



# Majura Primary School

## Board Report

### 2014



Figure 1: View of front entry to Majura Primary School

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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## About our school

### School Board

From the Majura Primary School Board's perspective, 2014 has been a successful year. In summary, the school is in better shape at the end of the year than it was at the beginning. Starting the year as the new Principal, Daniel Zobel was quick to give the school community clear and thoughtful leadership. He engaged strongly to build on the work of former Principal Lindy Beeley by finalising the school's purpose, vision and values statements. In addition Daniel led the process of developing the 2015-18 Strategic Plan, which has been signed off by the School Board. As well as material improvements in student performance, 2014 has been marked by the notable strengthening of staff morale. The Board sees stability in school leadership over coming years as essential to consolidate and build on a good year.

### Introduction to School

Majura Primary School is a preschool to year 6 public school situated in the North Canberra suburb of Watson with an 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.

Majura Primary School programs focus on literacy, numeracy and social justice. All other learning areas, and the performing and visual arts, are ongoing features of the Majura curriculum. The staff is highly professional, dynamic and caring and committed to providing a safe and supportive environment for all students.

Majura Primary School is proudly multicultural. Many families from different parts of the world and a strong Indigenous community all contribute to the school community. Parents are vitally and extensively involved in the school. This community focus - actively involving staff, children and parents in a partnership - makes schooling a positive and successful journey for all at Majura Primary School. During 2014, Majura Parents and Citizens Association donated \$26,000 in funds to support the school.

Majura Primary School is a growing school. Increasing enrolments, due in part to new housing developments in Watson, highlighted capacity issues within the existing school building. During 2013 extensive building works took place to renovate and extend all classrooms and learning spaces within the school. Further refurbishments continued into 2014.

## Student Information

### Student enrolment

In 2014 there were a total of 584 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	290
Female	294
Indigenous	16
LBOTE	127

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	93.9
1	94.9
2	94.7
3	95.0
4	93.5
5	95.0
6	94.1

Source: Planning and Performance, July 2014

Front office staff at Majura Primary School continued to closely monitor student attendance in 2014 by phone calls home each morning if families had not alerted the school to 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 proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
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Certificate/Diploma/Degree	100
Postgraduate	21

Source: School Data, 2015

## 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	13
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	1
School Leader C	3
Teachers	32
<b>TOTAL</b>	<b>52</b>

Source: Workforce Management, August census 2014

**Note:** This table includes pre-school staffing

There are no indigenous staff at this school.

## Volunteers

A significant component of volunteer hours in 2014 was dedicated to support the teachers in the classroom and the Stephanie Alexander Kitchen Garden program within the school. The table below estimates the number of hours and the programs in which volunteers have worked in the school in 2014.

Operation	Hours	Number of volunteers
P&C Executive	400	6
Uniform Shop	90	2
Canteen	400	6
Stephanie Alexander Kitchen Garden program	500	15
P & C Fundraising	1250	60
Classroom support	2000	50

School Sport	200	20
School Banking	40	1
TOTAL	4880	166

Source: School Data, 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.

Majura Primary was validated in 2014. A copy of the 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, were invited to take part in an online survey.

### Overall Satisfaction

In 2014, 99 parents, 29 staff and 134 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, 92% of parents and carers, 100% of staff, and 88% 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.	97
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	92
This school is well maintained.	87
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.	78
My child likes being at this school.	95
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	88
Teachers at this school motivate my child to learn.	92
My child is making good progress at this school.	92
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	85

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.	97
My teachers provide me with useful feedback about my school work.	74
Teachers at my school treat students fairly.	72
My school is well maintained.	82
I feel safe at my school.	81
I can talk to my teachers about my concerns.	61
Student behaviour is well managed at my school.	62
I like being at my school.	79
My school looks for ways to improve.	88
My school takes students' opinions seriously.	62
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	83

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

During the year staff participated in the following professional learning programs to support implementation of the school operating plan:

