

CHARNWOOD-DUNLOP SCHOOL

Annual School Board Report 2017



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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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School Board Chair Report

Charnwood-Dunlop School's efforts to drive improvement through effective use of data is seeing tangible results across a range of indicators.

This is most evident in the school's considerable improvements in its NAPLAN results. While not the sole marker of educational success, NAPLAN is one important yardstick in measuring student development and with evidence of strong progress for the Year 5 cohort, it is clear that the school's approach to reading, numeracy and spelling is working.

Data also demonstrates that the introduction of the Positive Behaviours for Learning approach in 2015 is now reaping rewards across the school in terms of student conduct. With greatly reduced numbers of behavioural incidences across the school leading to suspensions, and with strong survey results in terms of perceptions of safety, behaviour across the school has improved.

Importantly, the school has also displayed good results in terms of broader school community satisfaction. Staff, parents and crucially, students, all expressed high levels of satisfaction with the education provided at the school, although there has been a slight reduction in student satisfaction since the previous year.

The school board is pleased with the improvements made across the school, and hopes to see the entire school community build upon them over the coming year to gain even greater success.

School Context

Charnwood-Dunlop School has increased enrolments this year and has a current enrolment of 397 students from Preschool to Year; including 49 students in the Belconnen Primary Introductory English Centre, 95 students in preschool and 8 students in the Learning Support Unit (LSU).

In 2015, the school was reviewed by an external validation panel and a new 5 year strategic plan was written and endorsed by the School Board. Our strategic plan included two strategic priorities. The first strategic priority is to improve student outcomes in literacy and numeracy through embedding a culture of data analysis and building teacher expertise. The second strategic priority is to develop a culture that promotes learning for all through Positive Behaviours for Learning.

Student Information

Student enrolment

In 2017 there were a total of 293 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	147
Female	146
Aboriginal and Torres Strait Islander	12
LBOTE*	117

*Language Background Other Than English

Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
K	93.0
1	90.0
2	94.0
3	92.0
4	92.0
5	92.0
6	89.0

Source: Planning and Analytics, December 2017

The school supports attendance by requiring parents and carers to notify the school of their child/ren’s absences via a note, phone or school App message. Where a child is absent without an explanation the front office staff will call the parent or carer. Each term the principal or deputy will contact the families of children who are absent for ten or more days without a reasonable explanation. A plan is agreed to between the family and school to encourage an improvement in attendance. If there is no improvement, an attendance warning letter is sent to the family outlining their obligations in regard to student attendance and inviting the family to contact the school for a meeting. A second letter is sent if there is still no improvement followed by a referral to Northside Student Engagement Team (NSET).

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 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100

Postgraduate	39
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Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Charnwood-Dunlop School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	29
Teaching Staff: Full Time Equivalent Permanent	22.10
Teaching Staff: Full Time Equivalent Temporary	4.00
Non Teaching Staff: Head Count	15
Non Teaching Staff: Full Time Equivalent	12.12

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

School Review and Development

In 2017, 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 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.

Charnwood-Dunlop School will be reviewed in 2020. 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 2017 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 2017, 93% of parents and carers, 100% of staff, and 89% 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.

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	
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	90
Teachers at this school treat students fairly.	97
This school is well maintained.	71
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	90
Students like being at this school.	97
This school looks for ways to improve.	100
This school takes staff opinions seriously.	90
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	90
I receive useful feedback about my work at this school.	71
Staff are well supported at this school.	87

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 71 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	
Teachers at this school expect my child to do his or her best.	94
Teachers at this school provide my child with useful feedback about his/her school work.	97
Teachers at this school treat students fairly.	93
This school is well maintained.	91
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	87
My child likes being at this school.	93
This school looks for ways to improve.	97
This school takes parents' opinions seriously.	92
Teachers at this school motivate my child to learn.	96
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	90
This school works with me to support my child's learning.	90

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 46 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

National opinion item	
My teachers expect me to do my best.	91
My teachers provide me with useful feedback about my school work.	75
Teachers at my school treat students fairly.	65
My school is well maintained.	63
I feel safe at my school.	71
I can talk to my teachers about my concerns.	66
Student behaviour is well managed at my school.	47
I like being at my school.	74
My school looks for ways to improve.	86
My school takes students' opinions seriously.	59
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	80

Source: 2017 School Satisfaction Surveys, August/September 2017

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.

