



# Majura Primary School Board Report 2015



Figure 1: View of front entry to Majura Primary School

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



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The school website is <http://www.majuraps.act.edu.au>.

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## School Board Chair Report

Majura has entered a new era over the last two years with the appointment of a new leadership team, and I am sure will continue to grow in both size and scope, as the improvements that have been instigated become more embedded in the school systems and culture. I am proud to have been part of this process as should you all.

Being a diverse group, the Board members have not always agreed on everything, but have always managed to engage in robust discussion while maintaining respect for each other's opinions. I am confident that the Board will all continue to steer Majura Primary to greater heights.

I would like to take this opportunity to thank all the current Board Members and staff for contributing to what has been a good year for Majura Primary School.

## Introduction to School

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

The school curriculum is based on the *Australian Curriculum*, as a basis for planning, delivering strong academic achievement with a focus on literacy and numeracy. Majura Primary uses an integrated inquiry approach to curriculum planning that links curriculum content across different subjects in meaningful ways for our students. Learning experiences in preschool are informed by the *Early Years Learning Framework*.

Learning at Majura Primary is underpinned by our values of Respect, Excellence and Responsibility. We use these values to guide our behaviours and develop respectful relationships and effective learning. Majura Primary aims to provide a caring environment where students enjoy learning, develop skills, make friends and establish social connections with their community. 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. We encourage and support a high level of parent engagement in many programs, from reading in classrooms to working with staff in our Stephanie Alexander Kitchen Garden Program.

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.

## Student enrolment

In 2015 there were a total of 503 students enrolled at this school (Kindergarten to year 6).

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	259
Female	244
Indigenous	8
LBOTE	110

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	95.0
1	94.0
2	95.0
3	96.0
4	95.0
5	94.0
6	94.0

Source: Planning and Performance, December 2015

Attendance is monitored on a daily basis, a text message is sent each day to families when the school has not been notified about 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 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
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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.

All teachers at Majura Primary are fully qualified and registered with the Teacher Quality Institute. One third of teachers also hold additional postgraduate qualifications.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschool, 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	37
Teaching Staff :Full time Equivalent Permanent	26.1
Teaching Staff :Full time Equivalent Temporary	7.1
Non Teaching Staff (Head Count)	14
Non Teaching Staff :Full time Equivalent	10.5

Source: Workforce Management, August census 2015

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

There are no indigenous staff at this school.

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

August census figures show that 37 teaching staff and 14 non-teaching staff were employed at the school.

### Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 5000. Volunteers contributed in many ways, including:

- Classroom reading programs
- Stephanie Alexander Kitchen Garden sessions
- Uniform shop and canteen
- School Banking
- P & C executive and fundraising
- Supporting school sports carnivals and other sporting activities

The school sincerely thanks all volunteers for the significant contribution they make to school life.

### **School Review and Development**

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2019. A copy of the most recent validation report can be found on the school website.

### **School Satisfaction**

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

### **Overall Satisfaction**

In 2015, 90% of parents and carers, 100% of staff, and 83% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 31 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	87
Teachers at this school treat students fairly.	100
This school is well maintained.	94
Students feel safe at this school.	97
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.	94
Students like being at this school.	100
This school looks for ways to improve.	100
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.	90
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	77
Staff are well supported at this school.	84

The results for the 98 number of parents who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	89
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	86
This school is well maintained.	91
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	72
My child likes being at this school.	92
This school looks for ways to improve.	90
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.	86
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	73

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 133 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	99
My teachers provide me with useful feedback about my school work.	91
Teachers at my school treat students fairly.	77
My school is well maintained.	91
I feel safe at my school.	91
I can talk to my teachers about my concerns.	81
Student behaviour is well managed at my school.	77
I like being at my school.	90
My school looks for ways to improve.	93
My school takes students' opinions seriously.	79
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	92

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

## Learning and Assessment

### NAPLAN Assessment

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

In 2015, 0.00 % of year 3 students and 4.00 % 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 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: Majura Primary School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 Majura	Year 3 ACT	Year 5 Majura	Year 5 ACT
Reading	459	443	538	521
Writing	418	420	480	486
Spelling	423	410	492	500
Grammar & Punctuation	455	441	522	516
Numeracy	430	410	513	502

Source: Performance and Planning December 2015

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

Majura Primary year 3 students performed above the ACT mean in reading, spelling, grammar and punctuation and numeracy. Year 5 students performed above the mean in reading, grammar and punctuation and numeracy.

