

Mount Rogers Primary School
Board Report
2013

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



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The school website is www.mtrogers.act.edu.au

Inquiries about this publication should be directed to:

Mount Rogers Primary School
Alfred Hill Drive
Melba ACT 2615

General Inquiries:

Telephone (02) 6205 8066

About our school

Introduction to School

Mount Rogers Primary School is situated in Belconnen in the north-west region of Canberra. Students are mostly drawn from the suburbs of Flynn, Melba and Spence. The school has two off-site preschools in Flynn and Spence as well as one at Melba adjacent to the primary site. An Early Childhood Intervention Unit located at the preschool in Flynn is also attached to the school. With a growing enrolment, a large percentage of our students are in the junior grades. The school core values of 'Excellence, Respect, Honesty and Fairness' underpin all that we do.

As a Literacy and Numeracy National Partnership School until the end of 2012, there has been a strong focus on the explicit teaching of literacy and numeracy across all curriculum areas. With 2013 as the first year without affiliation as a partnership school the focus was on ensuring we continued improving literacy and numeracy teaching and learning. A specialist literacy teacher was employed to provide early intervention for students in kindergarten to year 2. The literacy and numeracy coordinator worked alongside teachers to achieve the best results for all students. Targeted intervention for students identified as needing extra support and extension was provided by our literacy and numeracy support team.

In conjunction with the Australian National University School of Music, Mount Rogers Primary continued a specialised music program. During the year all students participated in Outreach singing visiting nursing homes, preschools, Cranleigh Special School and other groups to share a love of music. Parents supported this program by providing transport for students to venues. A number of musical events involving the community were also held at the school during the year, including fortnightly singing with Belconnen Community Service adult disability group

Mount Rogers Primary is the only government primary school in the ACT offering a German language program. This program links with our environmental education and sustainability program. With a growing enrolment it was not possible for some classes in the junior grades to attend German lessons each term, however all students from years three to six continued to receive German language instruction weekly.

The school plays an important role in the community providing an 'Early Links to Learning Playgroup' is provided at the school offering parents information about services available and support with early literacy development.

Student Information

Student enrolment

In 2013 there were a total of 436 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	232
Female	204
Indigenous	17
LBOTE	86

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	91.9
1	91.8
2	93.1
3	91.5
4	92.6
5	91.8
6	96.2

Source: Planning and Performance

Parents are requested to contact the school before 9:00am if their child is going to be absent. Class teachers contact parents if a child has missed three consecutive days without notifying the school. Students who are frequently absent are referred to the special needs team within the school. Parents of these students meet with the executive team leader to develop strategies to improve attendance. The deputy principal is also informed.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	23

Source: School Data

Workforce Composition

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

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	14
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	31
TOTAL	49

Source: Workforce Management

Note: This table includes pre-school staffing

There are three Indigenous staff at this school.

Volunteers

Volunteers play an important role in the education and well-being of students at Mount Rogers Primary, and also support the school in many areas of school improvement. Some examples of ways the Mount Rogers community supports the school are:

- canteen – operating four days a week
- P&C activities – welcome morning teas, end of year barbecue, fundraising, Mother's and Father's Day breakfasts and stalls, Bunnings barbecues
- Weekend Family Fun Festival
- weekly 'Building With Blokes' meccano program
- assisting at swimming, athletics and cross country carnivals, and other sporting events
- transporting members of the band and their instruments to performances
- Breakfast Club run by local church group
- Supa club – Christian based lunchtime program
- parent run uniform shop, student banking, music tutor program and night time aerobics program
- helping in classrooms
- assisting in the library
- support of Jolly Rogers Café

- mentoring students
- Walk/ride to school program
- Lunchtime clubs
- parent run disco for students

The number of hours of voluntary work amounted to over 9 500 hours in 2013.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

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

Mount Rogers Primary School was validated in 2013. A copy of the last validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2013 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2013, 83% of parents and carers, 89% of staff, and 80% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	98
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	87
This school is well maintained.	87
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	85
My child likes being at this school.	92
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	81

Source: 2013 School Satisfaction Surveys, August/September 2013

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

Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	69
Teachers at my school treat students fairly.	69
My school is well maintained.	56
I feel safe at my school.	47
I can talk to my teachers about my concerns.	52
Student behaviour is well managed at my school.	40
I like being at my school.	67
My school looks for ways to improve.	78
My school takes students' opinions seriously.	44
My teachers motivate me to learn.	87
My school gives me opportunities to do interesting things.	73

Source: 2013 School Satisfaction Surveys, August/September 2013

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

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

Professional Learning

Staff professional learning through many targeted opportunities continued to be a focus in 2013.