- Team Teach (all staff)
- Middle Years Mental Computation (all staff)
- PALLS ACT Reading Institute (18 staff)
- Introduction to Professional Learning Communities with Kylie Lipscomb (all staff)
- Friendly Schools + (all staff) and 3 staff attended the coordinating team workshop in November
- Understanding Autism with Tony Attwood (4 staff)
- Oliver library & e-book training (1 staff member)
- EALD Literacy & Numeracy Workshops (1 staff member)
- Nurturing Attachments (6 staff)
- Teaching French in Australia Conference (1 staff member)
- Stephanie Alexander Kitchen Garden introduction (2 staff)
- DECO media training (2 staff)
- Pedagogy in Nature Conference (1 staff member)
- CMA Catering for Diversity (1 staff member)
- Circle Time (2 staff)
- Cooperative Reading (2 staff members)

## 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.

*Table: Majura Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	59	145	51	124
Mathematics	42	58	39	54

Source: Planning and Performance December 2014

Majura Primary School achieved reading growth significantly above the ACT average in reading, while growth in mathematics was slightly above the system average. The Kindergarten program uses a balanced literacy and numeracy program to cater for the needs of a variety of learners.

## 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, 0.00 % of year 3 students and 1.60 % 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: Majura Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	469	440	577	523
Writing	394	405	465	474
Spelling	423	413	524	502
Grammar & Punctuation	465	441	541	520
Numeracy	433	415	535	499

Source: Performance and Planning December 2014

Majura Primary school achieved significantly higher mean scores across all NAPLAN domains with the exception of writing. The Australian Curriculum Assessment and Reporting Authority (ACARA) has identified Majura Primary school as demonstrating statistically above average gain scores in year 5 reading and numeracy in the 2014 data compared with students from the same starting point at year 3 in 2012.

The school has a strong reading focus, with considerable parental support particularly in the early years. Reading is taught with an explicit approach to reading comprehension. Over the previous two years the school has worked with Rob Vingerhouts on improving classroom practice in mathematics, and developed whole school maths planning documents.

Writing has been identified as an area for development. We aim to use a strengths based approach, building on the effective practice used with reading to improve writing outcomes.

## Performance in other areas of the curriculum

The Performing Arts program continued to strengthen during 2014 and extended across the school (K-6). A series of concerts were held during term 3 giving all children from K-6 the opportunity to perform. The Choir (year 1 – 3) performed at various community events and year 5 and year 6 band regularly played for assemblies.

Students participated in a range 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 Canberra Olympic Pool, attracted a large number of parents as volunteers and spectators. Majura Primary School participated in the James Hird Cup, an Australian Rules school based competition, and Milo T20 cricket.

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 2014, students in Kindergarten to year 2 were also given the opportunity to be involved in the program.



Figure 1: Students preparing food from the school garden as part of the Stephanie Alexander Kitchen garden program.

The Majura Primary School tradition of the annual Writers Festival held in term 3 continued. The theme was *Unlock your Imagination*, with students being inspired to write narratives exploring scenes or events of importance to them. 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.

## Progress against School Priorities in 2014

### Priority 1

Demonstrate a commitment to improvement in student achievement in Literacy and Numeracy outcomes

#### Targets

- Increase percentage of students from Years 3 to 5 who achieve expected or above expected growth in Reading, Writing, Spelling and Numeracy.
- Meet ETD targets for Reading and Numeracy

#### Directorate Priority Areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

#### Progress

In 2014, the final year of our four year school plan, the school actioned two key improvement strategies within this priority.

#### **Key Improvement Strategy 1: Strengthen coaching and mentoring culture to increase teacher capacity, particularly in Literacy and Numeracy**

At the beginning of 2014 staff a new model for the role of the literacy and numeracy coordinator was presented to staff, with a focus on lesson observations and feedback. This was linked to the work on mathematics, building on work done in 2013.

The classroom support team, (EALD teacher, learning assistance teacher and literacy coordinator) conducted targeted reading interventions with students identified as requiring additional support. Data was collected on student performance and feedback was regularly given to classroom teachers to ensure maximized learning. Many staff participated in the ACT PALLs April reading institute to build capacity to teach and assess reading comprehension.

All staff completed a staff expertise survey based on the teaching of Mathematics. This was analysed at a team level and groups began to share regularly at team meetings. Later in the year each teaching team set a SMART goal and team sharing became embedded to support this. At the end of the year teachers completed the matrix again and showed remarkable improvement. Data also indicated that teachers became more reflective of their practice as they began to unpack some of the areas.