### Performance in other areas of the curriculum

The Stephanie Alexander Kitchen Garden (SAKG) program continued to be highly valued by the school community. Majura Primary School was the first 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. During 2015, students in Kindergarten to year 2 were also given the opportunity to be involved in the program later in the school year.



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 *As a matter of fact*, with students being inspired to write news articles and reports. Yet again, this was a highly successful community event.

Student Leadership gained momentum as the Student Representative Council met regularly and discussed issues of importance to students, as well as fundraising for charities across the year.

The Performing Arts program continued to develop during 2015 and extended across the school (K-6). Students had the opportunity to perform in the *Lyneham Spectacular* during 2015. The Choir (years 1 – 3) performed at various community events and year 5 and year 6 bands regularly played for assemblies and other school events.

Students participated in a range 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 Pool, attracted a large number of parents as volunteers and spectators. With the aid of an enthusiastic group of parents Majura students participated in the ACT school orienteering championships, returning with a trophy.

## Progress against School Priorities in 2015

### Methodology in evaluating progress

Majura Primary school underwent external validation during 2014, which laid the foundations for the development of the 2015-2018 strategic plan. The 2015 Annual Action Plan was an ambitious document designed to lay a sound foundation for work in subsequent years. Considerable work was undertaken in 2015 to build effective and sustainable management and communication systems, to support the work of developing teaching and learning. A 'strengths based' approach was used to identify and document the effective practice the school has in place, particularly around the teaching of reading. This work is planned to inform improvement work in other curriculum areas in future years.

The outcomes of the 2015 Annual Action Plan (AAP) were evaluated by the Executive team, against the targets and desired outcomes. This evaluation was considered by the teaching staff and School Board, and this feedback noted. During the year School Improvement Focus Teams (SIFT) were organised to guide implementation of the plan, the working notes from these teams further informed the review. Data for the evaluation of educational performance was drawn from NAPLAN and PIPS assessments, as well as a range of in school student assessments, while the results of satisfaction surveys provided feedback from the schools key stakeholder groups.

### Strategic Priority 1:

**Implement a future focused and targeted curriculum informed by evidence based assessment to improve student outcomes.**

#### *Key Improvement Strategy 1:*

**Whole school alignment of curriculum and beliefs about essential learning**

#### **Develop whole school beliefs about the teaching of reading**

The history of reading results has shown that Majura Primary students are strong in this area. To build on this strong pedagogical practice, and develop stronger consistency across the school, the leadership team decided to spend time looking at what is working and why. Time was spent in staff meetings reflecting and analysing current practice and developing common beliefs about the teaching of reading at Majura Primary. This draft document formed the basis of conversations for classroom observations during term 4.

**Develop and implement intervention strategies for at risk students**

With the focus of improving reading across the school, teams used reading data from benchmark assessments to set goals and identify at risk students. This has been a school wide focus, and to support the development of intervention programs a draft Response To Intervention model has been documented to highlight our processes and ways we identify students requiring additional support.

Using reading data from 2014 and through consultation with staff, intervention groups were established for year 1 and 2 students. At the end of term 2 half of these students joined their class for reading groups so new groups were re-established. Mid-year we looked at kindergarten data to see which students were not at benchmark.

During term 3 two members of the executive team were trained in *Minilit*. Students currently in the year 1 intervention program have completed the *Minilit* placement assessment to identify the level of resourcing required next year. From this information we developed a plan for intervention for 2016.

**Refine and implement consistent planning documentation for English using the Australian Curriculum**

The whole school focus for 2015 has been on consistency of reading practices. Time has been spent developing consistent planning documents in English including term overviews, pacing guides and weekly programs. These documents have clear links between Australian Curriculum content descriptors and school based reports using year level achievement standards as the guideline for student outcomes. The template for English planning was reviewed in term 1 by the executive team and during term 2 and 3 consultation and trials on different formats were conducted. From this a more effective template was developed for planning English to be used by all teaching teams in term 4, with teachers providing feedback to the executive team to refine the templates ready for 2016.

