



Macquarie Primary School

Annual School Board Report 2020



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	2
Student Information	3
Student enrolment.....	3
Student attendance	3
Supporting attendance and managing non-attendance.....	4
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition	4
School Review and Development	5
School Satisfaction	5
Overall Satisfaction	5
Learning and Assessment	7
Performance in Literacy and Numeracy	7
Early years assessment	7
NAPLAN	7
Financial Summary.....	8
Voluntary Contributions	9
Reserves	9
Endorsement Page.....	10
Members of the School Board	10

Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2020 was a year of challenge and change, where children, families, teachers, support staff and the executive stepped up, demonstrated resilience, and approached learning and how to be a school community in a very different way.

Having helped manage the health impacts of COVID-19 on our community, with almost a term of remote learning for most students early in the year and other restrictions on campus throughout 2020, the Board extends a heartfelt thanks to all members of our extended school community who supported Macquarie Primary to continue delivering high quality teaching and learning, with a particular mention to those who worked diligently to foster our collective school community spirit during this time.

One area that was in-focus in 2020 was innovation in the school's ability to use digital technologies as an integral part of teaching and learning. The Board discussed this at length and endorsed funding commitments in both skill-building and associated hardware to make further innovations possible in the future.

While the year was undoubtedly challenging, it was a year of significant achievement for our school, and it is important that we acknowledge these successes. The Board and school continued to focus on strategic priorities: improving student gain in writing and spelling; improving wellbeing and learning through the development of consistent practices and processes; and improving student gain in numeracy.

As the oldest school in Belconnen, the Board was pleased to see significant improvements to the physical school environment delivered in 2020. This included completion of the adventure playground, installation of air-conditioning throughout the school, and enhancements to the Learning Support Unit, which will have flow on benefits for children and teachers for years to come.

Parent, staff and student results in the School Satisfaction Survey trended up in 2020, with significant improvements in our strategic plan target areas in relation to school maintenance and fostering respectful relationships and behaviours.

The Board continued to work with the executive to guide the strategic direction of the school, including development of the school budget and other regulatory functions, ensuring the school's strategic priorities were reflected and integrated along the way. The Board also established a Library Trust Fund, providing the opportunity for families to make tax-deductible donations to support the continued improvement of the school library – a key resource in helping to deliver on the school's strategic priorities.

In supporting the school's priority of improving wellbeing and learning for all through developing consistent practices and processes, the Board worked collaboratively with the leadership team, teachers, and community in supporting and endorsing environmental, wellbeing, and learning approaches across the school. A key focus of the Board during the year was finalisation of the 'How it Works' document on supervision of students on campus with respect to bullying and violence, to operationalise Education Directorate Policies within the school environment. The Board was keen to ensure this document was developed collaboratively, considered the views of the community, and was able to deliver a shared knowledge and purpose. The Board considered input from the teaching, parent and student communities, and will continue to do so, as further 'How it Works' documents are developed and regularly updated. The Board further supported and monitored the school's promotion of its values, the development of the Positive Behaviours for Learning matrix, and its work on how the community can be safe, respectful learners at school.

The Board looks forward to further enhancing its engagement with parents and the wider school community in 2021, providing strategic guidance to the leadership team, and supporting the school in delivering on its areas of priority focus with respect to learning, respectful relationships, safety, inclusion and modernising the school environment.

School Context

Macquarie Primary School offers a contemporary education in a well-established setting in the south-west of Belconnen. We are the oldest primary school in Belconnen, opening in 1968. We accept enrolments from our priority enrolment areas (PEAs) of Macquarie, Belconnen - south of Luxton Street, west of Lathlain Street, south of Chan Street and Cameron Avenue and east of Aikman Drive, and Cook which is a shared PEA with Aranda Primary School. We have extensive grounds which have been landscaped to provide an adventure play area for our students. Our buildings provide a combination of dual and single teaching spaces. We have a well-maintained library which students access each week and before school daily. Our preschool building is set on the edge of our grounds and siblings wave to each other during playtimes.

21st Century education needs to provide learners with the skills and dispositions to enable them to succeed at the next phase of schooling. By the end of primary school, we aim to have graduates who are able to succeed in high school. We provide the academic and wellbeing requirements children need through authentic investigations, where students are solving real world problems and learning through doing. These powerful ways of learning not only engage but create passions and entrepreneurship in our learners. Our focused and skilled teachers act as facilitators and noticers of learning, to make the links so that rigor is maintained. Our school leaders coach and build the capacity of the teachers to be guiders and prompters, and the leadership team is developed to be innovative leaders and educational challengers.

Since 2017, our year 5 NAPLAN results show an increase in students achieving in the top 2 bands of performance in reading, grammar and punctuation and spelling. Our student growth rate from years 3 to 5 in both numeracy and reading exceeds the ACT average. We deliver a rigorous and diverse learning program for students that provides opportunities for extension and enrichment through participation in International Competitions and Assessments for Schools (ICAS), Language Perfect in

French, the Meccano program, gardening club, our Student Representative Council (SRC), and a variety of sporting opportunities including netball, touch and tag football and rugby league in addition to full school carnivals for swimming, athletics and cross country.

