



**MARIBYRNONG**  
PRIMARY SCHOOL

# Maribyrnong Primary School

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Annual School Board Report  
2018



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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

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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.....	3
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition .....	4
School Review and Development .....	4
School Satisfaction .....	5
Overall Satisfaction .....	5
Learning and Assessment .....	7
Performance in Literacy and Numeracy .....	7
Early years assessment .....	7
NAPLAN .....	<b>Error! Bookmark not defined.</b>
Outcomes for College Students .....	<b>Error! Bookmark not defined.</b>
Post School Destination .....	<b>Error! Bookmark not defined.</b>
Financial Summary .....	8
Voluntary Contributions .....	9
Reserves .....	9
Endorsement Page .....	10
Members of the School Board .....	10

## Reporting to the community

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School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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Maribyrnong Primary School values the collaboration and contribution of the Board as it is the policy-making body of the school. The role of a School Board includes maintaining the School Strategic Plan, monitoring and reviewing the performance of the school, and approving the school's budget.

Each government school in the ACT is governed by a School Board whose membership comprises of the school principal, two elected staff members, three elected members of the parent body and a nominee of the Department of Education. This year the Board comprised of Principal Jennifer Howard, staff members including Jantiena Batt, Anna Thorpe and Camille Wise, Craig Jones continued to serve as the community representative, and Lauren Newman, Megan White and Tim Bavinton, as the parent representatives.

As always, we are proud to look back on the busy year that has gone past. Some of our 2018 highlights included:

- Strengthening the kindergarten literacy and numeracy program with positive outcomes based on the work of the Literacy Project Team.
- The implementation of a rigorous observation schedule was implemented to observe and document pedagogical practices from preschool to year six with the aim of enhancing differentiation of the curriculum.
- Targeted professional learning on unpacking the Australian Curriculum achievement standards and levels of performance.

Five outstanding educators nominated in the ACT Public Education Excellence Awards. These awards recognise their contribution to public education as highly regarded and effective educators. Our nominees were:

- Jacque Mengel – Education Support Role
- Judy Marriott – Education Support Role
- Amy Craven – New Educator
- Jacque Sampson – Community Partnership
- Michelle Ashworth – Primary Teacher

We look forward to the year ahead and the continued focus on strengthening literacy and numeracy practices across the school.

## School Context

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Over the last year, the school has experienced increasing enrolments from within the school area, growing to 500 enrolments, preschool to year six. Transition of preschoolers into kindergarten has significantly increased over the past year. Maribyrnong Primary School has established initiatives to support year 6 students transitioning to UC High School Kaleen and Canberra High School, the PEA requirements of the high schools mean that Maribyrnong in area students transition to multiple locations. The number of students transitioning to an in area high school has increased over the past year. In 2018, the school made gains in developing whole school numeracy practices, with increased focus on developing consistent mathematical language within our practice. The school has also reviewed the approach to teaching our response to intervention programs and the English as an Additional Language/Dialect practice and enhancements to both approaches will be implemented in 2019.

## Student Information

### *Student enrolment*

In 2018 there were a total of 415 students enrolled at this school.

**Table: 2018 Student enrolment**

Student type	Number of students
Male	237
Female	178
Aboriginal and Torres Strait Islander	8
LBOTE*	139

\*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages\***

Year level	Attendance rate
1	92.0
2	91.0
3	93.0
4	90.0
5	92.0
6	90.0

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: 2018 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	24.20
Teaching Staff: Full Time Equivalent Temporary	4.00
Non Teaching Staff: Full Time Equivalent	9.77

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## School Review and Development

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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'*. 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. In 2016 this changed to a five-year cycle with an External School Review at the end.



Our school will be reviewed in 2022. A copy of the most recent validation report 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 92% of parents and carers, 98% of staff, and 92% 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.