In developing a consistent approach to the teaching of mathematics, at the commencement of the year all teachers participated in professional learning with Di Siemon, a professor of mathematics education from the School of Education at RMIT University Victoria. Di provided staff with greater insights into the importance of developing a sense of number in primary aged children. The days learning focussed on three essential underpinnings in the teaching of number; i) numeration, ii) meaning for the operations and iii) mental strategies or number facts. As a staff, teachers introduced many of the strategies and ideas from the day into their programs.

Teachers working with kindergarten to year 2 students completed Count Me In Too training during the year. The Schedule for Early Assessment (SENA) was used to assess and group students from kindergarten to year 2. Teaching strategies from this program were implemented across these grades.

'Team Teach' training course was completed by all staff at the beginning of the school year. Team Teach was developed to help staff to develop skills in behaviour management and student support, including verbal and non-verbal communication, diversion and de-escalation and safe and effective interventions. It provides a framework to equip teachers with the attitudes, skills and knowledge designed to reduce risk and support students own learning about ways to manage their own behaviour.

Throughout the year staff engaged in targeted professional learning lead by the deputy principal to support the implementation of the Australian Curriculum. This required a number of sessions devoted to how we organise curriculum at Mount Rogers. The outcome has been the development of five key concepts that drive an integrated approach to teaching Australian Curriculum science and history. This newly developed approach will be used during 2014 and will seamlessly allow for the implementation of Australian Curriculum geography.

During term 1 staff worked collaboratively to review the current Mount Rogers reporting template. Time was spent recreating the report format so that it now reflects the implementation of the Australian Curriculum. The outcome has been that we now use a report template that reports progress towards achievement standards at the end of semester 1 and a summative report template at the end of semester 2.

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Mount Rogers Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	49	125	51	126
Mathematics	38	53	39	54

Source: CEM Centre

Detailed analysis of our school's academic achievement are incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

NAPLAN Assessment

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

In 2013, 0% of year 3 students and 0% of year 5 students were exempt from testing based on nationally agreed criteria.

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

Table: Mount Rogers Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	442	444	503	520
Writing	439	423	468	487
Spelling	395	417	481	497
Grammar & Punctuation	442	445	491	516
Numeracy	400	415	493	500

Source: Planning and Performance, December 2013

It is worth noting that writing is an area of strength for our year 3 students who were 16 points above the ACT mean. 69.5% of year 3 students were in the top two bands in writing compared with the ACT average of 54.3%.

92% of year 3 students are at or above national minimum standard in spelling. 100% of year 3 students are at or above national minimum standard in reading, writing, grammar and punctuation, and mathematics. With respect to our year 5 students, 97% are at or above national minimum standard in reading, and grammar and punctuation; 97% in writing and spelling and 100% in numeracy.

An area for development is spelling, where at year 3 and year 5 our students performed well below the ACT. In year 3 the school achieved an average score of 395 compared to the ACT average of 417. In year 5 the school average was 481, compared to 497. To address this, staff will participate in ongoing professional learning and the teaching of spelling will be a focus across the school in 2014.

Further detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

Performance in other areas of the curriculum

Music education through the Outreach music program mentioned earlier in this report continued to be a highlight for the school in 2013. Student, staff and parent surveys during the year indicated increased confidence and engagement in singing as the year progressed. The whole school German language program now in its fourth year of implementation has a strong presence within the school. Two school based apprentices provided additional support in the teaching of physical education and fundamental motor skills across the school.

