



Mount Rogers Primary School Board Report 2014

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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

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About our 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. 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.

The school continues to have a strong focus on the explicit teaching of literacy and numeracy across all curriculum areas. In 2014 the school timetable was changed to provide additional support and targeted intervention in literacy learning, for underperforming students. This timetable change also provided time for teaching teams to work collaboratively to analyse student data and plan for future learning.

In 2014 Mount Rogers Primary became a KidsMatter school. KidsMatter is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. Through KidsMatter, Mount Rogers is undertaking a two-to three-year cyclical process in which we are planning and taking action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning
- working authentically with parents, carers and families, and
- support for students who may be experiencing mental health difficulties.

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. A whole school musical written and performed by the students was highlight of this program.

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 2014 there was a total of 479 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	259
Female	220
Indigenous	22
LBOTE	84

Source: Planning and Performance, August 2014

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	90.0
1	92.1
2	91.8
3	92.8
4	92.9
5	92.6
6	90.5

Source: Planning and Performance, July 2014

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: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	23

Source: School Data, 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	14
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	31
TOTAL	50

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There is one indigenous staff at this school.

Volunteers

Volunteers play an important role in the education and wellbeing 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 supported the school in 2014 are:

- canteen – operating four days a week
- P&C activities – welcome morning teas, 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

- Fresh Tastes Program
- Walk/ride to School program
- KidsMatter team
- parent run uniform shop, student banking, music tutor program and night time fitness program
- helping in classrooms
- assisting in the library
- mentoring students
- lunchtime clubs, and
- parent run disco for students.

The number of hours of voluntary work amounted to over 9 500 hours in 2014.

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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.

Mount Rogers Primary School will be validated in 2016. A copy of their 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 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 131 parents, 29 staff and 76 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 82% of parents and carers, 90% of staff, and 74% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	82
Teachers at this school treat students fairly.	90
This school is well maintained.	91
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	74
My child likes being at this school.	87
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	74
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	82
My child's learning needs are being met at this school.	77
This school works with me to support my child's learning.	73

Source: 2014 School Satisfaction Surveys, September 2014

Table: Proportion of students in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	89
My teachers provide me with useful feedback about my school work.	70
Teachers at my school treat students fairly.	68
My school is well maintained.	63
I feel safe at my school.	68
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	43
I like being at my school.	68
My school looks for ways to improve.	66
My school takes students' opinions seriously.	61

My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	81

Source: 2014 School Satisfaction Surveys, September 2014

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.

Professional Learning

Mount Rogers Primary participated in the *Principals as Literacy Leaders* program in 2014. Staff participated in professional learning throughout the year as part of this program. At the commencement of the year all teachers participated in a full day of professional learning coordinated by the *Principals as Literacy Leaders* program. Debbie Miller presented the plenary session titled *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action*. In working towards a whole school approach to the teaching of reading, all teachers were provided with Debbie Miller's book of the same title to read, reflect on and implement in their classrooms. Concurrent workshops delivered by Debbie Miller, David Hornsby and Christine Topfler followed the plenary session. These workshops covered the following topics:

- Systems and structures for engagement in Readers' Workshop
- Teaching reading skills in context: phonological awareness and phonics
- Teaching reading comprehension strategies to improve learning
- How can we install grit, growth mind-sets and the spark of agency within students, teachers, and ourselves?
- How much reading are they actually doing, and why does it matter?
- Developing a word conscious classroom

Throughout the year staff meeting professional learning sessions focussed on key elements from the *Principals as Literacy Leaders* program. Many staff also attended the Australian Literacy Educators' Association Saturday session presented by Christine Topfler's titled Using Writer's Workshop to Improve Students' Writing.

At the beginning of the year preschool staff attended a full day workshop titled *Intentional Teaching* led by Anthony Semann. The focus of this day was on scaffolding learning to build on children's interests and how to set children up for success through goal setting. The preschool teachers found the day inspirational and have implemented many of the practical ideas they heard about.

