



Macquarie Primary School

Annual School Board Report 2016



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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.macquarieps.act.edu.au>.

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School Board Chair Report

Belonging to a positive, constructive and caring community is an empowering experience. This has been especially apparent to me during my term as chair of the Macquarie Primary School Board during 2016-17.

The Macquarie Primary School community is underpinned by an incredibly strong triumvirate of teachers, executive and staff, parents and carers, and students.

The dedication and commitment of our teachers to their students has always been a strength of Macquarie Primary School, as demonstrated on a daily basis in the classrooms, the playground and in various other learning environments. The concept of continuous improvement is embraced by the staff of Macquarie Primary School. I remain astonished that even with the many contact hours in the classroom, office and playground, together with after-hour work related commitments, the teachers and staff of MPS have also pursued personalised Teacher Inquiry Programs. A highlight of my term as Board Chair was participating in the 2016 Nano Conference where I had the privilege to hear firsthand the journeys of several of our teachers in their personal development in the classroom, or, for some, the playground and garden spaces.

The 2016 year was a year of achievements for Macquarie Primary School students in their enthusiasm to embrace inquiry based learning. The sheep-overs were a wonderful success for many families which led to many students learning for the first time about animal husbandry for one of Australia's iconic agricultural animals. Awareness of our community was enhanced by expeditions to Mt Painter, come rain, hail or shine. The standout during my tenure was the student-led inquiry to make the school car park and road arrangements a positive and safe experience for pedestrians and cars. The students demanded accountability, evidence and a professional result. Their initiative and approach gained such momentum and action that it eventually led to the implementation of a successful traffic plan for Macquarie Primary School and, inspirationally, a national award for design.

Relationships is the other key word that resonated with me as Board Chair, particularly the many relationships our teachers and staff have with students, parents and carers, student teachers and colleagues from other educational institutions, and with specialised educators, academics and mentors who are often referred to as 'Macquarie Primary School critical friends'.

The parent and carer community is also framed by relationships, particularly with teachers and staff of the school, but also importantly through the parents and citizens committee of which we all belong. The energy, commitment and dedication of parents and carers volunteering in committee positions, the uniform shop, book club, and in so many activities such as movie nights, mothers and fathers day stalls, discos, and not one but two election events in 2016, are incredibly valuable in raising financial as well as social capital for the school.

The school board, with membership from executive and teaching staff, parents and the community, is also a key part of the multi-dimensional relationships in the school. I am grateful to have had the opportunity to share the experience with the members of the 2016 board: Fern Hyde, Kate Wieden, Justine Fuller, Kate Greeney, Wendy Cave, Emily Ashcroft and secretariat Shelley Jacobs.

From little things – children, inquiries, relationships – big things can and most certainly do grow at Macquarie Primary School. This has been a recurring theme throughout my journey as a parent at Macquarie Primary School over the past ten years, and especially during my term as chair of the Board.

Claire Howell

Macquarie Primary School Board Chair 2016

Context

Macquarie Primary School continued to experience enrolment growth throughout 2016, with a significant increase in students who bring languages in addition to English. Pre enrolment interviews have signalled the school's reputation for personalised approaches to learning as a factor in Macquarie maintaining its presence as a school of choice for families.

Student Information

Student enrolment

In 2016 there were a total of 350 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	188
Female	162
Indigenous	17
LBOTE	135

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in Term 1 to the last day of Term 2.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.0
1	94.0
2	92.0
3	94.0
4	94.0
5	94.0
6	92.0

Source: Planning and Analytics, December 2016

Teachers and administrative staff manage non-attendance at Macquarie Primary School. Parents and carers are encouraged to contact the school office team to provide information about absences. Teachers monitor class roles carefully and contact families directly to follow up unexplained absences.

Students are encouraged to report to the school office if they arrive after school has started to ensure accurate records of partial attendance are maintained.

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	31

Source: Teacher Quality Institute, 16 December 2016

In 2016, 100% of teachers at Macquarie held a recognised education degree. 31% of these have completed postgraduate studies in a range of fields including Science, Arts, Communications and Education.

Workforce composition

The 2016 workforce composition of Macquarie 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	25
Teaching Staff: Full Time Equivalent	23.5
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	8

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.