Table: Charnwood-Dunlop School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	39	99	33	48
ACT	51	124	39	55

Source: Planning and Analytics

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.

In 2017, 16.00 % of year 3 students and 3.00 % 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 2017 mean scores achieved by our students compared to the ACT.

Table: Charnwood-Dunlop School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	421	442	500	517
Writing	350	412	443	475
Spelling	370	411	471	494
Grammar & Punctuation	413	441	472	503
Numeracy	378	417	476	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities. Our school has two strategic priorities. The following is a report on the progress made in each of these priorities.

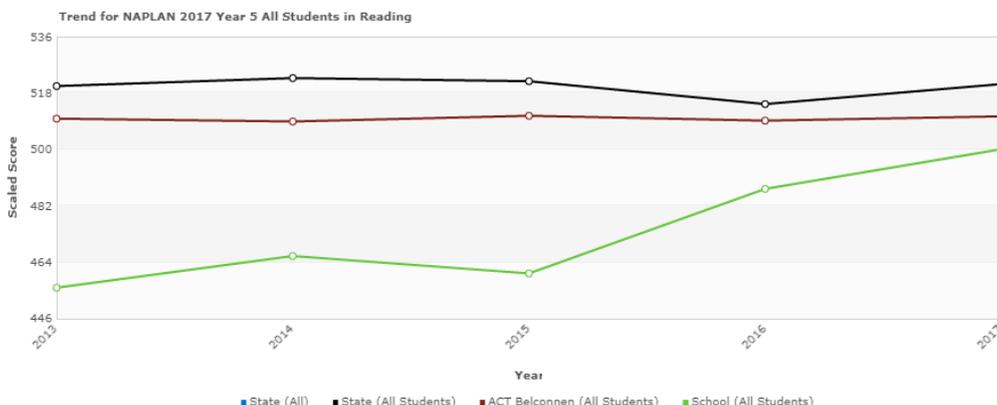
Priority 1

Improve student outcomes in literacy and numeracy through embedding a culture of data analysis and building teacher expertise.