During 2013 a strong focus was placed on providing alternate curriculum options through the lunchtime clubs program. These clubs included Wakakirri dance, cartooning, gardening, indoor bowls, social skills through play, boys craft and girls clubs.

Progress against School Priorities in 2013

Priority 1

Develop agreed and consistent approaches to systems and processes across the school

Targets

- Twenty percent of identified processes are written and endorsed
- Ninety percent of staff are confident and consistently follow endorsed processes

School improvement domain covered with this priority

- Leading and Managing

Progress

Following the 2012 validation process, this priority was seen as crucial to the smooth running of Mount Rogers Primary School. The journey against meeting this priority began at the end of 2012. The Quality Learning Australia (QLA) School Process Reference model was used for teachers to identify processes they thought were not working, working well or unsure of. Results were collated with the following systems and processes being identified to address in 2013: school keys; excursion procedures including risk assessments; special needs procedures; assembly procedures and saving and organisation of material on the school shared computer drive. Each of these processes was addressed during 2013.

Using the QLA School Process Reference Model, storage of shared school information is now under the following headings: Administration Processes, Leadership Processes and Learning Processes. To assist all staff in locating and saving documents to the new g drive an excel spreadsheet was created. In addition all staff are encouraged to insert the file path on footers of all documents. While all staff are still getting used to where things are, the process of finding and saving documents is certainly easier.

Perhaps the biggest concern for staff at the end of 2012 was the lack of school keys for teachers. The school was re-keyed during term 2 of 2013. This has meant that all staff now have a key and therefore access to teaching spaces and storerooms.

Administration and teaching staff were involved in the development of procedures for excursions. A timeline and checklist was created which covers all aspects of booking and going on an excursion, including risk assessments, first aid, payments, bus bookings, permission and staff ratios.

Procedures for assemblies and special needs were also published after staff consultation during first term of 2013.

In relation to our specified targets for this priority, the following is evidence of our progress;

- The five identified processes to address in 2013 were all completed.
- Anecdotal evidence indicates that in 2014 work on ensuring staff are able to correctly store and access documents on the staff shared drive will need to continue. All excursions in second semester were planned using the new excursions procedures. Assembly procedures were implemented and will continue to be refined to cater for a growing student population. The endorsed processes are included in 2014 Staff Handbook. Staff meeting time will be allocated in 2014 to allow for discussion and clarification of each process.

Priority 2

Embed the Australian Curriculum and Early years Learning Framework.

Targets

- Ninety percent of primary school teachers using Australian Curriculum English, maths, history, science and geography to plan, teach, assess and report
- One hundred percent of preschool teachers using the Early Years Learning Framework to guide their observations, planning, reflection and reporting

School improvement domains covered with this priority

- Learning and Teaching
- Leading and Managing
- Student Engagement

Progress

During 2013, Mount Rogers' teachers used the Australian Curriculum to plan, teach and report against the teaching of English, mathematics, history and science. Teachers also used the draft Australian Curriculum geography and the arts to guide their planning, teaching and reporting in these two areas.

Teachers were given opportunity during the week before school began in January to engage with the Australian Curriculum, in particular the scope and sequence documents. This allowed teachers to begin the year with a shared professional understanding of planning and teaching using the Australian Curriculum. Teachers use school-based planning templates based on the Australian Curriculum at their reflection and planning days at the end of each term.

During term two the Mount Rogers Student Report was evaluated and redesigned to ensure alignment with achievement standards from the Australian Curriculum. The new semester one report is titled a progress report and reflects student progress towards the achievement standards. The new semester two report is titled summative report which reports achievement against the standards.

During term three the deputy principal lead staff in developing a new approach to organising curriculum, in particular investigating big ideas and robust concepts that drive inquiry learning. After engaging in professional readings and investigating models from other schools the following big ideas were adopted:

- People, Place and Culture
- Challenge and Perseverance
- Change and Discovery
- Sustainability and Stewardship
- Creativity and Expression.

Planning documents for 2014 and beyond will reflect these ideas.

Preschool teachers met weekly to discuss and reflect on their practice against the National Quality Standards and Early Years Learning Framework. All preschool teachers use the framework to guide their observations, planning, reflections and reporting.

