



Macquarie Primary School

Annual School Board Report

2017

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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Contents

School Board Chair Report.....	1
School Context	2
Student Information	2
Student enrolment.....	2
Student attendance	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	6
Performance in Other Areas of the Curriculum.....	7
Financial Summary.....	9
Professional Learning.....	10
Voluntary Contributions	10
Reserves	10
Endorsement Page.....	11
Members of the School Board	11

School Board Chair Report

Macquarie Primary School continues to be a thriving environment that supports students to be the best that they can be. 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. Curriculum practices emphasise cultural heritage and individual needs as assets and learning resources.

The school's Community Languages Program, which commenced in 2017, is the most prominent example of how our diversity benefits the school. The program harnesses the foreign language skills of members of the school community to teach the school language program.

The Macquarie Primary School community continues to be characterised by the strong dedication of the teachers, executive and staff, parents and carers, and students. The concept of continuous improvement is embraced by the staff of Macquarie Primary School. Supported by Wendy Cave as Principal, the teachers undertake continual professional development, supported by academic experts such as Kath Murdoch, an education consultant who has been working with Macquarie for a number of years. Again in 2017, the school held a Nano Conference where teachers set out their personal development and professional journey.

The Board would like to particularly thank the volunteers from our Parents and Citizens community who do so much to support the school. The commitment and dedication of parents and carers volunteering in committee positions, the uniform shop, book club, and in so many activities such as and fathers day stalls, discos. Not to mention our annual 'Spring Fling' in October which is always a highlight of our school year.

The school board, with membership from executive and teaching staff, parents and the community, is proud to contribute to Macquarie Primary School's vision. In 2017, the School Board comprised: Emily Ashcroft (Chair), Mark Roddam (Deputy Chair), Kate Wieden, Anne-Marie Pestaccio, Justine Fuller, Kate Greeney, Wendy Cave, Emily Ashcroft and secretariat Shelley Jacobs.

The Board would like to record its thanks to Wendy Cave for her outstanding leadership as Principal of Macquarie Primary School over [eight?] years. Wendy is an outstanding leader who invested considerable time and effort into making Macquarie Primary what it is today. We wish her well with her appointment as Principal of North Ainslie Primary School.

We would also like to thank Ms Sophie Bissell who did an outstanding job as Acting Principal for a number of months in 2017.

In 2018, we welcome Ms Danielle Porter as our new Principal. The new Board looks forward to working with Danielle.

Further, in 2018, Macquarie Primary School will celebrate its 50th anniversary. We look forward to celebrating the school's achievements with you and look forward to the next 50 years!

School Context

Macquarie Primary School continued to experience enrolment growth throughout 2017, with a significant increase in students who bring languages in addition to English. Pre enrolment interviews have signalled the school's reputation for personalised approaches to learning as a factor in Macquarie maintaining its presence as a school of choice for families.

Student Information

Student enrolment

In 2017 there were a total of 366 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	192
Female	174
Aboriginal and Torres Strait Islander	16
LBOTE*	150

*Language Background Other Than English

Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
K	91.0
1	92.0
2	93.0
3	92.0
4	93.0
5	94.0
6	93.0

Source: Planning and Analytics, December 2017

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. In some cases, meetings are held with families, teachers and members of the Executive Team to develop attendance plans.

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 through the Student Administration System.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

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

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	28

Source: Teacher Quality Institute, 16 December 2017

In 2016, 100% of teachers at Macquarie held a recognised education degree. 28% of these have completed postgraduate studies in a range of fields including Science, Arts, Communications and Education.

Workforce composition

The 2017 workforce composition of [INSERT SCHOOL NAME] is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	26
Teaching Staff: Full Time Equivalent Permanent	18.50
Teaching Staff: Full Time Equivalent Temporary	5.00
Non Teaching Staff: Head Count	12
Non Teaching Staff: Full Time Equivalent	9.99

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. 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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Macquarie Primary School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools 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 2017 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 2017, 85% of parents and carers, 94% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

A total of 32 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	
Teachers at this school expect students to do their best.	91
Teachers at this school provide students with useful feedback about their school work.	88
Teachers at this school treat students fairly.	88
This school is well maintained.	75
Students feel safe at this school.	88
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	63
Students like being at this school.	94
This school looks for ways to improve.	94
This school takes staff opinions seriously.	81
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	78
Staff are well supported at this school.	77

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 114 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

National opinion item	
Teachers at this school expect my child to do his or her best.	94
Teachers at this school provide my child with useful feedback about his/her school work.	86
Teachers at this school treat students fairly.	93
This school is well maintained.	85
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	79
My child likes being at this school.	96
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	76
Teachers at this school motivate my child to learn.	94
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	80

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 97 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	64
My school is well maintained.	63
I feel safe at my school.	66
I can talk to my teachers about my concerns.	66
Student behaviour is well managed at my school.	31
I like being at my school.	78
My school looks for ways to improve.	83
My school takes students' opinions seriously.	63
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	81

Source: 2017 School Satisfaction Surveys, August/September 2017

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 Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

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 1 and 2.

Table: Macquarie Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	50	112	40	55
ACT	51	124	39	55

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 2017, 8.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with 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 2017 mean scores achieved by our students compared to the ACT.

Table: Macquarie Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	434	442	477	517
Writing	401	412	427	475
Spelling	396	411	469	494
Grammar & Punctuation	425	441	480	503
Numeracy	401	417	481	496

Source: Planning and Analytics

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

Performance in Other Areas of the Curriculum

During 2017, educators and students continued to focus on the development of the General Capabilities defined in the Australian Curriculum, whilst building the 21st Century learning assets (thinking, researching, collaborating, communicating, and self-management). Our Deputy Principal: Pedagogical Transformation strengthened the school's capacity to personalise learning, capitalising on authentic contexts and purpose. The school's approach in this area was showcased during the Global Service Design Conference in Madrid where Macquarie Primary School was the winner of the Professional/Non Profit Sector Category for Systemic Change in Education.