Team meeting agendas had a permanent running item for professional sharing and this built the confidence of people to share teaching strategies amongst their colleagues. The focus of these sessions was varied according to the needs of each team.

Throughout the year the deputy principal held regular mentoring meetings with new educators. These were structured around the Australian Institute for Teaching and School Leadership professional standards for teachers. New educators were supported to work towards full registration with the ACT Teacher Quality Institute, with several educators successful in this progression.

### **Key Improvement Strategy 2: Emphasise whole school planning models and shared understanding of best pedagogical approaches**

In 2014 the focus for enhancing literacy outcomes developed around staff understanding the Australian Curriculum content descriptors and achievement standards. In order to achieve this, a consistent approach to planning was implemented by using a common template developed by the leadership team. This showed links between the three strands of literacy, literature and language with outcomes on the school reports under the skills of writing, reading and speaking and listening. The template then provided opportunities for staff to unpack the curriculum and use a pacing guide to show the correlation between curriculum content descriptors and their day to day planning of reading, writing, grammar, spelling, handwriting, speaking and listening, as well as links to inquiry units. This then led to the development of a draft Majura Primary scope and sequence documents. The templates will require further feedback from staff and refinement during 2015.

In 2014 the new and enthusiastic leadership team took the time to gather evidence of the mathematics approaches and practices being implemented. To consolidate a consistent approach, a decision was made to develop teaching and learning principles that clearly linked to strong pedagogical approaches, as well as the schools new vision and purpose statements. Staff consultation was sought through various workshops led by the leadership team. Reflection and feedback ensured the process embodied staff voice and supported the direction of the school.

These principles were finalised and the executive teachers engaged in observations of mathematics lessons across the whole school in relation to components of a maths lesson. Feedback was given to teachers at the end of each lesson. Following the observation cycle, all staff work-shopped the pedagogical approaches for mathematics and developed belief/principle statements for Majura Primary. This then led into whole staff workshops based on formative assessment, a balanced numeracy program and Middle Years Mental Computation training to focus on enhancing teaching and learning.

As the whole school focus for 2014 has been on consistency of numeracy practices, more time has been spent on developing consistent planning documents including term overviews, pacing guides and weekly programs. These planning documents have clear links between Australian Curriculum content descriptors and school based reports using the year level achievement standards as the guideline for student outcomes.

Team planning days were introduced, allowing a whole day each term for teams to collaborate and plan inquiry units, and remain on track with the teaching and learning occurring across the cohort. Release providers and executive staff took on classes to enable this to happen. Feedback from staff was very positive.

A teacher resource room was established allowing for staff to meet in a common space for planning and sharing of practice. Schools Capital Works assisted with refurbishing this space, and the P&C made generous donations towards significantly expanding the number and range of teaching and learning resources available. This has resulted in a large pool of resources for use as well as classroom kits for the regular essential items to be easily accessed.

#### *Progress against targets*

The above actions resulted in the school exceeding all targets set for this priority.

1. The table below demonstrates that the percentage of students making greater than expected growth in 2014 was higher than in 2013 in each NAPLAN domain listed.

*Table: Students making greater than expected growth %*

<b>NAPLAN Domain</b>	<b>2013</b>	<b>2014</b>
Reading	69%	77%
Writing	60%	62%
Spelling	44%	60%
Numeracy	60%	76%

Source: SMART, December 2014

2. The table below shows that the school mean was above the target in all tests and significantly so at year 3 numeracy and year 5 reading and numeracy when considering the confidence intervals.

*Table: NAPLAN Targets*

<b>Year Level</b>	<b>Domain</b>	<b>2014 Target</b>	<b>2014 Result</b>
3	Reading	457 ± 20	471
3	Numeracy	415 ± 16	435
5	Reading	534 ± 20	577
5	Numeracy	504 ± 16	535

Source: ETD and SMART

## Priority 2

### **Strategic Priority 2: Embed the use of ICT in the teaching/learning practices at Majura to enhance student and community engagement**

#### Target

- Increase student satisfaction with IT access from 2013 data by 8 percentage points.