In 2016 Macquarie Primary School welcomed an Indigenous Education Officer to the education support staff team.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 2000. Volunteers included parents and extended family members, members of the School Volunteers Program ACT, students of Initial Teacher Education at the University of Canberra, and the Design Managers Australia team.

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.

Macquarie 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, 84% of parents and carers, 95% of staff, and 71% 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 21 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.	95
Teachers at this school treat students fairly.	95
This school is well maintained.	86
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	62
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	81
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	100
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	90
Staff are well supported at this school.	90

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 90 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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	93
This school is well maintained.	84
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	75
My child likes being at this school.	92
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	83

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 82 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.	95
My teachers provide me with useful feedback about my school work.	75
Teachers at my school treat students fairly.	62
My school is well maintained.	59
I feel safe at my school.	75
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	33
I like being at my school.	76
My school looks for ways to improve.	77
My school takes students' opinions seriously.	56
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	78

Source: 2016 School Satisfaction Surveys, August/September 2016

The low favourable response rate to the item *Student behaviour is well managed at my school* has been a point of interest for Macquarie's education team over a number of years. In 2016, specific school-based items were added to the survey to provide more meaningful data. In response to the item *The school effectively supports me to demonstrate positive and safe behaviour*, 80% of students agreed. In response to the item *The school effectively supports all students to demonstrate positive and safe behaviour*, 67% of students agreed. This suggests inconsistency in students' perception of effective behaviour management when the focus is shifted from themselves to others. Because of this, the school's focus on fairness, equity and justice continues to be enacted.

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: Macquarie Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	49	119	49	121
Mathematics	37	54	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, 6.00 % 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 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: Macquarie Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	385	441	485	514
Writing	371	420	444	474
Spelling	360	421	456	490
Grammar & Punctuation	360	442	477	511
Numeracy	371	412	484	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

During 2016, educators and students continued to focus on the development of the General Capabilities defined in the Australian Curriculum, whilst building the 21st Century learning assets (thinking, researching, collaborating, communicating, and self-management). The appointment of a Deputy Principal: Pedagogical Transformation strengthened the school's capacity to personalise learning, capitalising on authentic contexts and purpose. The school's approach in this area was showcased during the ACT Education Directorate's Engaging Schools Summit. Presentations by a student and parent at this forum were notable highlights.

Macquarie's collaboration with Design Managers Australia highlighted the school's commitment to developing successful learners, confident and creative students, and active and informed citizens. The Better Carpark Experience project generated significant interest across the school in service design, unleashing its potential as a framework for inquiry in Macquarie's context. This work promoted student agency towards community enhancement, and provided rich professional learning for staff, who enjoyed experiencing how innovation is nourished by new perspectives.

A significant outcome of our collaboration, the DesignInSchools project, was the creation of service design education materials. This work was recognised as Winner: 2016 Service Design Best Overall, and Winner: 2016 Best Service Design: Education at the Good Design Awards Australia. The Macquarie Primary School community was further honoured to receive nomination as Finalist: ACT Education Partnership of the Year 2016 for its work with our DMA partners.

Visual and performing arts programs were guided across the school by identified teachers within each team. The school's bands, choirs and ukulele groups performed at events including Step Into the Limelight, Bandstravaganza and Floriade. In drama, the school continued to benefit from the support of a volunteer parent with expertise in teacher education and the performing arts. This relationship enabled professional learning through workshops for staff and students. During second semester, Macquarie staff and students engaged in a partnership with the Belconnen Arts Centre, and welcomed the opportunity to support the launch of the 'Earth Exhibition'. Thirty students were privileged to work with artists on site, producing sculptures and artefacts.

Social and emotional wellbeing, environmental literacy and physical education were enhanced through time allocation for a teacher's work as Curator of the Outdoor Learning Setting. Core to this role was the establishment of policy implementation guidelines which generated increasing use of the streets, neighbourhood and Mount Painter reserve. The Bike Education Program continued to strengthen, and the construction of an expanded bike enclosure has benefited an increasing number of students choosing to ride to school.

Saturday netball teams continued to build community and healthy lifestyle habits. OzTag and Rugby tournaments were also well supported by Macquarie students and families.