One of the principles that guides our work at Macquarie is that *learners need to lead*. This year a group of students worked in collaboration with our P&C on a number of projects. One of these was the re-opening of our school canteen. Students in years 4 and 5 were supported by members of the community in developing a menu and service delivery system for the canteen. The canteen was a huge success generating a significant profit each week and was identified by government agencies as a leader in the development and provision of healthy meal options.

Stewardship of our Changing World is amongst the key curriculum organisers at Macquarie. This year, our Kindergarten students ignited a whole school inquiry into our management of waste at school. A Google Community (*Macquarie Waste Warriors Inquiry*) has been established to capture the initiatives that are commencing, commitments that are being made, and actions being taken to improve how we manage waste in our school community.

Our commitment to activating our outdoor learning spaces continued this year with classes invited to take on one of the sections as a space they can become temporary custodians of. Classes took this role very seriously and dedicated a period of time each week to caring for and enjoying their section of the playground. Outdoor Classroom Day

provided another opportunity for us to acknowledge the benefits of engaging with the natural environment time with our Year 3 students spending the entire day exploring the Pinnacle Nature Reserve.

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. 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 arrival of poddy lambs in Term 3 generated authentic contexts for learning in Science, Technology, Engineering and Mathematics. This experience engaged families and accelerated efforts around the development of an agricultural zone, as envisaged in the Playground Enhancement Plan.

Cultural Heritage is another of the key curriculum organisers at Macquarie. This year our senior students engaged in a pilot project with the Cultural Integrity Team from the Education Directorate exploring, “Mununja – The Butterfly” a picture book written in Ngunnuwal language. The group went on to investigate the origins of the name of our school and worked closely with Aboriginal and Torres Strait Islander community members to reconcile the concerns they had about Australia’s history. This work was showcased by the Education Directorate during professional development sessions aimed at enhancing the cultural integrity of schools across the ACT.

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 Floriade. In drama, the school continued to benefit from the support of a volunteer parent with expertise in teacher education and the performing arts. Shared inquiries were also enhanced through attendance at a variety of performances throughout the year including Bennelong by Bangarra, Mr Stink and Musica Viva.

Macquarie’s education team continued to identify student wellbeing as the fundamental element of their work, valuing the development of the whole child, and our programs accommodate the intellectual, social, emotional and physical growth of each learner. The Bluearth program’s philosophy and practices continued to be an important aspect of each child’s experience at Macquarie. Our work over the past 8 years with Bluearth has contributed strongly to the way in which physical activity is valued and encouraged. Under Ross Dennis’ guidance, initially in his capacity as a Bluearth Coach, and now as a member of our team, our teachers have built capacity to use physical activity to support learning and development, and they have grown as role models of active living. Our students demonstrate physical literacy – the confidence, motivation and competence to lead active lives.

The Walk or Ride to School Initiative has been a complementary element of supporting physical activity amongst our community. Our lunchtime Bring Your Own Transport (BYOT) sessions are very popular – amongst students and staff alike. Saturday netball teams continued to build community and healthy lifestyle habits. OzTag and Rugby tournaments were also well supported by Macquarie students and families.

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

INCOME	January-June	July-December	January-December
Self-management funds	188887.01	152717.44	341604.45
Voluntary contributions	10420.00	650.00	11070.00
Contributions & donations	1125.00	8063.04	9188.04
External income (including community use)	10920.35	5641.29	16561.64
Proceeds from sale of assets	934.07	513.94	1448.01
Bank Interest	3122.40	2564.98	5687.38
TOTAL INCOME	215408.83	170150.69	385559.52
EXPENDITURE			
Utilities and general overheads	30634.99	52018.17	82653.16
Cleaning	35965.79	48429.14	84394.93
Security	451.68	0.00	451.68
Maintenance	53885.62	22885.93	76771.55
Administration	32462.35	36208.78	68671.13
Staffing	3486.00	0.00	3486.00
Communication	4496.31	1802.86	6299.17
Assets	4034.09	3785.47	7819.56
Leases	0.00	11965.32	11965.32
General office expenditure	5166.69	15476.44	20643.13
Educational	27226.59	13929.78	41156.37
TOTAL EXPENDITURE	197810.11	206501.89	404312.00
OPERATING RESULT	17598.72	-36351.20	-18752.48
Actual Accumulated Funds	52790.48	47290.48	65790.48
Outstanding commitments (minus)	-48571.73	0.00	-48571.73
BALANCE	21817.47	10939.28	-1533.73

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$86,558.00.

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
Promethan Active panels	\$10,000	12/2021
VOIP Phone System	\$5000	04/2017
Outdoor Learning Environments	\$55,000	12/2019
Staffing	\$40,000	02/2018
Barn- Animals in School Project	\$10,000	12/2017

Endorsement Page

Members of the School Board

Parent Representative(s):	Katie Weiden,	Mark Roddam	Ann-Marie Pesticcio
Community Representative(s):			
Teacher Representative(s):	Kate Greeney	Justine Fuller	
Student Representative(s):	N/A		
Board Chair:	Emily Ashcroft		
Principal:	Wendy cave		

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

Board Chair Signature:  _____ Date: 05 / 07 / 2018

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 2017.

Principal Signature:  _____ Date: 05 / 07 / 2018