**Key Improvement Strategy 2:****Embed aligned assessment practices to target the learning needs of individual students****Develop consistent practice in the use of reading benchmark assessments**

Staff workshops and whole school conversations led to smaller workshops in teams, based on guided reading, analysing reading data, and catering for students who are on the higher or lower end of the benchmark system. Teams looked at goal setting to meet the needs of lower or higher end students, or planning for students who hadn't improved in a set period of time. There was an identified need to spend time as a whole staff on administering and implementing running records and closely analysing this information. Whole staff workshops were implemented and this resulted in a common practice guide for staff, a greater understanding of analysing a running record and reading behaviours, as well as running record assessments becoming more consistent across the school.

**Research and trial effective assessment tools and develop whole school assessment schedule**

During term 3 the Progressive Achievement Tests in Mathematics (Fourth Edition) was trialled with the full year 2 cohort. Results were analysed to show both cohort and individual areas of strength and areas for development. Staff agreed this provided timely and valid data to guide programming of teaching and learning. The results will be correlated with the 2016 NAPLAN results, and a decision will be made with regards to future implementation. The school continued to use PM Benchmarks and mental computation assessments, combined with teacher-developed rubrics for individual units of work.

**Develop tracking folders for each student**

It was recognised that the school required a more systematic way of passing on student information and results from year to year. As a result, tracking folders developed for staff to record and manage relevant data on each student. Data from the core assessment tools (PM Benchmarks, Bee Spelling) have continued to be used and this information has been recorded in the folders. The tracking folders have been designed to allow for future changes to our assessment tools and schedule. Staff were consulted about the folders through team meetings, and offered suggestions for elements to be included in tracking information. Staff were given time at the end of the year to work through the tracking sheets for their students and complete the required information. Development of these folders ensures that staff at the beginning of each year will have data and work samples on each student in their class, and that the information is readily available and accessible.

**Reactivate GradeXpert for whole school data tracking**

The school has previously used GradeXpert for the management of assessment data; however, its use had been discontinued in 2013. During 2015 the value of reactivating this system was investigated. However, several potential barriers were identified:

- Significantly increased licence costs for the program
- The program does not manage non numerical data effectively
- Uncertainty around the proposed common ACT reporting template and associated software requirements

It was decided that the tracking folders provided a suitable interim solution, pending further investigations.

***Key Improvement Strategy 3:*****Build staff expertise and capacity to enhance student outcomes****Professional Learning based on guided reading and comprehension strategies**

An area of focus for 2015 was developing a common language for the teaching of reading strategies. Using First Steps Reading and Sheena Cameron's work as a basis, along with current practice in classrooms, a common language guide was developed for staff, and implemented during semester 2. During terms 3 and 4 staff shared examples of activities to explicitly teach some of the reading strategies, this fostered a culture of sharing but also quickly filled teacher's toolkits for use in the classroom.

**Build on mathematics observations by allowing teams to observe each other and provide feedback for mathematics**

In 2014 a major focus for the school was aligned to the pedagogy and practice of mathematics teaching. To continue to build on the work, teams were asked to engage in peer observations. The Australian Institute for Teaching and School Leadership (AITSEL) guides for classroom observation were used to structure the process, and teachers were given time off class to observe a colleague from their team. Feedback was given in team meetings, where the group reflected on their current practice and alignment to the school mathematics beliefs. Initially the year 5/6 team implemented the process and were then able to share their experience at a whole staff meeting, building confidence in the process. Staff reported the experience as positive as it allowed for reflection of their practice in the context of the work of their colleagues. This reflective conversation also aided in breaking down barriers associated with observations and allowed teams to identify areas for further improvement.

**Undertake observations and feedback of reading lessons**

Following on from the work done on aligning our English beliefs, a template for classroom observation was developed, and a member of the executive team observed teacher during a reading lesson. Observations took place over a three-week period with the reading beliefs document being used as a lens to discuss classroom practice. All members of the executive reported and reflected positively regarding the observations.

**Introduce the use of Google Apps for Education to enhance collaboration and engagement**

Executive staff developed a strategic plan to introduce the Google Apps for Education (GAFE) platform at Majura. Key steps in the process included:

- Five staff members attended the two day GAFE summit during term 1
- During term 2, 75 Chrome Books were purchased
- Four staff members who attended the GAFE summit presented a workshop to teaching staff and created a 'hook in' *Talk Goggle to Me* video to demonstrate how the Google platform can be used
- Executive staff gave a presentation at a Parent and Citizens meeting, this allowed parents to develop an understanding of Google Apps for Education and to have their questions and concerns addressed

Term 3 saw the upper primary team introduced Chrome books and GAFE to the students, setting up protocols for the use of the devices and platform. Teachers developed a geography unit in term 3 that was based around teaching students how to use the devices and the GAFE platform. In term 4, the Market Day business unit added the next layer with students having the ability to share documents and work collaboratively on a set assignment.