A total of 48 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback.	96
Teachers at this school treat students fairly.	100
This school is well maintained.	83
Students feel safe at this school.	100
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.	98
Students like being at this school.	100
This school looks for ways to improve.	96
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	98
Staff get quality feedback on their performance	94
Staff are well supported at this school.	94

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 285 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**

<b>National opinion item</b>	
Teachers at this school expect my child to do his or her best.	94
Teachers give useful feedback.	91
Teachers at this school treat students fairly.	94
This school is well maintained.	95
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	88
My child likes being at this school.	96
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	93
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	89
This school works with me to support my child's learning.	88

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 76 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in years 5 to 6 in agreement with each national opinion item**

<b>National opinion item</b>	
My teachers expect me to do my best.	91
Teachers give useful feedback.	88
Teachers at my school treat students fairly.	88
My school is well maintained.	88
I feel safe at this school.	83
I can talk to my teachers about my concerns.	77
Student behaviour is well managed at my school.	79
I like being at my school.	89
My school looks for ways to improve.	93
Staff take students' opinions seriously.	86
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	90

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement Plan) is available on the school website.

## Learning and Assessment

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### 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. Below are the results for this school.

**Table: Maribyrnong Primary School PIPS 2018 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	50	130	40	55
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

**Table: Maribyrnong Primary School 2018 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	427	441	523	518
Writing	395	411	470	460
Spelling	404	410	494	494
Grammar & Punctuation	419	438	522	510
Numeracy	408	416	492	494

Source: Analytics and Evaluation

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	280937.92	308377.80	589315.72
Voluntary contributions	7231.00	3523.50	10754.50
Contributions & donations	405.00	20850.00	21255.00
Subject contributions	10050.00	4470.00	14520.00
External income (including community use)	16954.59	13170.42	30125.01
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	9510.99	11009.94	20520.93
<b>TOTAL INCOME</b>	<b>325089.50</b>	<b>361401.66</b>	<b>686491.16</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	34188.25	68781.48	102969.73
Cleaning	47723.36	46650.62	94373.98
Security	0.00	0.00	0.00
Maintenance	128460.78	-51469.73	76991.05
Administration	7410.22	14860.55	22270.77
Staffing	9808.37	4236.64	14045.01
Communication	2438.48	6417.90	8856.38
Assets	87246.19	2798.56	90044.75
Leases	0.00	0.00	0.00
General office expenditure	43461.36	25091.97	68553.33
Educational	24758.84	10879.26	35638.10
Subject consumables	28111.54	0.00	28111.54
<b>TOTAL EXPENDITURE</b>	<b>413607.39</b>	<b>128247.25</b>	<b>541854.64</b>
<b>OPERATING RESULT</b>	<b>-88517.89</b>	<b>233154.41</b>	<b>144636.52</b>
<b>Actual</b> Accumulated Funds	546305.16	563849.49	563849.49
Outstanding commitments (minus)	-127312.41	0.00	-127312.41
<b>BALANCE</b>	<b>330474.86</b>	<b>797003.90</b>	<b>581173.60</b>

## 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 2018.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Staffing- to cover staffing costs	40172.77	2020
Readers- to purchase new or replace literacy resources	5000.00	2019
IFP- to purchase new interactive technology resources	3735.00	2018
Senior Computer Upgrade 2018	3736.60	2018
Tree Maintenance – planning for tree protection, ground maintenance	5000.00	2020
Facility Upgrade – future upgrade/increase student numbers	5000.00	2020
Furniture Upgrade- future upgrade/increase student numbers	10000.00	2020
Plumbing Maintenance – future upgrades/maintenance	3000.00	2020

## Endorsement Page

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### Members of the School Board

**Parent Representative(s):** LAUREN NEWMAN, TIM BAVINTON.

**Community Representative(s):** CRAIG JONES.

**Teacher Representative(s):** ANNA THORPE, CAMILLE WISE.

**Student Representative(s):**

**Board Chair:** MEGAN WHITE.

**Principal:** JENNIFER HOWARD.

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

Board Chair Signature: MEGAN WHITE

Date: 30/04/2019

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: JENNIFER HOWARD

Date: 30/04/2019