During the term one stand down break a group of teachers participated in a four day program led by David Langford on *Quality Learning*. Seminars presented over the four days included brain research, current learning strategies, teaming concepts and techniques, as

well as effective uses of technology to improve learning environments. Strategies and approaches from this program were implemented in many senior classes.

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.

A group of staff attended the Australian Literacy Educators Association annual conference in Darwin in July. Attendees focused on developing knowledge about using technology to improve literacy learning. At the conference the Mt Rogers Primary principal co-presented a workshop on the *Principals as Literacy Leaders* program.

KidsMatter professional learning sessions were delivered to the whole staff. Through KidsMatter, Mount Rogers is undertaking a two-to three-year cyclical process in which we are planning and taking action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including our evidence-based social and emotional learning program)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

We are working our way through four components which include:

Component 1: Positive school community

Component 2: Social and emotional learning for students

Component 3: Working with parents and carers

Component 4: Helping children with mental difficulties

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 one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics. These results indicate that in the beginning of year PIPS assessment Kindergarten students at Mount Rogers performed well below the ACT average in reading and just below ACT average in mathematics. The end of year PIPS assessments also showed below ACT average results.

Table: Mount Rogers Primary School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	44	100	51	124
Mathematics	38	49	39	54

Source: Planning and Performance December 2014

A 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.

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 2014, 1.90 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Mount Rogers Primary School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	427	440	492	523
Writing	364	405	444	474
Spelling	384	413	474	502
Grammar & Punctuation	406	441	492	520
Numeracy	402	415	467	499

Source: Performance and Planning December 2014

This table indicates that students at Mount Rogers performed below the ACT mean in all aspects of NAPLAN.

When comparing our results against the school targets of 434 ± 26 for year 3 reading, 405 ± 22 for year 3 numeracy and 501 ± 26 for year 5 reading as set by the Directorate, students performed within the confidence interval.

An area for development is numeracy where at year 5 our students scored 467 performing well below the ACT average and below our target of 496 ± 26 . Teaching and learning in mathematics will be a whole school focus for 2015.

Performance in other areas of the curriculum

Music education through the Outreach music program continued to be a highlight for the school in 2014. Student, staff and parent surveys during the year indicated continued strong support for the program. The whole school German language program continued to be a highlight for the school with students entering and winning the primary division of the German Film Festival. A school based apprentice provided additional support in the teaching of physical education and fundamental motor skills across the school.

During 2014 a strong focus continued to be placed on providing alternate curriculum options through the lunchtime clubs program. These included the establishment of a social skills program, bike riding and maintenance, gardening club, board games and indoor bowls.

Progress against School Priorities in 2014

Priority 1

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

Targets

- 90% of staff are confident and consistently follow endorsed processes
- 30% of identified processes are written and endorsed

Directorate Priority Areas covered with this priority

High expectations, High performance, Connecting with Families and the Community

Progress

The school's journey under this priority began in 2013 and has continued to be a significant one as we work towards ensuring that we have agreed systems and processes at Mount Rogers Primary School.

In actioning our strategy *to develop system processes and procedures according to a schedule of work* using the Quality Learning Australia (QLA) School Process Reference Model the following processes as identified by staff were addressed: Emergency Management Procedures, Bullying and Harassment Policy, Home Learning Policy, Reporting procedures, and Gifted and Talented procedures.

Our strategy *to implement, monitor and review the effectiveness of the system processes and processes* was also actioned. Considerable time was spent creating and trialling our Emergency Management procedures, including fire evacuation and lock down both inside and outside. Each term drills were implemented with staff feedback informing changes that needed to be made. With increased enrolments and the opening of a refurbished classroom wing and playground space, the most significant change has been to the evacuation area, which has moved to a more accessible area for our junior students.