In relation to our targets for this priority the school achieved:

- 100% of primary school teachers are using the Australian Curriculum English, maths, history, science and geography to plan, teach, assess and report
- 100% of preschool teachers using the Early Years Learning Framework to guide their observations, planning, reflection and reporting

Priority 3

Improved literacy and numeracy outcomes for all students

Targets

- Ninety percent students reach school benchmarks in reading
- Ninety percent of students in Kindergarten achieving expected or above expected growth in PIPS
- Eighty percent of year 5 students achieving expected or above expected growth in NAPLAN
- School achievement of ETD NAPLAN set targets

School improvement domains covered with this priority

- Leading and Managing
- Learning and Teaching

Progress

During 2013, Mount Rogers' staff continued their journey to support best practice and work towards consistency of whole school programs to improve student outcomes in literacy and numeracy. Throughout the year staff were involved in professional learning opportunities designed to ensure a focus on improving literacy and numeracy results for our students. The year began with targeted numeracy professional learning for all teachers with Di Siemon presenting a workshop entitled 'Big Ideas in Number'. This workshop focussed on the importance of students having a solid understanding of number before progressing through other key ideas in maths.

Kindergarten to year 2 teachers completed Count Me In Too (CMIT) professional learning during the April stand down. These teachers then incorporated new teaching strategies during term 2 and implemented Schedule Early Number Assessments (SENA) consistently throughout the rest of the year. By the end of term 3, 70% of students in year 1/2 had moved at least one phase in their use of arithmetic strategies. Of these 33% were ready to complete SENA 2 before the end of the school year.

Throughout 2013 teachers have continued to enter student literacy and numeracy achievement data on the school monitoring list. Individual results and progress with reading benchmarks are graphed at the end of each term. Year level professional learning teams used benchmark graphs and growth data to discuss intervention, resourcing and celebrate success.

Table: End of year Reading Benchmarks

Year	K	1	2	3	4	5	6
Reading Level	5	14	20	24	26	28	30

Source: Mount Rogers Primary School 2013

With regard to our first target for ninety percent students to reach school benchmarks in reading, this target was met at some year levels, but not across the whole school. In analysis of this data we were pleased to see that if we included students who were one level below benchmark we came close to reaching our goal at almost every year level.

Table: Percentage of students at or above reaching Reading Benchmarks

Year	K	1	2	3	4	5	6
Percentage	79	79	92	71	75	90	78

Source: Mount Rogers Primary School 2013

Analysis of reading data also indicates that 15% of our kindergarten to year 2 students achieved substantial improvement as measured by growth of over four reading levels each term throughout the year.

2013 saw a shift in the teaching of reading in the junior classes. The traditional early intervention model of targeted reading groups was reformed to align with the principles and strategies of the Daily 5 model. This model provides a structure that supports students to develop the daily habits of reading, writing and working independently. Students are involved at a greater level in choosing their own reading material. School based reading targets were aligned with benchmark ranges provided by the literacy and numeracy section of the Directorate.

Targeted early intervention in reading has continued with a reading recovery like program running for identified year one students. The reading recovery teacher has worked successfully with eleven students over the course of the year.

The school is participating in the Principals As Literacy Leaders (PALLS) program during 2013-4. This has led to a renewed focus on literacy and numeracy data analysis during team meetings and planning and coaching time (PACT).

Kindergarten teachers held meetings with the parents of students who had PIPS results below 40 in the February testing schedule, as outlined in our Operational Plan. At these meetings student progress and forward planning, including academic goal-setting, were discussed with parents. Parents were provided with a pack of resources to support student learning at home. Although we did not reach our target of 90% of students making average or above average growth in PIPS mathematics and reading using progress data. We achieved 78% of our kindergarten students reaching this target in mathematics and 73% in reading. Overall our students grew in line with the ACT average in both areas.

We were disappointed that our target of 80% of year 5 students achieving expected or above expected growth in NAPLAN was not met. In mathematics only 52.4% and in reading 55% of our students achieved greater or equal expected growth. To address this concern in 2014 the successful strategies implemented over the past three years to improve teaching and learning in kindergarten to year 2 will be introduced in our senior grades.

