champions.

## **2. Develop effective pedagogical practices linked to a relevant curriculum**

In 2015, the school continued its partnership with curriculum advisor Kath Murdoch through biannual seminars, classroom workshops and strategic consultation forums. These maintained a focus on formative assessment of literacy, numeracy and learning assets and student agency in reporting. Macquarie was acknowledged in Murdoch's recent book, *The Power of Inquiry*, as a school that has made a long term commitment to developing real and rigorous inquiry. Throughout the year, teacher planning documents continued to reference Kath Murdoch's materials.

To support literacy for and through inquiry, the school continued its partnership with literacy advisor David Hornsby in strategic consultation forums with a focus on formative assessment of literacy. Future action will bring David to Macquarie to facilitate seminars, classroom workshops and conversations between school leaders across the Belconnen Network.

To support growth in numeracy, the school progressed consultation with critical friend, Dr Wayne Hawkins (University of Canberra), regarding Pedagogical Content Knowledge as a professional development focus for staff. Two staff members participated in a numeracy coaching program run by the University of Canberra Faculty of Education, Science, Technology and Mathematics. Participating teachers shared knowledge with other members of the school staff following completion.

During 2015, the school extended the site-based delivery of teaching clinics from Science Education to include Teacher as Researcher Clinics. Participating staff and students of initial teacher education reported high levels of satisfaction and learning from reflecting on the benefits of research-engaged teaching practice in an authentic school context. This contributed to 2015 school satisfaction survey data which reported an increase in teacher's perception of having meaningful opportunities for feedback on practice.

Seminars, workshops and consultation with critical friends is planned to continue in 2016, with a focus on personalised coaching for teachers and support staff in inquiry-based learning, literacy and numeracy.

## **3. Strengthen formative assessment practice, including assessment of learning assets**

Throughout 2015, room sharing sessions with a focus on Google Apps For Education (GAPE), Evernote and setting student self-directed goals were routinely held. Official correspondence indicated that formative assessment technologies were used to enhance dialogue with parents in all teaching teams. Staff regularly reflected critically on evolving formative assessment practices through classroom sharing routines. This supported the continued development 'How it Works': Sharing and Monitoring Student Achievement document into 2016.

The school also continued to enhance formal summative reporting requirements through meaningful continuous learning conversations with families. Understandings and experiences gained from these interactions informed the Directorate's formal reporting initiatives, including the development of a system reporting template for 2016.

#### **4. Strengthen whole school engagement with technologies to support learning and communication**

In 2015 the school explored and researched models of technologically enhanced learning environments in Australian schools. The Principal's representation on the Post-Operative Evaluation Learning Environments Inter-agency team added perspectives in this area. Teachers encouraged students to bring personal electronic devices to school. This became an entry point for community discussion about the role of technology in contemporary learning environments and served as a catalyst to changed school practices in relation to resourcing. Family correspondence about 2016 Curriculum Resourcing Contributions reflected a significant shift to the digital environment.

Student performance across the curriculum was enhanced through the affordances of technologies. Google Apps for Education and the Evernote platform enabled sharing between home and school, supporting parent engagement and formative assessment. The school's work in this area was shared at forums including the school's Teacher Inquiry Program (TIP) Nano Conference, and the Australian Literacy Educator's National Conference in Canberra. It was also presented to the Minister's School Education Advisory Group for Digital Technologies, and showcased on the Education Directorate's Connected Communities video.

Classroom planning documents, observations and forums indicated an increased commitment to engaging with technologies for learning. Future actions by the school in this area will involve the continued engagement of the community in conversations about the nature of citizenship in an increasingly digital communications environment. Planning with Kath Murdoch will also continue, focussing on affordances of technology in contemporary, inquiry oriented classrooms.

#### **5. Embed differentiation and support processes across the school**

In 2015, the Universal Design for Learning theory was presented to staff and used as a framework to support teachers in responding to individual needs. The school piloted a whole of school Universal Design for Learning (UDL) coaching model. Ongoing data collection to review growth in teacher and school capacity to provide curriculum access through Universal Design for Learning principles is an area for future consideration.

In 2015 the education team progressed work on the refinement of a whole of school approach to individual learning plan (ILP) data collection and collation. Coaching and support for teachers in setting, monitoring and evaluating SMART goals in the context of individual learning plans (ILPs) for identified students was provided in semester 1. Systems were developed to ensure ILPs become dynamic and responsive documents. Extension of specific goal setting to the formative assessment arena is an area of continuing focus.

### **6. Reform staff deployment, supervision and role definition**

Throughout 2015, systems and practices towards a reformed support staff model were introduced. Staff redeployment, modified supervisory responsibility and adjustments to role definition were piloted to support workload and operational efficiencies. Support staff were allocated to teaching teams for flexible and dynamic support of student learning. This was completed in semester 1.

To support these staffing reforms, a critical friend was engaged to support the analysis of teacher personal effectiveness. An area of future action will be undertaking research to analyse teacher effectiveness and efficiency in navigating the administrative and managerial requirements of contemporary learning environments.

The Macquarie Primary School Teaching Associate (MPSTAP) program was established in Semester 1, and provided 4 students of initial teacher education with opportunities to build their professional identity as volunteers across the school. Participants supported teams and learners through initiatives including the creation of a Preschool multi-cultural cook book, coordination and management of the school equestrian team, LSU support and organisation of the school's 2015 Teacher Inquiry Program Nano-conference. Participants reflected positively on the benefits of engaging, over time, with the community, and demonstrated an increase in professional confidence. In 2016 the school will continue to explore innovative approaches to streamlining professional roles and responsibilities within the school.