The Bullying and Harassment Policy was reviewed by staff during term 3, with a focus on linking to the school wide Kids Matter strategies and the Providing Safe Schools p-12 policy. Staff discussions focussed on developing consistent and agreed definitions of bullying, harassment, conflict. Clear guidelines and procedures, along with responsibilities of school leadership, staff, students and parents, are outlined in the policy. The Bullying and Harassment Policy was endorsed by the School Board in November.

In reviewing the Home Learning Policy international research findings on effects of homework as outlined in chapter six of David Gillespie's book *Free Schools* were shared with staff and the community. Staff reflection and discussion on these findings led to updated procedures which include informing parents about home learning tasks each term via class Term Letters from the beginning of 2015.

The purposes of reporting were discussed and identified by staff in term 1. This led to changes in reporting processes in line with the school wide approach of students taking more responsibility for their own learning. Parent/teacher interviews which had been held at the end of term 2 were replaced by student led conferences. Staff and parent feedback indicated that parents found student led conferences valuable and rewarding, but would also like the opportunity to discuss their children's progress in a formal parent/teacher interview following the Semester One Report. At the beginning of 2015 the reporting timeline will be reviewed to cater for this feedback.

Gifted and Talented procedures were reviewed during the year using steps and professional learning provided by our Directorate. The Gifted and Talented coordinators visited Hughes Primary and Kaleen Primary for advice and support. This review has led to the introduction from 2015 of AGAT testing for all students in years one to six. Following the testing students will be identified and relevant programs will be provided.

The focus on whole staff discussions regarding these policies and processes during staff meetings during 2014 has led to stronger ownership and consistency of practice across the school.

The effectiveness of our approach is indicated by the following. The proportion of staff indicating *there are processes in place that support my practice* in the school satisfaction survey was 80%, indicating there is still work to be done in developing agreed and consistent approaches across the school. This result was however an improvement on the 2013 data where only 68% of staff *there are processes in place that support my practice*.

In responding to the statement *occupational health and safety issues are dealt with promptly* in the school satisfaction survey, 80% of staff agreed. This result was down from the 89% result in 2013, indicating an area to focus on in 2015.

In relation to our overall progress against our identified targets for this priority the school can report:

- 83% of staff are confident and consistently follow endorsed programs
- all identified processes were addressed in 2014, however finalisation of Gifted and Talented procedures and Reporting procedures will carry over into 2015 with further

community consultation. The Home Learning Policy is written ready for endorsement.

Priority 2

Embed consistent approaches to teaching and learning

Targets

- 90% of primary school teachers using all curriculum subjects to plan, teach, assess and report
- 100% of preschool teachers using the Early Years Learning Framework to guide their observations, planning, reflection and reporting

Directorate Priority Areas covered with this priority

Quality Learning, Inspirational Teaching and Leadership

Progress

The school continued to action the strategy to *develop Mount Rogers curriculum organiser that reflects the Australian Curriculum and aligns with our beliefs about teaching and learning*. During 2014 Mount Rogers' teachers used the Australian Curriculum Maths, English, History, Geography and Science to plan, teach, assess and report. At the start of the year the deputy principal re-engaged staff with the school based curriculum organiser that reflects the Australian Curriculum and aligns with our beliefs about teaching and learning. Based on an inquiry and investigative approach to accessing curriculum staff worked to develop the following five organisers; People, Place and Culture, Challenge and Perseverance, Change and Discovery, Sustainability and Stewardship and Creativity and Expression.

All teaching staff planned using these organisers throughout the year. After rich professional discussion with staff it was decided that each team would use planning templates that suited their teaching styles. Sharing of these templates will occur in 2015 in order to ensure consistency of content.

With respect to our strategy to *design and implement a process to support teachers to plan, teach, assess and report using the Australian Curriculum* at the end of term 1 the Mount Rogers Student Reports, progress and summative, were again evaluated and redesigned to ensure that Australian Curriculum History, Geography and Science were able to be reported upon. All outcomes on both reports link to the subject area's achievement standard. The leadership team developed a reporting procedures and timeline document, which included specific examples of comments to parents, as well as when certain things needed to be done.

