



Majura Primary School

Annual School Board Report 2016



Figure 1: View of front entry to Majura Primary School

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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School Board Chair Report

During the past year, the School Board has continued to work with the Parents and Citizens Association, parents, staff and the school leadership team to review and revise school policies and oversee the expenditure of the school budget.

The Board has been pleased with the progress of school initiatives and learning programs put in place in recent years that are bearing fruit and impacting positively on student learning outcomes. The Playscapes Project adds a new facet to the play environment of Majura students, fostering areas where students can explore and enjoy natural textures and materials while retaining more water to support the growth of vegetation in the school grounds.

The Board has reviewed the uniform policy and intends to oversee the introduction of a different coloured t-shirt during the coming year. Waste reduction is another area we would like to prioritise for 2017.

I would like to take this opportunity to thank all the current Board Members for their thoughtful and productive contributions on the School Board over the past twelve months.

Olivia Neilson, Board Chair

Context

Majura Primary School is a preschool to year 6 public school situated in the north Canberra suburb of Watson with a total enrolment of approximately 590 students. It is the local neighbourhood school for children from Watson and Downer. The school currently has two campuses; a preschool site in Watson and a K-6 site at Majura Primary School. The student population has grown over the last few years due to both urban renewal and new housing developments. This trend is expected to continue for several years.

Student Information

Student enrolment

In 2016 there were a total of 516 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	267
Female	249
Indigenous	7
LBOTE	132

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	95.0
1	95.0
2	94.0
3	95.0
4	96.0
5	95.0
6	93.0

Source: Planning and Analytics, December 2016

Attendance is monitored on a daily basis, a text message is sent each day to families when the school has not been notified about a child's absence for that day. Reminders about school attendance procedures are given through our school newsletter, and patterns of non-attendance are referred to the school executive for follow-up to ensure regular attendance for all students is maximised.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (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	36

Source: Teacher Quality Institute, 16 December 2016

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

Workforce composition

The 2016 workforce composition of Majura 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	36
Teaching Staff: Full Time Equivalent	33.5
Non Teaching Staff: Head Count	11
Non Teaching Staff: Full Time Equivalent	8.4

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.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 5250. Volunteers contributed in many ways, including:

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

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

School Review and Development

In 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.

Majura Primary school will be reviewed in 2019. 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, 89% of parents and carers, 100% of staff, and 91% 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 27 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.	96
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	92
This school is well maintained.	93
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	85
Students like being at this school.	96
This school looks for ways to improve.	96
This school takes staff opinions seriously.	63
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	96
I receive useful feedback about my work at this school.	63
Staff are well supported at this school.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 151 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.	88
This school is well maintained.	90
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	78
My child likes being at this school.	95
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	88
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	83

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 133 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.	81
Teachers at my school treat students fairly.	68
My school is well maintained.	68
I feel safe at my school.	83
I can talk to my teachers about my concerns.	69
Student behaviour is well managed at my school.	52
I like being at my school.	81
My school looks for ways to improve.	81
My school takes students' opinions seriously.	59
My teachers motivate me to learn.	86
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: Majura Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	53	152	49	121
Mathematics	42	64	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: Majura Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	492	441	529	514
Writing	440	420	493	474
Spelling	450	421	490	490
Grammar & Punctuation	497	442	522	511
Numeracy	430	412	516	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 Stephanie Alexander Kitchen Garden (SAKG) program continued to be highly valued by the school community. Majura Primary School was the first SAKG school in the ACT and is a demonstration school for the program. Students from years 3 to 6 alternate between a 45 minute garden session and a 90 minute kitchen (cooking) session each week. During 2016, students in Kindergarten to year 2 were also given the opportunity to be involved in the program later in the school year.

The Majura Primary School tradition of the annual Writers Festival held in term 3 continued. The theme was Majura on screen, with students being inspired to engage with scripts and movies. Yet again, this was a highly successful community event.

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

The Performing Arts program continued to develop during 2015 and extended across the school (K-6). During 2016 the school participated in Wakakirri, with a music and dance performance based around the story of Pinocchio, and was successful in making it through to the finals. Students had the opportunity to perform in the Lyneham Spectacular during 2016. The Choir (years 1 – 3) performed at various community events and year 5 and year 6 bands regularly played for assemblies and other school events.

Students participated in arrange of sporting activities, from sports clinics to interschool lunchtime basketball games. The Athletics Carnival, held at the Australian Institute of Sport and the Swimming Carnival held at Dickson Pool, attracted a large number of parents as volunteers and spectators.



Figure 2: Students preparing food from the school garden.

Progress Against School Priorities in 2016

Below is Majura 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	231092.80	193981.00	425073.80
Voluntary contributions	11060.00	750.00	11810.00
Contributions & donations	80000.00	3570.55	83570.55
Subject contributions	7853.00	432.00	8285.00
External income (including community use)	7176.36	4159.75	11336.11
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4584.30	5692.84	10277.14
TOTAL INCOME	341766.46	208586.14	550352.60
EXPENDITURE			
Utilities and general overheads	36857.57	54075.95	90933.52
Cleaning	53289.70	54488.28	107777.98
Security	66.00	113.00	179.00
Maintenance	39752.05	20443.32	60195.37
Administration	8133.00	1799.78	9932.78
Staffing	0.00	0.00	0.00
Communication	10897.14	2304.39	13201.53
Assets	13514.36	6917.99	20432.35
Leases	0.00	0.00	0.00
General office expenditure	14498.39	15751.82	30250.21
Educational	3778.29	4856.46	8634.75
Subject consumables	6532.74	779.10	7311.84
TOTAL EXPENDITURE	187319.24	161530.09	348849.33
OPERATING RESULT	154447.22	47056.05	201503.27
Actual Accumulated Funds	144680.13	104680.13	104680.13
Outstanding commitments (minus)	-83732.71	0.00	-83732.71
BALANCE	215394.64	151736.18	222450.69

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1385.

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
Furniture replacement Purchase new classroom furniture to manage increased enrolments and replace older items.	\$20000	06/2020
Landscape Project Renewal of front gardens and carpark area.	\$20000	12/2020

Endorsement Page

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

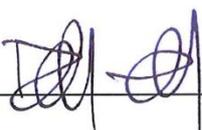
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without 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

Parent Representatives:	Olivia Neilson	Amit Barkay	Stefanie Pidcock
Community Representative:	Steffen Etherton		
Teacher Representatives:	Tanya Mowbray	Ranjeeta Sandhu	
Board Chair:	Olivia Neilson		
Principal:	Daniel Zobel		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:



Date:

17 / 05 / 2017

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

Board Chair Signature:



Date:

19 / 05 / 2017