Table: Percentage of students achieving greater than or equal to expected growth in NAPLAN

Domain	Percentages
Reading	55.0
Writing	81.8
Spelling	63.6
Grammar & Punctuation	59.1
Numeracy	52.4

Source: SMART, February 2014

In NAPLAN our year 3 and 5 students mean scores were within the target range when considering the confidence intervals for reading and numeracy. In year 3 our students performed particularly well in writing where all our year 3 students performed above the ACT average.

Table: 2013 Targets and Actual Scores for Numeracy

Year	School target	School mean	Belconnen mean	ACT mean
3	415 ± 26	400.5	408.8	414.8
5	496 ± 26	493.1	494.2	500.3

Source: Planning and Performance

Table: 2013 Targets and Actual Scores for Reading

Year	School target	School mean	Belconnen mean	ACT mean
3	432 ± 36	442.3	436.6	443.9
5	511 ± 34	502.9	509.8	520.2

Source: Planning and Performance

Priority 4

Alignment of school direction with needs and priorities of the community

Targets

- School satisfaction survey data indicates parent satisfaction with direction and consultation with the school is at or above ACT average
- Increased percentage of students who rate 'connectedness to school' and 'self-esteem' successful as compared with 2012 data
- Percentage of parents who rate 'The individual needs of my child are catered for by the school' is at or above ACT average

School improvement domains covered with this priority

- Leading and Managing
- Teaching and Learning
- Student Engagement
- Community Engagement

Progress against outcomes and targets

In semester 1 teachers reviewed processes and practices that support student connectedness and self-esteem across the school. An audit of lunchtime clubs occurred to gauge whether these met student need and interests. Part of the purpose of these clubs is to also provide targeted support for student's social and emotional development. New clubs were introduced in response to the audit.

2012 student survey data indicated that our senior students did not see opportunities for leadership within the school. In response to this data a Mount Rogers Leadership Program was developed for senior students. Students were asked 'What makes a great leader?' and reflected on their own leadership qualities before signing up to be a leader in two or three categories. After some deliberation and matching students to roles all year 6 students were presented with leadership badges at a special assembly in term three. Our current year 5 students will go through a similar process late in term 4 2013 ready to be leaders for the start of term 1 2014.

School satisfaction data indicates the school is at or above ACT average in areas related to direction and consultation.

Table: Percentage of parents who agree or strongly agree with items in school satisfaction survey

Question	Our School	All Primary Schools
Community partnerships are valued and maintained	85	83
I am satisfied this school has high expectations in all that it does.	83	83
This school takes parents' opinions seriously.	79	78
Teachers at this school motivate my child to learn.	91	86
My child's learning needs are being met at this school.	83	81
This school works with me to support my child's learning.	81	81

Source: Planning and Performance, 2013

With regard to the target of an increased percentage of students who rate 'connectedness to school' and 'self-esteem' as compared with 2012 data in the Belconnen "Feelings about Yourself and School' Student Survey, there has been little change over the past three years. Results indicate that on a five point scale 'self-esteem' has gone from 4.0 to 4.1 and 'connectedness to school' has gone down from 4.1 to 4.0. To address this lack of improvement the school will be investigating current practices and having renewed focus on improving mental wellbeing. Mt Rogers has committed to participate in the KidsMatter program from 2014 -16.

Opportunities for parents and guardians to link with the school and support their children's learning in 2013 included a welcome to kindergarten barbeque; sessions led by staff on 'volunteering in the classroom', 'how children learn to read', 'transition to kindergarten' and a numeracy evening based on Middle Years Mental Computation strategies. Attendance at these sessions was high and feedback positive.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

The Flynn Preschool Unit underwent the Assessment and Rating Process in 2013 and received an Exceeding Rating against all seven Quality Areas. Spence and Melba Preschools are still awaiting confirmation of their assessment and rating cycle.