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 overall progress against our identified targets for this priority the school can report:

- 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

- 90% of students reach school benchmarks in reading
- 80% of students display growth in Middle Years Mental Computation and Schedule for Early Number Assessment
- 77% of students in Kindergarten achieving expected or above expected growth in PIPS reading
- 82% of students in Kindergarten achieving expected or above expected growth in PIPS mathematics
- 65% of year 5 students achieving expected or above expected growth in NAPLAN reading and numeracy
- School achievement of ETD NAPLAN set targets

Directorate Priority Areas covered with this priority

Quality Learning, Inspirational teaching and leadership, Connecting with Families and the Community, Business innovation and improvement

Progress

To achieve this priority three strategies were actioned in 2014. In relation to the strategy of *ongoing development of literacy and numeracy programs to enhance outcomes for all students during 2014*, Mount Rogers' staff participated in the Principals As Literacy Leaders (PALLS) program. During January stand down all staff were involved in a professional learning opportunity designed to focus on defining beliefs and aligning classroom practices in the teaching of literacy. This led to rich discussions and the adaptation of Debbie Miller's Reading Workshop model across the school. During 4th term the staff were involved in presenting at the PALLS Showcase.

Kindergarten teachers used the PALLS oral language assessment during 1st and 3rd term to assess student progress in this area. As a result of this the school engaged an expert in phonological awareness to provide professional learning and upskill both teachers and teacher assistants. During 3rd and 4th term a phonological program has been implemented with small groups of targeted students across the school.

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 2014

Ten students successfully completed the Reading Recovery program, achieving outstanding growth in reading and writing.

Throughout the year kindergarten teachers focused on improving and developing oral language of the kindergarten students. Data collected at the beginning of the year indicated that 25% of kindergarten students were performing at pre-emergent or early emergent reader stage, therefore requiring significant support in developing oral language skills prior to reading. Vocabulary development formed a core element of instruction for these students. By the end of year assessment this result had improved dramatically with no students in the pre-emergent stage and only 3% of students in the early emergent stage.

In actioning our strategy to *develop staff capacity to deliver high quality teaching and learning through instructional leadership, coaching and professional learning* in 2014 the school focussed on developing and implementing specific strategies and structures to create a Professional learning community (PLC) based on the Richard and Rebecca Dufour model. Coaching and mentoring was provided with a focus and commitment on the learning for each student. This approach has had some impact as shown by a 6% point improvement in teacher satisfaction related to *I receive constructive feedback about my practice*, now 64% and a 12% point improvement in relation to the *item There are processes in place to support my practice* (2014-80%). While this is encouraging we are still behind that of other P-6 schools and will continue to work on this strategy in 2015.

Our third strategy was to *strengthen consistent assessment, monitoring and reporting practices across the school*. This work linked closely with Priority 2. The leadership team developed structures to support a team approach to collecting and using data and a targeted intervention team provided support based on student achievement data.

By the end of 2014 90% of students who were identified as requiring targeted support received it. And 84% of staff agreed *staff at this school focus on improving the quality of the school's teaching and learning practices*

The school can report the following in respect to our identified targets for this priority:

1. With regard to our first target for ninety percent students to reach school benchmarks in reading, this target was only met in years five and six levels. 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	69	85	88	80	89	90	94

Source: Mount Rogers Primary School 2014

2. Having set a target of 80% growth in Middle Years Mental Computation and Schedule for Early Number Assessment, staff found this difficult to report against.

The measure provided through the Schedule for Early Number Assessment places students in a phase of development with regard to understanding and use of arithmetic strategies. Students usually remain in a particular phase for many months or longer whilst developing skill and understanding of the particular strategies within that phase. The analysis of growth in Middle Years Mental Computation assessments showed individual and year level growth in all skills measured, however it is difficult to measure this growth against the target set.