Staffing reconfiguration saw a School Leader C Early Years working with the preschool team in Semester 1. The Deputy Principal assumed this role following this leader's secondment to the University of Canberra. In the future the school will continue to invest in focused leadership of the preschool setting as the foundation for the inquiry-based environment of Macquarie.

## 7. Strengthen practices and systems for supporting Aboriginal and Torres Strait Islander students

A group of critical friends was established in 2015 to strengthen support for Aboriginal and Torres Strait Islander students. Ongoing dialogue between Aboriginal and Torres Strait Islander families and staff supported an increased appreciation of Indigenous cultures and histories. Intentional partnerships created between Aboriginal families and classroom teachers supported personalised learning programs. A culture of trust supported the growth of a community network who continued to meet informally as well as in structured gatherings supported by the Directorate's Family Support Officer.

Teacher planning documents and standards-based professional portfolios reflected engagement with Aboriginal and Torres Strait Islander cultures and histories curriculum. Experiences such as NAIDOC Week, Harmony Day, school performances and guided class inquiries have provided acknowledgement and agency for Aboriginal children and families.

Future actions associated with supporting Aboriginal and Torres Strait Islander students will involve inviting members of the Aboriginal community to support school improvement processes.

These actions combined resulted in the following progress against our identified targets for this priority.

**Table: Performance Against Targets:**

Target	Achievement
<p><b>PIPS Data:</b> Increase the proportion of students achieving expected growth or better in PIPS reading by 9% to 75%.</p>	<p>In 2015 the school achieved 71% of students achieving expected growth in PIPS reading, compared to 66% in 2014. This was a 6% point improvement, slightly below our target.</p>
<p><b>PIPS Data:</b> Increase the proportion of students achieving expected growth or better in PIPS mathematics by 2% to 91%.</p>	<p>In 2015 the school achieved 92% of students achieving expected growth in PIPS maths, compared to 89% in 2014. This was a 3% point improvement, slightly above our target.</p>
<p><b>NAPLAN SMART Data:</b> Increase average scaled student growth scores in Year 5 NAPLAN reading from 79.4% to 82%.</p>	<p>The school achieved an average scaled growth score of 93.7% for Year 5 students in NAPLAN reading 2015 compared to 79.4% in 2014. This was an increase of 14.3% points and above our target.</p>

Target	Achievement
<p><b>NAPLAN SMART Data:</b> Increase average scaled student growth scores in Year 5 NAPLAN spelling from 82.2% to 84%.</p>	<p>The school achieved an average scaled growth score of 79.9% for Year 5 students in NAPLAN spelling 2015 compared to 82.2% in 2014. This was slightly below our target.</p>
<p><b>School Satisfaction Survey Data:</b> Increase the proportion of students demonstrating overall satisfaction with the education provided by the school by 4% points to 85%.</p>	<p>In 2015, the proportion of students demonstrating overall satisfaction with the education provided by the school decreased by 4% points to 77%. This was below our target.</p>
<p><b>School Satisfaction Survey Data:</b> Increase the proportion of parents demonstrating overall satisfaction with the education provided by the school by 3% points to 90%.</p>	<p>Proportion of parents demonstrating overall satisfaction with the education provided by the school increased by 2% points to 89%. This was slightly below our target.</p>

## 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	128467.00	178683.01	307150.01
Voluntary contributions	5500.00	1595.00	7095.00
Contributions & donations	0.00	0.00	0.00
External income (including community use)	10520.65	5771.58	16292.23
Proceeds from sale of assets	0.00	90.91	90.91
Bank Interest	11121.94	10108.97	21230.91
<b>TOTAL INCOME</b>	<b>155609.59</b>	<b>196249.47</b>	<b>351859.06</b>
EXPENDITURE			
Utilities and general overheads	28249.09	40793.13	69042.22
Cleaning	40469.29	38732.75	79202.04
Security	802.85	178.36	981.21
Maintenance	19882.60	34184.65	54067.25
Administration	15830.74	17940.76	33771.50
Staffing	0.00	0.00	0.00
Communication	0.00	4239.40	4239.40
Assets	118.26	26668.68	26786.94
Leases	0.00	0.00	0.00
General office expenditure	10151.30	13021.41	23172.71
Educational	17905.90	14145.30	32051.20
<b>TOTAL EXPENDITURE</b>	<b>133410.03</b>	<b>189904.44</b>	<b>323314.47</b>
<b>OPERATING RESULT</b>	<b>22199.56</b>	<b>6345.03</b>	<b>28544.59</b>
<b>Actual</b> Accumulated Funds	154291.34	143564.06	143564.06
Outstanding commitments (minus)	-6502.08	0.00	-6502.08
<b>BALANCE</b>	<b>169988.82</b>	<b>149909.09</b>	<b>165606.57</b>

**Professional learning**

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 4196.

**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>
Capital Improvements – Hall Doors 2015	\$ 50,000.00	August 2015
Capital Improvements – Hall Windows 2015	\$ 50,000.00	August 2015
Site Improvements – Hall Window Coverings 2015	\$ 25,000.00	September 2015
Loft Stairwell Acoustics 2016	\$ 10,000.00	December 2016
2015 Staffing Debt – 2016	\$ 40,000.00	March 2016

### Endorsement Page

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

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

#### MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Claire Howell	Fern Hyde
Community Representative	Santosh Muni	
Teacher Representative	Justine Fuller	Sarah Schipilow
Board Chair:	Colin Gray	
Principal:	Wendy Cave	

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: Wendy Cave Date: 23 May '16

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

Board Chair Signature: Colin Gray Date: 23.5.16