Education program and practice

The preschool team have continued to build on their strengths in programming, planning, observing and reflection. This has been a focus of team meetings where approaches at each site have been shared and reflected upon. The team has worked closely with the special needs team and Early Intervention Team(s) from several schools in order to support students with additional needs at each site. The Early Intervention teacher located at Flynn Preschool has been instrumental in sharing her expertise with all team members.

Children's health and safety

Significant work has been undertaken this year in improving the processes and procedures relating to injury, incidents, accidents and illnesses. These processes have been formulated into flowcharts and have been refined after significant consultation and trial with all preschool staff.

Each preschool site has implemented an area for children to rest when needed, in line with the National Quality Standard. At Spence Preschool, for example, students are provided with a bean bag and a basket of books and soft toys to access when they are feeling tired or needing time by themselves. This has proved popular with most children at different times of the day or week.

Relationships with children

The preschool staff's relationships with children continue to be an area of strength. This has been demonstrated at each site by the way in which each child's area of interest is fostered and catered for. Students with additional needs have been supported in a variety of individual ways, and their needs have been met in a manner which maintains their dignity and respect.

Staffing arrangements

The leadership team has continued to ensure all staff at preschool (teachers, preschool assistants, release teachers and relief teachers) have completed the appropriate training. A system has been implemented to capture the qualifications of regular relief staff to ensure they are approved by Australian Children's Education and Care Quality Authority (ACECQA). Staffing officers have also been briefed on the qualification requirements.

Leadership and management

Administrative processes have been streamlined throughout the year and this has assisted in the induction of new and/or temporary staff at each preschool staff. The preschool team leader has continued to build a culture of a professional learning community which is seen by preschool staff as fundamental in the improvement and reflection process. This approach

has been recognised by other schools and many requests for advice and professional sharing has been sought by other school leadership teams.

Physical environment

A focus in 2013 across all preschool sites has been on sustainability and caring for the physical environment. Each site has been growing vegetables, composting and recycling with intentional teaching focussing on each of these aspects of sustainability. Teachers have attended professional learning on planning and supporting play in the outdoor environment and this has had a significant impact on the practice at each site.

Collaborative partnerships with families and communities

A focus for the preschool team this year has been on improving communication with families and collecting feedback on whether the communication modes are meeting their needs. As a result each preschool site has changed the way they are communicating with their families, and while this is different at each site, it is responsive to the needs of their individual parent communities. Professional learning connections have been strengthened within the cluster resulting in our preschool staff hosting multiple sharing afternoons. This relationship is set to continue in 2014 with preschool cluster staff attending professional learning together in January.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1313.

Voluntary contributions

This school received \$17,705 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Reserves

Name and purpose	Amount	Expected Completion
Photocopier	\$5000	2013
Room upgrade	\$10,000	2012

Financial Summary	
	31-Dec-13
INCOME	
Self management funds	314242
Voluntary contributions	17705
Contributions & donations	6857
Subject contributions	5720
External income (including community use)	12358
Proceeds from sale of assets	0
Bank Interest	7953
TOTAL INCOME	364835
EXPENDITURE	
Utilities and general overheads	101027
Cleaning	87307
Security	814
Maintenance	37249
Mandatory Maintenance	0
Administration	9415
Staffing	0
Communication	9998
Assets	17932
Leases	0
General office expenditure	31411
Educational	26026
Subject consumables	7435
TOTAL EXPENDITURE	328614
OPERATING RESULT	36221
Actual Accumulated Funds	157307
Outstanding commitments (minus)	24908
BALANCE	168620

Endorsement Page

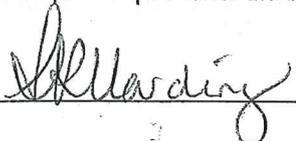
I declare that the Mount Rogers Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

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

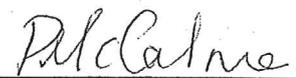
MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Paulene McCalman	Penny Dakin	Michelle Carrarro
Teacher Representative	Tracey Hanlon,	Helen Booth	
Board Chair:	Paulene McCalman		
Principal:	Sue Harding		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school’s operations this year.

Principal Signature:  **Date:** 8/4/14

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

Board Chair Signature:  **Date:** 8/4/14