Reflecting on these results has led the school to look for more detailed measures of growth to use in 2015.

3. We were disappointed with our Performance Indicators in Primary School results which showed only 67% of students in Kindergarten achieving expected or above expected growth in PIPS reading. These results align with the school based reading benchmark data collected throughout the year.
4. In Kindergarten 71% of students achieved expected or above expected growth in PIPS Mathematics. This is well below our target of 82%. Teachers were disappointed with this result given the focus on real-life mathematics learning experiences and structured mathematics program delivered throughout the year.
5. Our target of 65% of year 5 students achieving expected or above expected growth in NAPLAN reading and numeracy was not met. With 36% achieving expected or above expected growth in numeracy and 50% in reading we were well below our target.

We were pleased to see that 25% of our students did however make excellent progress achieving growth of more than 100 points from year 3 to year 5, compared with the ACT average of 78 in reading and 86 in numeracy. 16% of our year 5 students achieved over 135 points growth from year 3 to year 5 in reading.

6. As mentioned earlier in reporting against the Directorate targets of 434 ± 26 for year 3 reading, 405 ± 22 for year 3 numeracy and 501 ± 26 for year 5 reading as set by the Directorate, students performed within the confidence interval. In numeracy at year 5 our students performed well below the target of $296 \pm$ scoring 467.

In response to these results and staff concerns about consistency of practice in mathematics a team of teachers representing all year levels across the school met towards the end of the year to develop a scope and sequence of learning in mathematics using student friendly language, based on the Australian Curriculum. Mathematics teaching and learning will be a whole school focus in 2015.

Priority 4

Alignment of school direction with the needs and priorities of the community

Target/s

- 87% of parents indicate that their child's learning needs are being met at the school in the school satisfaction survey.
- 80% of parents that agree/strongly agree that the school takes their opinions seriously.

- 77% of students agree or strongly agree with the statement *I look forward to going to school* as measured in the Belconnen Wellbeing Survey

Directorate Priority Areas covered with this priority

Quality Learning, Inspirational teaching and leadership, Connecting with Families and the Community

Progress

In 2014 Mount Rogers Primary became a KidsMatter School to assist in the actioning of our strategy to *review processes and practices that support student connectedness to school and self esteem..* KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. This framework has been tailor made to suit the needs of our school. Through KidsMatter, Mount Rogers is undertaking a two-to three-year cyclical process in which we are planning and taking action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including our evidence-based social and emotional learning program)
- working authentically with parents, carers and families, and
- support for students who may be experiencing mental health difficulties.

In line with KidsMatter a student social skills program was run during break 1 and break 2 every day. The focus of this program has been to equip students with the strategies they need to be successful both in the classroom and on the playground. Students were either referred by a teacher or self-referred to the social skills room and then explicitly taught what to do when faced with a range of challenging situations.

The Kindergarten program underwent a major change during the year. Driven by current research into best practice the Kindergarten Team embarked on using Kathy Walker's play based investigations approach to learning. Students were provided with an environment where real life learning experiences were much more closely linked to literacy and numeracy learning. Student confidence and engagement, along with achievement in oral language and writing, were key elements teachers focussed on throughout the year. In measuring writing against the Australian Curriculum Assessment and Reporting achievement standards for kindergarten, our students far outperformed the end of year standard.

It is worth noting that despite having expressed the desire to improve transition from preschool to kindergarten and increase engagement, some kindergarten parents were anxious about the new approach to teaching. In conversations and interviews, many parents indicated that what was happening in the kindergarten classes was successful for their child, but they were concerned that it might not be so for others.

While we did not reach our targets, as demonstrated below we are hopeful the gap will narrow in future years as the Kids Matter Program becomes embedded within the school and we communicate with our parents and involve them as much as possible.

- 77% of parents indicated that their child's learning needs are being met at the school in the school satisfaction survey, (target 80%)

- 74% of parents agreed/strongly agreed that the school takes their opinions seriously, (target 80%)
- 68% of students agreed or strongly agreed with the statement *I look forward to going to school* as measured in the Belconnen Wellbeing Survey,(target 70%).