#### Directorate Priority Areas covered with this priority

Quality Learning, Business Innovation and Improvement

#### Progress

The school only actioned one strategy within its four year school plan in 2014.

#### **Key Improvement Strategy 1: Manage the transition to the SchoolsNET environment and establish ICT support frameworks**

Considerable progress was made during 2014 towards improving the ICT environment at Majura Primary School. During first term an executive teacher was identified as the ICT coordinator, and an Information Technology Officer (ITO) was employed part time, in a shared role with two other schools.

Majura Primary is well equipped with desktop machines, and during 2013 each teaching space was provided with a Sharp interactive screen. Thirty-six new netbooks and 16 iPad minis had been ordered, and were delivered early in 2014.

Prior to the switchover to the SchoolsNET environment, however, access and functionality of this equipment was very limited, and wireless access was not operational. The switchover took place during term one, and immediate improvements were noted, particularly with wireless access.

Following the SchoolsNET switchover the ITO worked to ensure each classroom had an operational interactive screen and two or more desktop machines. This has now been achieved. In addition, 16 laptops and 36 netbook devices are now available for student use.

A decision was made to provide all staff members with an iPad, and an additional 20 iPads were bought, in addition to the new iPad minis. Executive staff demonstrated how these devices are set up, and modeled their use in a variety of situations. Existing previous generation iPads were reimaged and set up as sets for student use.

The rollout of the SchoolsNET environment has considerably streamlined the login processes. While all staff now report improved access, not all staff are yet confident with managing student access, however, significant progress has been made.

The external validation panel noted improvements to the ICT environment during 2014, and recommended the development of an ICT Plan to sit alongside the new School Plan. The

plan should include professional learning for staff and the inclusion of pedagogies incorporating the use of ICT, linked to curriculum.

#### *Progress against targets*

The target set was exceeded, student satisfaction with ICT access improved from 62% positive responses in 2013 to 85% positive in 2014.

### Priority 3

#### **Align curriculum and practice across all areas of the school**

##### **Target**

- Increase parent satisfaction that community partnerships are valued and maintained by 3 percentage points from 2013 data

##### **Directorate Priority Areas covered with this priority**

Quality Learning, Connecting with Families and the Community

##### **Progress**

Again in 2014 the school, in its final year of its four year plan, only actioned one strategy within this priority.

#### **Key Improvement Strategy 1: Embed Stephanie Alexander Kitchen Garden (SAKG) program across the curriculum**

The school Board noted strong support from the school community for the continuance of the Stephanie Alexander Kitchen Garden (SAKG) program, and to retain the SAKG 'branding' for the program at Majura. Following negotiations, the new agreement was signed in June/July 2014. This enables the school to retain the Stephanie Alexander brand, and access staff training and curriculum support documents. During 2014 the school employed part time kitchen and garden specialists, who work with classroom teachers to deliver the program. These positions are funded from within the school's standard staffing allocation.

The SAKG program was extended to include classes from Kindergarten to year two during 2014. During term one, it catered for years three to six. Year two was introduced to the program during term two, year one during term three and Kindergarten during term four. Some adaptations were required to enable the younger children to participate. The program was successful in all year levels and will be continued in 2015.

From term two, as the younger grades entered the program, interested year six students acted as mentors to support the younger children in both the kitchen and the garden. This was very successful and well received by the staff and students.

The Kindergarten classes integrated the program into many aspects of their learning. They grew seedlings, produced artwork, wrote up the recipes and methods and read stories about food and gardens. The year two classes covered a unit of work called "all mixed up" and this was extended into the kitchen when the students made salad dressings. They picked herbs from the garden, measured quantities and evaluated each one after taste testing.

The kitchen garden program has been embedded into the curriculum across the school. Students completed templates entitled “My Term in the Kitchen” which enabled them to reflect on their favourite recipes and some of the skills they had learnt during the term. They did writing samples entitled “My Recipe” where they created procedural texts on how to make a particular dish. This included the ingredients, equipment used and the method.

The Kitchen Garden program integrated learning across the mathematics and science curriculum, adding both a practical and ‘hands on’ experience to support learning. Students have the opportunity to put skills learnt in the classroom to practical use, and both the kitchen and garden for scientific observation and experimentation.

