



**MARIBYRNONG**  
PRIMARY SCHOOL

## Maribyrnong Primary School

Annual School Board Report  
2016



School Values Postcards

This page is intentionally left blank.



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*'.

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

Material in this publication may be reproduced provided due acknowledgement is made.

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

Inquiries about this publication should be directed to:

Maribyrnong Primary School  
Alberga St.  
Kaleen ACT 2617

General enquiries:

Telephone (02) 6205 5933

## Contents

---

School Board Chair Report .....	2
Context .....	3
Student Information .....	3
Student enrolment .....	3
Student attendance .....	3
Staff Information .....	4
Teacher qualifications .....	4
Workforce composition.....	4
Volunteers .....	5
School Review and Development.....	5
School Satisfaction.....	5
Overall Satisfaction.....	5
Learning and Assessment .....	8
Performance in Literacy and Numeracy .....	8
Early years assessment.....	8
NAPLAN assessment.....	8
Performance in Other Areas of the Curriculum .....	9
Progress Against School Priorities in 2016 .....	10
Financial Summary .....	11
Professional Learning .....	12
Voluntary Contributions .....	12
Reserves.....	12
Endorsement Page.....	13
Members of the School Board.....	13

## School Board Chair Report

---

Maribyrnong Primary School values the collaboration and contribution of the Board as it is the policy-making body of the school. The role of a School Board includes maintaining the School Strategic Plan, monitoring and reviewing the performance of the school, and approving the school's budget.

Each government school in the ACT is governed by a School Board whose membership comprises of the school principal, two elected staff members, three elected members of the parent body and a nominee of the Department of Education. This year the Board comprised of Principal Jennifer Howard, Deputy Principal Jantiena Batt and Executive Teacher Anna Thorpe as the staff representatives, with Lauren Newman Elizabeth Swann, Noel Florian as the parent representatives. Craig Jones continue to serve as the community representative.

As always, we are proud to look back on the year gone past. Some of our 2016 highlights included:

- Six outstanding educators nominated in the ACT Public Education Excellence Awards. These awards recognise their contribution to public education as highly regarded and effective educators. Our nominees we:
  - > Jacque Mengel – Education Support Role
  - > Leeanne Walls – Education Support Role
  - > Taryn Cameron-Smith – Early Childhood Teacher of the Year
  - > Sarah Baird – Early Childhood Teacher of the Year
  - > Kylie Apps – Primary Teacher of the Year
  - > Chris Moon – Primary Teacher of the Year
- Leslie Carr also received a highly commended award for innovation at the 'Australian Public Service Awards for Excellence'. This is an incredible achievement to acknowledge Leslie's hard work in the school.
- The KidsMatter action team has begun implementing components 1 and 2 with the staff, and the action team completed Component Three of the training in October (with the plan to implement in Term 1 2017). Because of the ongoing work in this area, the staff have elected to trial 'Bounce Back' – a program which supports children and adults to develop a stronger sense of wellbeing and to be more resilient, confident and successful.
- Executive teacher Anna Thorpe developed and established a Relationships Policy which has promotes positive relationships between all members of the community at Maribyrnong Primary School. This policy encompasses the current school values, school behaviour management policy and provides a new way forward as a community.

Other notable things that have enhanced our community are the launch of the Skoolbag App. This has allowed an extra element of effective communication between the school and the community. A Children's Crossing was installed on Alberga St in July. This is a welcome addition and it further encourages families to walk and ride to school safely.

I have been proud to sit as Board Chair in 2016 and anticipate that we will build upon the achievements of this year to create an even stronger school community in 2017.

## Context

Maribyrnong Primary School is a growing school community of 380 students from preschool to year 6. Broadly, the school has been working to enhance student wellbeing through a review of practice and collaborative construction of a school relationships policy. Enrolments continue to grow based on building works within the school's priority enrolment area. The school has committed to a new approach to teaching social, emotional learning including the implementation of the Bounce Back program. Improving teaching programs and practice remains a key priority in literacy and numeracy as well as explicit learning goals for each child.