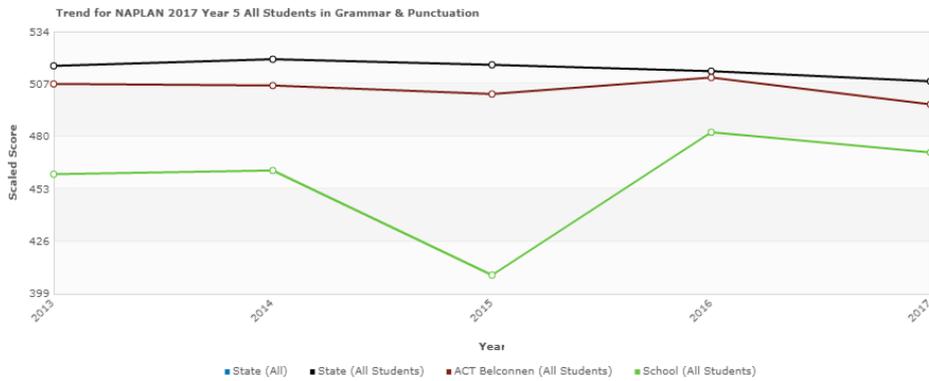
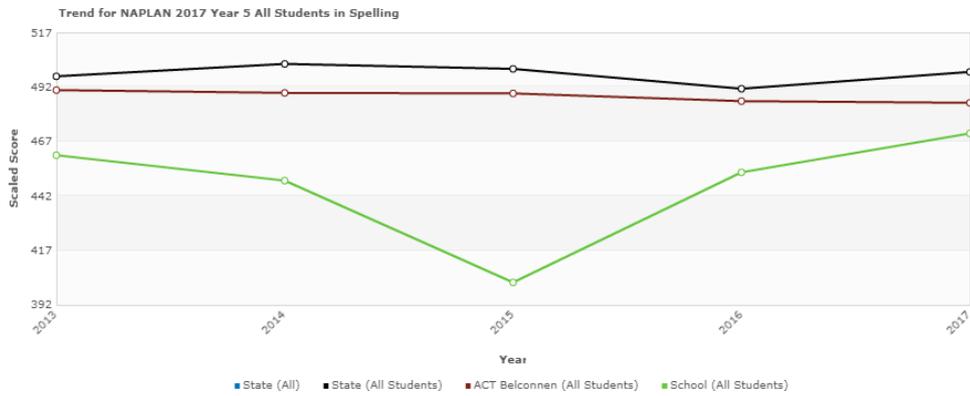
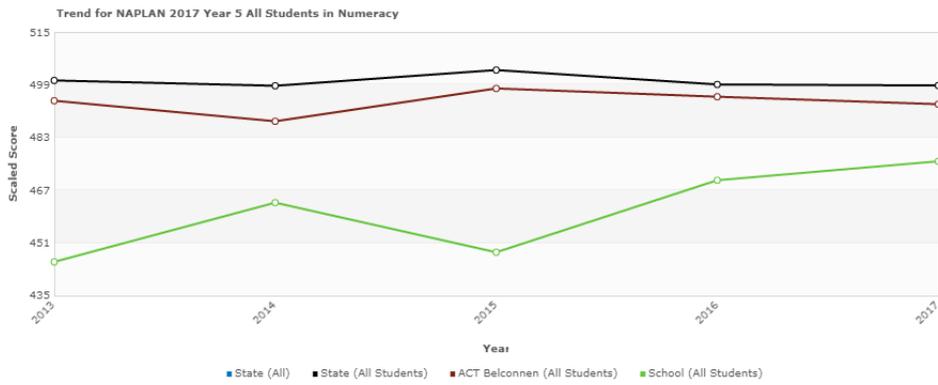
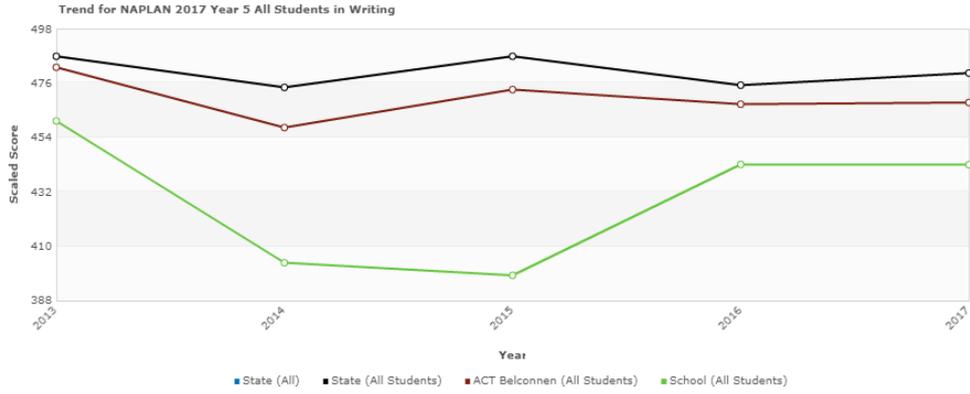
Progress

The following tables demonstrate our progress in NAPLAN student growth. The graphs demonstrate the trend growth for our school in all five areas of NAPLAN assessment as compared to other schools in Belconnen and the ACT over the past four years.

Tables: Charnwood-Dunlop School Trend for NAPLAN 2017 Year 5



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Source: Planning and Analytics

NAPLAN trend results for 2017 demonstrate strong growth for our current Year 5 students from Year 3 to Year 5 in reading, numeracy and spelling. The reading growth data is particularly strong. Growth in grammar and punctuation is slightly lower than in 2016 but still higher than the three years previous to this. Writing growth remains consistent with 2016.

Priority 2

Develop a culture that promotes learning for all through Positive Behaviours for Learning (PBL).

Progress

The results of continued PBL implementation in 2017 include a significant decrease in the rate of suspensions and a decreased rate of referrals for focused behaviour intervention recorded through our behaviour data tracker. There was also an increase in the level of positive behaviour points awarded to students which are recorded through our Epraise system. Parent and staff climate data and school satisfaction data also demonstrated a positive increase in students feeling safe at school and behaviour being well managed. The school participated in an external measure 'SET' which was administered by the ACTED PBL team. SET measures school integrity of the implementation of PBL as a whole school approach. CDS school results at 99.7% reflected strong whole school agreement, knowledge and implementation of PBL.