#### *Progress against targets*

Agreement that ‘Community partnerships are valued and maintained’ in the parent satisfaction survey increased from 70 percent in 2013 to 92 percent in 2014.

## Priority 4

### **Lead the school community to meet the needs of a changing demographic**

#### **Target**

- Staff satisfaction survey will show increase from 36% to over 50% on communication.

#### **Directorate Priority Areas covered with this priority**

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

#### **Progress**

In relation to this priority in 2014 the school actioned two of its key improvement strategies.

#### **Key Improvement Strategy 1: Develop, promote and embed school Purpose, Vision and Values statements**

During 2013 the school had worked with Michael King from Quality Learning Australia to develop school Purpose, Vision and Values statements, and work started towards drafting the statements. During 2014 this work was continued and extended. The principal worked with a group of year 6 students to reframe the statements, which were then further workshopped with the staff and school Board. Michael King again worked with the school to review the statements, and ensure they reflected the input gained from stakeholders in the initial consultation work. The Board endorsed the final document on 20 May 2014.

The new Purpose, Vision and Values were featured in the newsletter and at assemblies, and a display made for the foyer. During term four staff planned to unpack the values as part of setting up class rules and expectations with students in 2015. Planning is also under way to design a new school awards structure that is aligned to the values.

In 2013 staff participated in the training of Friendly Schools Plus (FS+) and at the beginning of 2014 we also ran a TQI accredited workshop to up skill new staff and reinforce the social and emotional learning components to existing staff. After completing professional learning

in Friendly Schools Plus the staff were on board with implementing the program into their classroom practice.

To support staff in achieving this grant money was utilised to purchase literature which was aligned with the FS+ resources and ensured staff had ready access the program and activities. Corridor kits were also developed (funding gained from the P&C) which included things like team building cards, emotions and feelings cards, and other social/emotional resources etc. This ensured staff could access activities from the Friendly Schools materials and embed the elements of social, emotional learning in class meetings and circle time focus areas. It was taken up extremely well in early childhood and middle primary.

Time was also allocated each term in staff meetings to share ideas, ways resources have been utilised and give teams time to plan their social and emotional learning programs. Through this, focus elements of the program were assigned to each term (eg through surveying staff about their students, it was decided self awareness was the area they would start with, followed by self-management, social awareness, relationships skills and social decision making).

To support the explicit teaching and learning of social and emotional learning staff were given scope and sequence documentation, which the committee then aligned to the health curriculum, and it now forms part of our reporting documentation. The FS+ working group also established a roster where teams shared student learning in the area of FS+ by contributing to a common display area and sharing items with our community through the newsletter.

At the beginning of 2014 the FS+ working group reviewed and implemented draft procedures for dealing with classroom and playground incidents. This was well received, especially by new staff and new educators. The committee also started looking at further documentation/information for parents about bullying and the way issues are dealt with at Majura.

Overall the implementation has been successful however there is still work to be done to build consistency of practice across the whole school. Teachers have often commented on the easy accessibility of the FS+ resources and as a result they have been widely utilised. As it is a research based program staff value the impact it can have and as a result several extra social and emotional learning groups were set up, some catering for students with special needs and others for students requiring greater engagement in the school and its programs. Staff have been extremely positive about these groups and they will also continue into the new school year.

**Key Improvement Strategy 2: Develop effective communication strategies for Majura Primary**

At the start of the year it was found that staff induction and handbook materials had not been updated for several years, and were no longer in use. During the year processes and procedures were developed for a range of items, including:

- Applying for professional learning opportunities
- Staff leave and absence recording
- Management of teaching resources
- Requests to purchase items

These were documented, and presented at staff meetings and refined following implementation and feedback. Towards the end of the year these procedures were put together to form part of the Majura primary school *Staff Manuscript* for distribution at the start of 2015.

To increase transparency and understanding around finance and staffing explicit information was provided to staff about how schools were funded, and the rationale behind staffing decisions.

Communication issues were explicitly raised at staff meetings, and discussion was had around that notion that communication is a two way process, and it is the responsibility of all to both inform, and ensure they were informed. Discussion was structured around a solutions focused approach, with staff contributing potential solutions to issues that were identified.