## Student Information

### *Student enrolment*

In 2016 there were a total of 290 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	159
Female	131
Indigenous	4
LBOTE	76

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	93.0
1	94.0
2	94.0
3	96.0
4	93.0
5	93.0
6	93.0

Source: Planning and Analytics, December 2016

We employ two Literacy and Numeracy specialists to teach across the school to ensure equitable access to the curriculum for all students. Classes are organised into teaching teams where collaboration and team teaching are a key facet. We ensure that students are engaged in school activities and non-attendance

remains low by providing support and extension for identified students and through investing in a rigorous Literacy and Numeracy program. A key component of this is structuring classes to ensure the best possible pastoral care for all of our students. If non-attendance occurs, contact is made between the school and parents and carers, and where necessary, an individualised approach is used for support.

## 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 2016.

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

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	40

Source: Teacher Quality Institute, 16 December 2016

Our staff are acutely aware that high quality practice comes from high quality learning experiences. To ensure we achieve this, staff engage in additional study as part of their ongoing professional learning experiences.

### *Workforce composition*

The 2016 workforce composition of Maribyrnong Primary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, 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: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	24
Teaching Staff: Full Time Equivalent	21.7
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.4

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Maribyrnong continues to support student learning through the provision of high quality educators. We employ a literacy and numeracy specialist to teach across the school to ensure equitable access to the

curriculum for all students. Classes are organised into two or three teacher teams. We ensure that students are engaged in school activities and non-attendance remains low by providing support and extension for identified students and through investing in a rigorous literacy and numeracy program. A key component of this is structuring classes to ensure the best possible pastoral care for all of our students. A number of non-teaching staff are employed to support student learning through the provision of one to one support and small group work in the key areas of literacy and numeracy.

## Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 2450.

## School Review and Development

---

In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Maribyrnong Primary School will be reviewed in 2017. 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 2016 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 2016, 95% of parents and carers, 97% of staff, and 90% 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.

The results for the 33 staff who took part in the survey are tabled below.

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

National Opinion 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.	97
Teachers at this school treat students fairly.	97
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.	97
Student behaviour is well managed at this school.	97
Students like being at this school.	100
This school looks for ways to improve.	97
This school takes staff opinions seriously.	91
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	91
I receive useful feedback about my work at this school.	85
Staff are well supported at this school.	91

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 109 parents who took part in the survey are tabled below.

**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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	90
Teachers at this school treat students fairly.	92
This school is well maintained.	96
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	83
My child likes being at this school.	95
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	89
Teachers at this school motivate my child to learn.	97
My child is making good progress at this school.	94
My child's learning needs are being met at this school.	90
This school works with me to support my child's learning.	88

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 49 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**

National Opinion Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	90
Teachers at my school treat students fairly.	71
My school is well maintained.	82
I feel safe at my school.	67
I can talk to my teachers about my concerns.	69
Student behaviour is well managed at my school.	53
I like being at my school.	81
My school looks for ways to improve.	88
My school takes students' opinions seriously.	67
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	94

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

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

**Table: Maribyrnong Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	52	116	49	121
<b>Mathematics</b>	41	55	39	54

Source: Planning and Analytics

#### *NAPLAN assessment*

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 2016, no 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 2016 mean scores achieved by our students compared to the ACT.

**Table: Maribyrnong Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
<b>Reading</b>	469	441	540	514
<b>Writing</b>	401	420	481	474
<b>Spelling</b>	410	421	502	490
<b>Grammar &amp; Punctuation</b>	434	442	533	511
<b>Numeracy</b>	422	412	503	497

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

The Maribyrnong Primary community celebrated many successes in all areas of the curriculum in 2016. The highlights include:

- The establishment of a KidsMatter action team who delivered ten sessions of professional learning for staff.
- The establishment of a Relationships Policy which outlines the school values as determined by the community.
- Our senior school participating in the University of Canberra Lake Ginninderra College solar cooker competition. Students were awarded prizes in the following categories: fastest cooked, best designed and best participation.
- Our students who won a P-2 Award, a 3/4 Award and a 5/6 Award at the Chief Minister's Reading Challenge Awards Ceremony.
- Over 360 parents, carers and grandfriends who attended our learning journey in September.
- Success in the ACT SEA ACT Science Awards with two students receiving encouragement awards through the BHP Billiton Awards. We also won the Early Childhood SEA ACT Science Shield and had a large number of individual student awards and team awards.
- The school launched a new explicit Music program for children in kindergarten to year 2. We employed Katharine Finlayson, an Executive Teacher Professional Practice from the Instrumental Music Program, to work closely with our new music teacher.
- New bird boxes were installed in the playground, creating a warm, dry and safe space for native birds.
- The school installed a new senior playground which was launched by Education's Director-General Ms Diane Joseph.
- The canteen menu assessment was completed mid year with food categorised as amber (77%) and green (23%).
- The Maribyrnong Primary P&C funded the installation of a new sandpit in term 3. Ms Howson, the Director-General of the Education Directorate, formally opened our new sandpit on Monday 12 September.
- Maribyrnong Primary participated in the Carbon Challenge throughout August. In total, Maribyrnong families saved 378 249.98kg of emissions, with over 100 members! We enjoyed hosting the awards ceremony on Wednesday 21 September. The school received \$1500 which was used to purchase a greenhouse for students to use in the science centre.
- Mrs Carr, the schools specialise science teacher, received a highly commended award for innovation at the 'Australian Public Service Awards for Excellence' on Thursday 21 July.
- The Children's Crossing was installed on Alberga St in week 10 of term 2. The school have worked hard within our school community to raise awareness of the crossing (regular Facebook posts, emails to families, alerts through the new App). Each class has also completed a crossing visit and held discussions about how to use the crossing safely.

## Progress Against School Priorities in 2016

---

Below is Maribyrnong Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	218006.09	177883.45	395889.54
Voluntary contributions	6048.50	4708.00	10756.50
Contributions & donations	578.00	238.00	816.00
Subject contributions	6380.00	5550.00	11930.00
External income (including community use)	14802.27	8799.47	23601.74
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	9553.93	8995.93	18549.86
<b>TOTAL INCOME</b>	<b>255368.79</b>	<b>206174.85</b>	<b>461543.64</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	38556.86	72767.11	111323.97
Cleaning	37845.36	38913.24	76758.60
Security	323.00	615.00	938.00
Maintenance	13154.15	43260.22	56414.37
Administration	5743.89	1566.04	7309.93
Staffing	922.93	220.78	1143.71
Communication	7049.82	1168.55	8218.37
Assets	38198.07	0.00	38198.07
Leases	0.00	0.00	0.00
General office expenditure	16632.77	12920.72	29553.49
Educational	24805.53	6433.31	31238.84
Subject consumables	16633.78	0.00	16633.78
<b>TOTAL EXPENDITURE</b>	<b>199866.16</b>	<b>177864.97</b>	<b>377731.13</b>
<b>OPERATING RESULT</b>	<b>55502.63</b>	<b>28309.88</b>	<b>83812.51</b>
<b>Actual</b> Accumulated Funds	392187.06	345152.72	399476.12
Outstanding commitments (minus)	-99029.71	0.00	-99029.71
<b>BALANCE</b>	<b>348659.98</b>	<b>373462.60</b>	<b>384258.92</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$805.71.

## 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 2016.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Staffing Days Why created How enhances student, school, community outcomes	\$40172.77	12/2020
Readers	\$5000	12/2019
IWB	\$3735.00	12/2017
Senior Computer Upgrade	\$3736.60	12/2017
Photocopier	\$6000	12/2018
Tree Maintenance	\$5000	12/2017
Facility Upgrade	\$10000	12/2019
Furniture Upgrade	\$10000	12/2017
Plumbing Maintenance	\$3000	12/2018

## Endorsement Page

I declare that the Maribyrnong Primary School Board has operated in accordance with the provisions of the ACT *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

<b>Parent Representative(s):</b>	Elizabeth Swann	Noel Florian
<b>Community Representative(s):</b>	Craig Jones	
<b>Teacher Representative(s):</b>	Jantiena Batt	Anna Thorpe
<b>Board Chair:</b>	Lauren Newman	
<b>Principal:</b>	Jennifer Howard	

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 2016.

Principal Signature:  Date: 20 / 04 / 2017

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

Board Chair Signature:  Date: 21 / 04 / 2017