These results indicate further work needs to be done in 2015 to communicate how we are aligning school direction with the needs of the community. Parent workshops and information sessions have been planned for 2015 to address this need.

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.

Education program and practice

Learning programs in all the preschools are displayed to parents via community noticeboards and email. Observations, knowledge, work samples and Learning Journals are collected throughout the year and made available to parents. These work samples demonstrate growth along with areas for development for each student. All programs are child centered and the learning activities reflect student's interests. Observation folders are developed and contributed to by all staff. The preschool teacher and assistant have discussions each fortnight to develop and target strategies to address individual student needs. Several team meetings are scheduled per term for teachers and assistants to reflect on the effectiveness of programming, planning and observation processes.

The preschool team plan together using their knowledge and experience of the children and their families, sharing ideas and resources across the preschool settings. Intentional small and larger group experiences are planned to meet the needs of individuals and groups of students. Observation grids are used to capture students' interests and developmental skills and educators use reflective practices as part of their programming. For example, 'What Happened?/Changes and Additions and Responding to Interests' sheet accompanies all programming documentation. Children's interests and developmental progress is captured and reflected upon using a variety of different methods including learning stories, learning journals and observation grids. Educators at the preschool all complete regular written reflections.

Children's health and safety

In our preschool pack, information is provided about healthy snacks, guidelines are given for appropriate food to bring to preschool along with immunization guidelines. Medical action plans are implemented and are clearly displayed for all staff to access and risk minimisation plans are completed for identified students. Each preschool site meets the guidelines for staff training in First Aid. Quiet areas and rest spots are provided for children that include bean bags, couches and comfort boxes.

Sometimes and everyday food options are discussed with children and healthy food choices are modelled and highlighted during eating times. Outdoor activities are planned to develop gross motor skills, Fundamental Movement Skills and confidence and to encourage active learning. Gross motor activities/ideas and equipment is shared across the three preschool sites.

ILPs are developed and implemented in consultation with teaching staff, parents, the school psychologist and executive staff for children with additional needs.

Relationships with children

There is a balance between observing play, facilitating play opportunities and extending children's play through the provision of extra materials and resources. The language development of children is supported by the staff at the preschools scaffolding questions and conversations with students. Each child's contribution is valued and respected and their interests are reflected in the learning programs implemented.

Children are explicitly taught conflict resolution strategies and respectful interactions are modelled. The preschool program provided opportunities that encourage children to work with a range of different students. The school subscribes to Early Childhood Australia and approaches to behavior management gained through this resource are shared between teachers. Learning support staff works with identified children to help them to manage their behavior or to target specific learning needs.

Staffing arrangements

Three preschools work as one team to develop planning templates, reporting processes and collaborate on implementing the EYLF. Parent surveys are used to gain feedback on the current preschool philosophy and practice. This process guides decisions on future programming and philosophy development. Staff ratios are maintained at all times at each site. All teaching staff (including release) are early childhood trained or are actively working towards their ACEQA approved qualification. All preschool assistants (including release) have obtained or are working towards an appropriate early childhood certificate.

Leadership and management

Team meetings are organized to ensure there is a balance of administrative requirements, professional learning (particularly around the EYLF and NQS), assessment and reporting and sharing of practice. Feedback is collected on the effectiveness of preschool release timetables and adjustments and improvements are implemented. Teachers have Pathway goals that are developed with their team leader and reflect the strategic direction of the directorate, the operational plan of the school and staff's individual strengths and interests. TQI reflections on professional learning are submitted and checked by the executive team. Preschool assistants undertake a Performance Management process with the school's Business Manager.

Policies have been written and implemented for all required National Quality areas and are kept at each preschool site.