The GAFE platform was introduced to staff through a step-by-step approach. Staff minutes and agendas were created and shared using Google Docs, this allowed ease of taking minutes that were instantly saved and available to all staff. An online booking system for IT

devices was created as well as an online log for any ICT issues, having these on the Google platform allowed teachers to have access at school or home. A staff classroom was created to centralise all the documents and forms. In term 4, the year 3/4 team converted the planning documents and trialled using Google Docs for term planning.

During term 4 an increasing amount of school administration documentation was transferred to the Google platform, resulting in ease of access and the ability to share and collaborate on work. The creation of rosters and timetables was done using Google Docs. The outstanding benefit for the executive team was collaboratively creating Professional Learning presentations on Google Slides and working on them at the same time from different locations.

During week 5 in term 3, executive staff presented to the Directorate Leadership ICT meeting in regards to the journey Majura Primary had undertaken. In term 4 the business manager attended a workshop on Google Apps for Business Managers.

#### ***Key Improvement Strategy 4:***

##### **Build Professional Learning Community structures to facilitate staff collaboration**

##### **Establish norms and expectations around collaborative team work**

At the beginning of the year all teaching teams developed their own set of norms for their professional learning team. All teams checked in and reflected on their team norms throughout the year and revised them as necessary. These norms allowed for regular discussion to take place based on the collaborative nature of the Professional Learning Teams. All staff also provided feedback through an anonymous survey to inform executive staff of how they felt meetings were being run. This led to coaching conversations within the leadership team to align practice and build capacity. A staff survey undertaken during term 3 indicated that 92% of staff found the format and conduct of team meetings effective.

##### **Aligned release for year level teams to plan collaboratively, linked with term planning days**

A survey conducted in 2014 around working collaboratively, gave feedback that more time was needed together to be able to effectively plan in collaboration. For 2015 the release timetable was organised to enable all teaching teams to have an hour and a half block off together. At the end of term 2 the executive team asked for feedback in relation to this change. The executive team reviewed the feedback and shared it with teams to unpack the differences and similarities and offer ideas of ways forward when issues were identified.

##### **Establish School Improvement Focus Teams (SIFT) to progress Strategic Plan priorities**

The focus for 2015 was to establish a whole school approach to school improvement in order to develop a way for collaboration not only in teaching teams but also across year levels. The School Improvement Focus Teams (SIFT) were established and structured around three key strategies:

- Development of the schools ICT platform and expertise

- Developing understanding of the schools values within a program for social and emotional learning
- Reviewing curriculum mapping and documentation across the school

The focus groups had a member for each year level and an executive was a part of each team.

The focus groups met twice a term and during this time discussed action tasks to support strategies in the Annual Operating Plan. Members of each group would then take this information back to their teaching teams and complete actions in the time allocated.

**Table: Strategic Priority 1 - Performance against targets**

Target	Result
• 85% of students will achieve average or above expected growth in PIPS Reading	85%
• 85% of students will achieve average or above expected growth in PIPS Numeracy	91%
	○ Reading 75%
	○ Numeracy 70%
• Percentage of students achieving greater than expected growth in NAPLAN areas will be:	○ Writing 65%
	○ Spelling 60%
	○ Grammar and Punctuation 70%
• 85% of students will achieve reading benchmark result within or above the expected band for the expected band for their year level	85%

The table above demonstrates that targets for PIPS and reading benchmarks were met or exceeded. NAPLAN targets were met for numeracy, spelling and grammar and punctuation, with the results for reading and writing falling slightly below the target.

### **Strategic Priority 2:**

**Build a connected school community through embedding the Majura Primary School purpose, vision and values**

#### ***Key Improvement Strategy 1:***

**Develop, implement and embed effective management systems**

**Audit and map current management systems and position descriptions to align with the intent of the 2015-18 Strategic Plan**

The executive team and business manager reviewed a range of business systems during the year, identifying redundant or ineffective processes, and developing new process documentation where required. This work was incorporated into the Majura Manuscript, which is the key staff induction and information document.