Once the wireless network was operational it was decided to provide all staff with iPads as one aspect of improving email communication. Staff were given the option of having either an iPad Air or iPad mini, these were distributed at a staff meeting and all staff provided with training on how to connect to the network and access email.

Negotiations with ETD Infrastructure and Capital Works led to an old art room being renovated and transformed into a teacher planning and work space. The room was equipped with appropriate ICT equipment, furniture, and teachers' reference and curriculum support materials were relocated to this room. This then became the main space for teacher planning and collaboration.

Team planning days were organised for each year level team where all team members were released from class teaching for a whole day to work with a member of the leadership team on curriculum planning. Staff feedback on this initiative was extremely positive.

#### *Progress against targets*

Positive responses to the staff satisfaction survey item 'There is effective communication amongst all staff' increased from 31 percent in 2013 to 59 percent in 2014, which surpassed our target of 50%.

### **Preschool Unit- Quality Improvement**

The National Quality Framework, which has been agreed by the Council of Australian Governments (COAG), has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National

Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

The Quality Improvement Plan for Watson Preschool was completed between February and May 2014. The two full time preschool teachers met on a regular basis with the SLC for early childhood, to complete the Self Assessment Tool. The team critically reflected on their current practice in the preschool and determined where quality improvements could be made and how these could be implemented.

The early childhood team became familiar with the Guide to the National Quality Standard and used the set of reflective questions as prompts to explore actual practice at the Preschool. They looked at effectiveness and relevance of practice as well as equity and fairness of the practice for all children, families and educators. The team used the previous Self Assessment Tool (2012) as a starting point to determine the areas of strength and areas for improvement. Teachers looked at planning documents, observation sheets, portfolio samples and policies as evidence to support the self-evaluation. The team participated in discussion and reflection on the practice, policies and procedures against the seven quality areas and shared the Quality Improvement Plan with the preschool assistants. During the second semester an Education and Care Advisor from ETD was invited to visit the preschool and provide further advice and feedback.

The key areas of strength include:

#### **Education program and practice**

Education program and practice reflects the Early Years Learning Framework (EYLF). It is embedded in planning templates, portfolio documentation and midyear and end of year reports and is outlined for parents in the Preschool Handbook.

#### **Relationships with children**

Staff interactions with the students are warm and attentive. Staff attend to all attempts to communicate equally and sensitively, responding positively and respectfully to children's comments, questions and requests for assistance.

#### **Collaborative partnerships with families and communities**

Families share in decision making about their child's learning and wellbeing. Parents are invited to share their expertise and skills with the children. Staff communicate to parents about the program and parents have the opportunity to write in the weekly reflection.

## 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 \$596

### Voluntary contributions

This school received \$11,125 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

Majura Primary currently has no reserves

Financial Summary	
31-Dec-14	
<b>INCOME</b>	
Self management funds	390164
Voluntary contributions	11125
Contributions & donations	11447
Subject contributions	7430
External income (including community use)	10522
Proceeds from sale of assets	
Bank Interest	5824
<b>TOTAL INCOME</b>	<b>436515</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	109145
Cleaning	93619
Security	1680
Maintenance	57351
Mandatory Maintenance	
Administration	2850
Staffing	13481
Communication	14951
Assets	5989
Leases	
General office expenditure	43051
Educational	19040
Subject consumables	6882
<b>TOTAL EXPENDITURE</b>	<b>368045</b>
<b>OPERATING RESULT</b>	<b>68469</b>
Actual Accumulated Funds	36407
Outstanding commitments (mit	3699
<b>BALANCE</b>	<b>101177</b>

## Endorsement Page

I declare that the Majura 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - 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-
- be present when the board considers the issue or
  - 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:** Dr Conall O'Connell, AM, Ms Toni Hassan, Ms Alison Manders

**Community Representative:** Mr Steffen Etherton,

**Teacher Representatives:** Ms Dale Solly,  
Ms Kate Perkins,

**Board Chair:** Dr Conall O'Connell, AM

**Principal:** Mr 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 2014.

**Principal Signature:** \_\_\_\_\_

**Date:** 26/3/15

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

**Board Chair Signature:** \_\_\_\_\_

**Date:** 24/3/15