Table: Charnwood-Dunlop School 2015-2017 Suspension Data

Charnwood-Dunlop School	No. of suspensions			No. of students suspended			No. of days of suspension		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
	42	73	18	15	30	12	62	62	20

Source: Charnwood-Dunlop MAZE data

The data in this table indicates a significant decrease in suspensions in 2017 compared to 2016 and 2015.

Table: Charnwood-Dunlop School 2017 excerpt from School Satisfaction data

	Student data		Parent data		Staff data	
	CDS % agreed	Other like schools	CDS % agreed	Other like schools	CDS % agreed	Other like schools
Students feel safe at school	71.11	77.28	91.55	91.41	100	91.71
Student behaviour is well managed	46.51	53.9	86.57	79.15	90.32	79.33

Source: School satisfaction survey data

The data in this table demonstrates that parents and staff perceive that students feel safe at the school and that student behaviour is well managed. The staff and parents results in these areas are higher than other like schools but the students ranked these areas below other like schools.

Performance in Other Areas of the Curriculum

Charnwood-Dunlop Preschool underwent the National Quality Standard Assessment and Rating process in 2017 with Australian Children's Education and Care Quality Authority. The preschool received a final overall rating of 'Exceeding National Quality Standard'. This was an excellent result particularly as we improved significantly from our rating in 2014 which was 'working towards the standard' The overall rating was based on ratings in seven Quality Areas:

QA1 –Educational program and practice – Meeting National Quality Standard

QA2 – Children's health and safety – Meeting National Quality Standard

QA3 – Physical environment – Exceeding National Quality Standard

QA4 – Staffing arrangements – Exceeding National Quality Standard

QA5 – Relationships with children – Exceeding National Quality Standard

QA6-Collaborative partnerships with families and communities – Exceeding National Quality Standard

QA7 – Leadership and service management – Exceeding National Quality Standard

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	252841.29	185849.34	438690.63
Voluntary contributions	3205.00	2465.00	5670.00
Contributions & donations	3617.00	1886.80	5503.80
External income (including community use)	5780.25	1223.97	7004.22
Proceeds from sale of assets	8215.41	0.00	8215.41
Bank Interest	2848.92	3174.47	6023.39
TOTAL INCOME	276507.87	194599.58	471107.45
EXPENDITURE			
Utilities and general overheads	42217.93	49434.74	91652.67
Cleaning	43244.65	59296.01	102540.66
Security	319.45	0.00	319.45
Maintenance	46132.18	22032.40	68164.58
Administration	1621.25	4057.00	5678.25
Staffing	0.00	66300.00	66300.00
Communication	10334.25	4240.58	14574.83
Assets	31908.94	6738.36	38647.30
Leases	0.00	0.00	0.00
General office expenditure	7185.76	12570.78	19756.54
Educational	26744.63	22509.18	49253.81
TOTAL EXPENDITURE	209709.04	247179.05	456888.09
OPERATING RESULT	66798.83	-52579.47	14219.36
Actual Accumulated Funds	56967.14	85532.67	59532.67
Outstanding commitments (minus)	-4772.02	0.00	-4772.02
BALANCE	118993.95	32953.20	68980.01

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$748.00

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
Investigation/Inquiry Learning 2017	\$6,000	Preschool Mud Kitchen Construction Sets Teacher resources Hatching Chicks
Bike Track Maintenance 2016/2018	\$8,000	\$1800 expended in annual maintenance during 2017
ICT 2017	\$20,000	Purchase of Chromebooks and EliteBook Laptops plus sundry computing equipment to the value of \$12,220 . Remaining funds rolled into 2018 ICT Reserves
Softfall Upgrade 2016/2018	\$10,000	Resurfacing of Basketball Court to cushioned acrylic surface expected in 2018
Wi-Fi Upgrade 2017	\$15,000	No Payment for WiFi Upgrade required. Reserves reallocated to ICT 2018

Endorsement Page

Members of the School Board

Parent Representative(s): Peter Milne, Jo-Anne Robinson, David Collins.

Community Representative(s): Katrina Sheaves.

Teacher Representative(s): Gayle Dyer, Eliza Savage.

Student Representative(s):

Board Chair: Peter Milne

Principal: Debbie Martens

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

Board Chair Signature: _____ Date: ____ / ____ / ____

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 2017.

Principal Signature: _____ Date: ____ / ____ / ____