Physical environment

All preschools create and implement interest centres to encourage children to explore (for example, doctor's surgery, school, restaurant). Centres are changed regularly and reflect the changing needs and interests of the children. The outdoor program at preschool is planned and valued as much as the indoor program. Opportunities are provided that allow children and families from other cultures to share and provide input into the preschool program. One of the biggest strengths of the preschool team is a culture of sharing and a willingness to share resources across all the preschool sites.

A recycling program has been established at each preschool with explicit teaching about separating waste. Educators from ACT No Waste are invited to talk to children to encourage recycling practices to continue in the home setting. Children are taught to use scrap paper and other recycled materials in their constructions. Food waste is put into worm farms and vegetable patches are maintained at each preschool site.

Collaborative partnerships with families and communities

Preschool information pack pick-ups provide an opportunity for families to meet preschool staff and become familiar with the buildings and facilities. An information night is held for families at the beginning of Term 1 to provide them with further information about the preschool program. Preschool teachers schedule start of year interviews with families to develop relationships and to gather information about the students in their groups. Mid-year reports and interviews are provided to parents to ensure they have a strong understanding of their child's development. End of year reports to parents provide a comprehensive summary of their child's learning throughout the year. Learning journals are created for each student that shows their engagement in the preschool program along with links to the EYLF and future learning/planning opportunities. These are on display in classrooms for parents to view and are sent home with students at the end of the year. The P & C subcommittee at each of the preschool sites meets approximately twice a term to plan events such as BBQs to raise money for preschool resources.

The preschool team has weekly team meetings that include both administrative tasks and professional learning opportunities. Preschool to primary school transition programs are run during Term 4 – students with additional needs are provided with opportunities for extra transition visits to accommodate the needs of individual students. Visuals (including social stories) are used to support students with additional needs and align with their previous setting (for example, transition from the EIU to the mainstream preschool setting). Meetings are organized with parents, teachers and support staff to discuss effective strategies and support for students with additional needs entering the preschool setting. ILPs are also developed to support student's intellectual, social and emotional development and align with directorate requirements.

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 \$1316

Voluntary contributions

This school received \$21,340 in voluntary contributions in 2014. 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 2014.

Reserves

Name and purpose	Amount	Expected Completion
Photocopier Reserve	\$5,000	2016
Room Upgrade	\$10,000	2015

Financial Summary	
31-Dec-14	
INCOME	
Self management funds	\$369,891.00
Voluntary contributions	\$21,340.00
Contributions & donations	\$18,254.03
Subject contributions	\$8,044.25
External income (including community use)	\$7,825.05
Proceeds from sale of assets	\$0.00
Bank Interest	\$10,748.01
TOTAL INCOME	\$436,102.34
EXPENDITURE	
Utilities and general overheads	\$95,056.66
Cleaning	\$91,280.34
Security	\$3,404.05
Maintenance	\$49,760.54
Mandatory Maintenance	\$0.00
Administration	\$20,662.13
Staffing	\$0.00
Communication	\$8,601.92
Assets	\$73,037.21
Leases	\$0.00
General office expenditure	\$32,870.21
Educational	\$40,073.71
Subject consumables	\$6,510.63
TOTAL EXPENDITURE	\$421,257.19
OPERATING RESULT	\$14,845.15
Actual Accumulated Funds	\$212,467.57
Outstanding commitments (mit	-\$35,109.50
BALANCE	\$192,205.26

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.

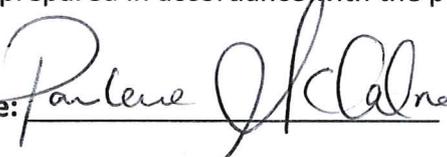
MEMBERS OF THE SCHOOL BOARD

Parent Representative: Paulene McCalman, Nicole Slater, Michelle Carraro
Community Representative
Teacher Representative Jodi Stoneman, Helen Booth
Student Representative:
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 in 2014.

Principal Signature:  **Date:** 27/3/2015

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

Board Chair Signature:  **Date:** 29/3/2015