#### **Develop timeline for policy and procedure review and development**

During 2015 an executive staff member reviewed existing policies with regard to fitness for purpose and compliance with current Education Directorate policies. Some polices were

deemed no longer relevant as they had been superseded by Directorate policies, and a timeline was developed for review of policies still required.

#### **Update and further develop the Majura Manuscript**

In 2014 the Majura Manuscript staff information booklet was developed for the beginning of this year. During the year and especially in term 4 the executive team worked on refining and updating the procedures and information within the manuscript. In term 4, the document was converted to an online Google Doc, for the beginning of 2016, to make it more accessible and up to date.

#### **Key Improvement Strategy 2:**

##### **Develop, implement and embed effective communication strategies including the use of ICT**

#### **Upgrade of the school website**

Members of the executive team worked closely with the directorate's ICT section to develop a new website architecture that would be more user friendly and succinct. This required an audit of existing content and developing new information under identified focus areas. The majority of this information was developed during term 3 and the new site created, going 'live' during term 4. The new website is easier to navigate and designed to be easier to keep up to date.

#### **Replace paper communication with electronic where possible**

The focus for 2015 has been around the use of Google Apps as a way to communicate. All staff meeting minutes and agendas are now accessed through Google and the development of the Majura Staff Google site for 2016 during term 4 again reduced paper usage. From the start of the year the staff 'daily news' was sent out via email, which resulted in better take-up. A major drive was undertaken to increase the percentage of families receiving the school newsletter via email, with the result being an increase to 97 per cent of families. A range of email lists have been established to enable permission notes and information for parents being sent via email where possible.

#### **Extend ICT infrastructure to support and extend teaching and learning**

Following the major improvements in ICT infrastructure in 2014, the key activity during 2015 has been the successful introduction of 75 Chromebook devices for student use. This has enabled the school to start retiring a number of student devices that are approaching their end of life.

#### **Key Improvement Strategy 3:**

##### **Communicate the qualities of the desired school culture through the Majura Primary School purpose, vision and values**

#### **Establish visual displays across the school of the Purpose, Vision and Values**

At the commencement of 2015, all staff participated in team building activities based on building collaboration and professional learning community structures. One of the first activities was making a display for school corridors that included the vision, values & behaviours and purpose of the school. This included photos of teachers acting out each of

the values. These pictures were used at the beginning of the year to promote the values with students and they were displayed across the school. As the year progressed students were 'snapped' displaying the values and replaced the photos of the teachers. This has promoted the common language and visibility of the values across the school.

#### **Align student award structure to school values**

In 2014 work had been done through a consultative process on completing our school values and vision. Through this the school executive ran workshops during staff meetings to discuss how we align the values with processes throughout the school. It was decided to review the student award structures, and how awards could be used to embed our school values. A working group was established in term 1 which looked at our student award process, and refined it by clearly aligning awards to the school values. The new award structure commenced at the beginning of term 2, class and principal's awards are now clearly aligned to the school values of respect, excellence and responsibility, and have become a focused part of our school assemblies. Values 'spotto lotto' was also introduced to recognise and promote our values in the playground. Students enjoyed receiving tickets and going into the draw for a canteen voucher or morning tea with the Principal.

#### **Link explicit teaching of school values to Friendly Schools Plus**

Following on from the values activities completed by staff during the designated professional learning days, all classroom teachers designed and implemented a short unit of worked based on the school values and Friendly Schools Plus. These units provided a scaffold to unpack the values and behaviours and gave a common language to all members of the school community.

All staff were given time to unpack their resource kits aligned to social and emotional learning and Friendly Schools Plus, and design explicit lessons relating to the school scope and sequence. At regular intervals throughout the year during staff meetings, teams reflected on what had been taught and what was still required, ensuring the program in its entirety was delivered to students across all year levels.

#### **Key Improvement Strategy 4:**

##### **Build student representation processes and voice across the school**

##### **Redevelop Student Representative Council K-6 to strengthen and empower student voice**

At the beginning of 2015, an executive teacher took on the role of SRC Coordinator. The SRC became an opportunity for all classes to participate and be represented across the school. Moving from a year 3-6 model the aim was to embed a K-6 model, with kindergarten students supported by the senior students. A regular fortnightly meeting time was established allowing time for class meetings beforehand. An SRC executive was established with students from year 6 having clear roles and responsibilities.