Students from Preschool to Year 6 continued to explore how the physical world works through the specialist science program and personalised inquiries. Additional opportunities were provided for students to demonstrate science understandings and inquiry skills through the University of New South Wales (UNSW) Science Competition. Students and staff continued to benefit from science clinics co-delivered by school staff, academic partners and students from the University of Canberra (UC) Faculty of Education, Science, Technology and Mathematics (ESTeM). The inaugural MPS Science Comedy Festival was a highlight of Science Week activities, bringing more than 100 members of the community together in celebration of science as a human endeavour.

The arrival of poddy lambs in Term 3 generated authentic contexts for learning in Science, Technology, Engineering and Mathematics. This experience engaged families and accelerated efforts around the development of an agricultural zone, as envisaged in the Playground Enhancement Plan.

Macquarie Primary School supported the expansion of the Initial Teacher Education Clinic model during 2016, with engagement as a host site for the UC's English curriculum unit. This brought a renewed connection with academic advisor and unit tutor, Tessa Daffern. Dr Daffern shared insights into contemporary approaches to teaching and learning of spelling with families throughout the year, to support the progress of our students in literacy.

Progress Against School Priorities in 2016

Below is Macquarie'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	163611.00	139331.60	302942.60
Voluntary contributions	7460.00	2025.00	9485.00
Contributions & donations	0.00	1310.16	1310.16
External income (including community use)	10675.60	6585.27	17260.87
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7169.26	3949.90	11119.16
TOTAL INCOME	188915.86	153201.93	342117.79
EXPENDITURE			
Utilities and general overheads	26495.96	81723.80	108219.76
Cleaning	33390.30	49262.54	82652.84
Security	536.90	145.33	682.23
Maintenance	29225.27	12567.14	41792.41
Administration	26216.70	22405.49	48622.19
Staffing	0.00	2620.00	2620.00
Communication	4955.53	1397.98	6353.51
Assets	34529.99	35953.72	70483.71
Leases	0.00	0.00	0.00
General office expenditure	10612.80	11238.26	21851.06
Educational	19825.78	23428.84	43254.62
TOTAL EXPENDITURE	185789.23	240743.10	426532.33
OPERATING RESULT	3126.63	-87541.17	-84414.54
Actual Accumulated Funds	108777.59	192277.59	137277.59
Outstanding commitments (minus)	-2091.26	0.00	-2091.26
BALANCE	109812.96	104736.42	50771.79

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$2,822.29.

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
Bike Enclosure Funds to upgrade the existing bike enclosure to increase space and security. This will influence student movement and physical education outcomes as well as community engagement with the Walk or Ride to School program.	\$5,000.00	April 2016
VOIP Phone System School funding for hardware associated with upgrade of phone system in line with whole of Government digital phone systems.	\$5,000.00	April 2017
Capital Improvements – Hall Stage 2016 Funds to undertake work to upgrade and expand the stage in the school hall. This will assist to accommodate increased enrolment and community engagement initiatives.	\$50,000.00	July 2016
Outdoor Learning Environments 2016 Funding for ongoing actions within the Macquarie Primary School Community Playground Enhancement Project, to improve and enhance the outdoor learning environments.	\$46,500.00	December 2017
Loft Stairwell Acoustics 2016 Funding to improve the acoustics and noise management within the stairwell to the upper storey teaching space.	\$5,000.00	April 2018
2016 Staffing Debt – 2017 Funds reserved for an anticipated staffing debt to support school improvement initiatives.	\$40,000.00	February 2017

Endorsement Page

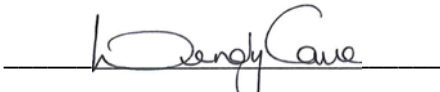
I declare that the Macquarie Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 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 Representative(s):	Claire Howell	Fern Hyde	Katie Weiden
Community Representative(s):	Emily Ashcroft		
Teacher Representative(s):	Kate Greeney	Justine Fuller	
Board Chair:	Claire Howell		
Principal:	Wendy Cave		

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: 18 / 05 / 2017

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

Board Chair Signature:  Date: 18 / 05 / 2017