Over the past twelve months we have engaged in an extensive consultation to review our school values. In 2020 we launched our new values of persistence, integrity and excellence. These values incorporate the importance of developing the whole child, academically, socially and as a global citizen.

To develop student wellbeing we use an evidence-based framework, Positive Behaviour for Learning (PBL), to implement a whole school approach to encouraging positive behaviour choices. In practice, this includes consistent behaviour expectations created in consultation with all stakeholders including students, staff and community members, consistent language and approaches to support positive behaviour choices, and explicit lessons used to teach behaviour expectations with opportunities to practise appropriate behaviours in classroom and on the playground. Student behaviour support is underpinned by a trauma informed approach and the MindUP evidence based social and emotional learning program.

Student Information

Student enrolment

In this reporting period there were a total of 305 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	157
Gender - Female	148
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	10
LBOTE**	141

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	19.86
Teaching Staff: Full Time Equivalent Temporary	3.50
Non Teaching Staff: Full Time Equivalent	9.73

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 86% of parents and carers, 94% of staff, and 68% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 31 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff* in agreement with each national opinion item

National opinion item	
Parents at this school can talk to teachers about their concerns.	94
Staff are well supported at this school.	77
Staff get quality feedback on their performance.	48
Student behaviour is well managed at this school.	68
Students at this school can talk to their teachers about their concerns.	97
Students feel safe at this school.	84
Students like being at this school.	97
Students' learning needs are being met at this school.	90

Teachers at this school expect students to do their best.	97
Teachers at this school motivate students to learn.	97
Teachers at this school treat students fairly.	97
Teachers give useful feedback.	74
This school is well maintained.	74
This school looks for ways to improve.	90
This school takes staff opinions seriously.	68
This school works with parents to support students' learning.	94

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 134 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers* in agreement with each national opinion item

National opinion item	
I can talk to my child's teachers about my concerns.	93
My child feels safe at this school.	92
My child is making good progress at this school.	81
My child likes being at this school.	92
My child's learning needs are being met at this school.	77
Student behaviour is well managed at this school.	77
Teachers at this school expect my child to do his or her best.	88
Teachers at this school give useful feedback.	90
Teachers at this school motivate my child to learn.	87
Teachers at this school treat students fairly.	90
This school is well maintained.	84
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	78
This school works with me to support my child's learning.	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 101 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	53
I feel safe at this school.	61
I like being at my school.	64
My school gives me opportunities to do interesting things.	71

My school is well maintained.	54
My school looks for ways to improve.	70
My teachers expect me to do my best.	88
My teachers motivate me to learn.	72
Staff take students' concerns seriously.	51
Student behaviour is well managed at my school.	27
Teachers at my school treat students fairly.	54
Teachers give useful feedback.	59

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

NAPLAN

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	118,221.49	111,647.73	229,869.22
Voluntary contributions	5,860.00	2,000.00	7,860.00
Contributions & donations	20,000.00	3,000.00	23,000.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	8,703.36	903.53	9,606.89
Proceeds from sale of assets	0.00	3,181.82	3,181.82
Bank Interest	1,356.64	1,016.19	2,372.83
TOTAL INCOME	154,141.49	121,749.27	275,890.76
EXPENDITURE			
Utilities and general overheads	29,099.05	41,741.05	70,840.10
Cleaning	340.77	203.65	544.42
Security	658.15	0.00	658.15
Maintenance	139,726.71	21,703.94	161,430.65
Administration	9,896.20	5,353.54	15,249.74
Staffing	0.00	0.00	0.00
Communication	880.48	848.27	1,728.75
Assets	60,681.95	11,317.36	71,999.31
Leases	0.00	0.00	0.00
General office expenditure	12,818.63	15,998.66	28,817.29
Educational	11,403.65	13,974.66	25,378.31
TOTAL EXPENDITURE	265,505.59	111,141.13	376,646.72
OPERATING RESULT	-111,364.10	10,608.14	-100,755.96
Actual Accumulated Funds	188,569.97	137,148.63	194,148.63
Outstanding commitments (minus)	-2,019.93	0.00	-2,019.93
BALANCE	75,185.94	147,756.77	91,372.74

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Additional staffing allocation This reserve has been created to fund cost pressures in the staffing budget.	\$40,000	December 2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Amy McGuire	David Momcilovic	Sander de Vries
Teacher Representative(s):	Jodie Rowell	Karen Tozer	
Board Chair:	Amy McGuire		
Principal:	Danielle Porter		

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

2020 Board Chair Signature: Amy McGuire

Date: 26/ 5/ 2021

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:

Danielle Porter

Date: 26 / 5 / 2021