Towards the end of 2014 a purpose statement was developed by the students and this was used as the criteria for electing students at the beginning of 2015. Students received badges and their photos were displayed in the front foyer as role models for the school.

Communication with the student body was done via Google Classroom, which allowed

classes to post important issues that arose from class meetings and ensure important messages were relayed to the classroom.

Each semester the SRC Executive developed a formal report that was distributed to the community to summarise the efforts and concerns of the student body.

***Key Improvement Strategy 5:***

**Develop a physical school environment that supports student engagement and learning**

**Completion of Student Support Space**

Following on from work started in 2014, the former ICT laboratory was refurbished and renamed the Student Support Space. The space now includes a variety of flexible furniture, soft cushions and beanbags, soft lighting, sensory aids and various social skills games and activities. It is regularly used to support students with special needs during lunchtimes, and is also used for intervention groups and other activities throughout the school day. Students are able to access this area for restorative meetings or relationship rebuilding that has taken place following an incident on the playground. This space is a location point for teachers to access additional resources to support students with special needs in the classroom environment.

**Develop Stephanie Alexander Kitchen Garden learning environment**

The Stephanie Alexander Kitchen Garden (SAKG) program continues to be an important aspect of the Majura Primary educational program. During 2014 the structure of delivery was changed to allow children in the younger grades (K-2), to be introduced to the program. This proved very successful and has been well received by parents and students. At the start of the year the classifications of SAKG staff were reviewed, and altered to more directly recognise the educational aspects of their work, and establish a sustainable approach to staffing the program.

**Work with Majura P&C on playground redevelopment project**

Over several years the P & C has been working on a project to renovate the outdoor play areas to provide a more natural and stimulating environment for creative play. A landscape architect developed concept plans, which were presented to the school community for consultation. Following a positive response, the P & C agreed to commit the major part of funds to what is called the 'Playscapes' project. An initial commitment of \$60 000.00 was made to get the project started, with further funds to be committed as they are raised.

***Table: Strategic Priority 2- Performance against targets***

<b>Target</b>	<b>Result</b>
65% of staff will agree there is effective communication	71%
85% of students will agree they feel safe at school	91%
70% of students will agree their opinions are taken seriously	79%
85% of students will agree that they have access to ICT	97%
55% of staff will agree they use ICT as an integral part of learning	100%
90% of parents will agree they are satisfied with their child's	90%

The table above demonstrates that all targets were met, with most being exceeded.

## 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	229113.72	175155.26	404268.98
Voluntary contributions	7225.00	5750.00	12975.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	6212.00	1210.00	7422.00
External income (including community use)	7454.53	7104.54	14559.07
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3867.61	3811.01	7678.62
<b>TOTAL INCOME</b>	<b>253872.86</b>	<b>193030.81</b>	<b>446903.67</b>
EXPENDITURE			
Utilities and general overheads	30243.01	68267.71	98510.72
Cleaning	51533.07	61371.70	112904.77
Security	909.10	776.14	1685.24
Maintenance	16452.89	18045.45	34498.34
Administration	7261.94	994.46	8256.40
Staffing	5018.50	221.75	5240.25
Communication	3020.95	5411.37	8432.32
Assets	42646.62	5232.51	47879.13
Leases	0.00	0.00	0.00
General office expenditure	15212.96	27266.10	42479.06
Educational	7588.77	9487.87	17076.64
Subject consumables	5978.19	1393.29	7371.48
<b>TOTAL EXPENDITURE</b>	<b>185866.00</b>	<b>198468.35</b>	<b>384334.35</b>
<b>OPERATING RESULT</b>	<b>68006.86</b>	<b>-5437.54</b>	<b>62569.32</b>
<b>Actual</b> Accumulated Funds	91274.14	88062.32	88062.32
Outstanding commitments (minus)	-409.09	0.00	-409.09
<b>BALANCE</b>	<b>158871.91</b>	<b>82624.78</b>	<b>150222.55</b>

**Professional learning**

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1427.

**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**

Nil

## 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-
- 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

<b>Parent Representative:</b>	Alison Manders	Toni Hassan,	Stefanie Pidcock
<b>Community Representative</b>	Steffen Etherton,		
<b>Teacher Representative</b>	Kate Perkins,	Joanne French	
<b>Board Chair:</b>	Alison Manders		
<b>Principal:</b>	Daniel Zobel		

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: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

Date: \_\_\_\_\_