



Figure 1 - Macgregor Primary School Logo

Macgregor Primary School

Annual School Board Report 2016



Figure 2 - Macgregor Primary School Image

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.macgregorps.act.edu.au>.

Inquiries about this publication should be directed to:

Macgregor Primary School
Hirschfeld Cres.
MacGregor ACT 2615

General enquiries:

Telephone (02) 6205 7511

Contents

School Board Chair Report	2
Context	2
Student Information	2
Student enrolment	2
Student attendance	2
Staff Information	3
Teacher qualifications	3
Workforce composition.....	3
Volunteers	4
School Review and Development.....	4
School Satisfaction.....	4
Overall Satisfaction.....	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN assessment.....	7
Performance in Other Areas of the Curriculum	7
Progress Against School Priorities in 2016	8
Financial Summary	9
Professional Learning	10
Voluntary Contributions	10
Reserves.....	10
Endorsement Page.....	11
Members of the School Board.....	11

School Board Chair Report

This year it has been very rewarding to be able to work with Jennifer Hall as Principal and Chris Shaddock as Deputy Principal. The School Board has worked collaboratively with the school executive, staff and Macgregor Primary School community. The Board recognises the effort made by Jennifer to keep the school running smoothly and following the school's vision. This year the school board has made an effort to be seen around the school more and to consult more with the wider Macgregor School community. The Board acknowledges the close relationship with the Parents and Citizens Association and the strong community engagement with the parent community of Macgregor Primary School. This has been a very rewarding year for myself as board chair and for all the members of the board. We look forward to a positive and exciting 2017!

Kirsty Ross

Board Chair

Macgregor Primary School

Context

Macgregor Primary School is a professional learning community situated in the West-Belconnen region of Canberra. Our school aims to maximise learning outcomes and ensure all students reach their full potential. Macgregor Primary School includes a preschool campus for four year olds and a primary campus for students aged between five and twelve. The school effectively caters for students with complex needs by their placement in Learning Support Groups. These three groups are inclusive of a Learning Support Unit and Learning Support Centre and This year, the percentage of students who identify as having a language background other than English increased by one percent from 26 (2014) to 27% (2015). Students who identify as Aboriginal or Torres Strait Islander continues to make up five percent of the school population.

Student Information

Student enrolment

In 2016 there were a total of 483 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	255
Female	228
Indigenous	24
LBOTE	130

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	91.0
2	92.0
3	92.0
4	91.0
5	93.0
6	92.0

Source: Planning and Analytics, December 2016

Non-attendance is managed in accordance with the school's attendance procedures (2015). If a student is absent, without explanation or contact from a parent or carer, for more than two days, parents are contacted by the school. Late arrivals are required to sign it at the front office and repeat late-comers or absentees are tracked, with case meetings called (with parents) when deemed warranted. Particular attention is paid to the tracking of attendance for our Aboriginal and Torres Strait Islander students.

In 2016 we introduced the 'Orange Slip' system whereby teachers record the names of absent students on an orange slip which is sent to the office before 9:30am. Front Office staff record absences and make random phone calls to families. This enables them to highlight consistent absences to the teacher.

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	23

Source: Teacher Quality Institute, 16 December 2016

One hundred percent of teaching staff at Macgregor Primary School have tertiary qualifications and nearly one quarter have post graduate qualifications.

Workforce composition

The 2016 workforce composition of Macgregor 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	37
Teaching Staff: Full Time Equivalent	32.9
Non Teaching Staff: Head Count	13
Non Teaching Staff: Full Time Equivalent	11.4

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 is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 940 hours.

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.

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

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 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, 86% of parents and carers, 91% of staff, and 82% 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 46 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.	98
Teachers at this school treat students fairly.	100
This school is well maintained.	89
Students feel safe at this school.	89
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	67
Students like being at this school.	100
This school looks for ways to improve.	98
This school takes staff opinions seriously.	78
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	87
This school works with parents to support students' learning.	89
I receive useful feedback about my work at this school.	72
Staff are well supported at this school.	72

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 103 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.	88
Teachers at this school treat students fairly.	86
This school is well maintained.	85
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	72
My child likes being at this school.	90
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	83

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 90 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.	97
My teachers provide me with useful feedback about my school work.	90
Teachers at my school treat students fairly.	66
My school is well maintained.	69
I feel safe at my school.	67
I can talk to my teachers about my concerns.	54
Student behaviour is well managed at my school.	51
I like being at my school.	68
My school looks for ways to improve.	76
My school takes students' opinions seriously.	59
My teachers motivate me to learn.	85
My school gives me opportunities to do interesting things.	80

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: Macgregor Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	50	133	49	121
Mathematics	42	58	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, 1.00 % of year 3 students and 2.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Macgregor Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	414	441	508	514
Writing	415	420	468	474
Spelling	391	421	466	490
Grammar & Punctuation	417	442	497	511
Numeracy	393	412	473	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

Macgregor has experienced excellent results across the curriculum with notable strengths in our Specialist programs (Art, Physical Education and Spanish). The Arts program was a highlight and a large proportion of students across the school participated in one or more of the following enrichment programs: Dance Nation, Bandstravaganza, Limelight and Macgregor's Got Talent (Talent Show). Our end of year Art exhibition was once again a great success with positive feedback from the community. Our band and choir continue to be popular and have had many performance opportunities (i.e. Floriade and Kalparrin Aged Care Facility).

Physical Education is also an area of strength. Our sporting teams performed well in a variety of sporting events and the school was well represented at district and national competitions. Macgregor Primary School has formed a partnership with the Embassy of Uruguay and linked with a school in Uruguay to enhance our existing Spanish program.

Investigations continue to operate in P-2 classrooms and students are encouraged to develop their resilience, problem solving and creativity through these lessons. Staff enhanced their teaching of Social Emotional Learning (SEL) and supported students using the MindUp Curriculum and Team Teach professional learning.

Differentiation was a focus across the curriculum and we enhanced student learning through Google Apps for Education (GAPE), Individual Learning Plans (ILPs), Personalised Learning Plans (PLPs) and Gifted and Talented teaching practices. These programs and strategies are documented in teacher programs and evident in classroom practices.

Progress Against School Priorities in 2016

Below is Macgregor 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

INCOME	January to June	July to December	January to December
Self management funds	230404.74	180184.00	410588.74
Voluntary contributions	7392.50	3082.50	10475.00
Contributions & donations	1353.28	44956.00	46309.28
Subject contributions	5831.00	1696.00	7527.00
External income (including community use)	5995.95	9067.41	15063.36
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2845.30	3373.13	6218.43
TOTAL INCOME	253822.77	242359.04	496181.81
EXPENDITURE			
Utilities and general overheads	27668.08	58606.31	86274.39
Cleaning	45076.92	46704.30	91781.22
Security	60.00	407.00	467.00
Maintenance	23326.47	37838.49	61164.96
Administration	12483.26	7051.23	19534.49
Staffing	0.00	0.00	0.00
Communication	11619.49	2119.97	13739.46
Assets	17120.88	3176.83	20297.71
General office expenditure	17482.79	16459.75	33942.54
Educational	27671.68	4880.33	32552.01
Subject consumables	6369.10	1512.61	7881.71
TOTAL EXPENDITURE	188878.67	178756.82	367635.49
OPERATING RESULT	64944.10	63602.22	128546.32
Actual Accumulated Funds	69156.16	55592.74	82085.54
Outstanding commitments (minus)	-31038.96	0.00	-31038.96
BALANCE	103061.30	119194.96	179592.90

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$587.00.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Nil Reserves		

