



Bonython 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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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.

School Context

Our vision for the school is that 'students are at the centre of all that we do'.

It is with great privilege that I introduce myself as the Principal of Bonython Primary School.

Bonython Primary School is a friendly, safe and supportive learning environment where students are challenged to achieve their personal best. Our motto of learning with purpose and passion underpins our beliefs that our students learn best when there is meaning, context and high levels of engagement and empowerment. We work in partnership with our families to develop positive learning experiences for our students where curiosity, creativity and passion is harnessed in a contemporary classroom.

Bonython Primary School provides a well-balanced and fluid educational program which places emphasis on all aspects of The Australian Curriculum. We believe that children bring a natural curiosity to school and inquire into the world around them. Our inquiry classrooms are places where our educators provide highly intentional teaching to grow the capacity of all students and develop purposeful and passionate lifelong learners. We pride ourselves on knowing our students well and having a broad understanding of how to cater for their learning needs. We focus on individual next steps in the learning process and how students can get there effectively.

We teach the 'whole' child and have a strong focus on learning assets, skills and dispositions to enable each child to develop as a productive and active citizen of the community. We believe in teaching students the importance of collaboration, being a self-manager, developing strong communication skills, being a critical thinker and a proactive researcher. These assets are valued and taught to students so they can be literate, numerate and active members of our community.

The focus for our learning is based on the success skills that all people need to be active, successful and happy citizens in our global society. Students learn about the important success skills of empathy, integrity, self-management, embracing diversity, grit and how to foster these skills into learning and their lives.

We believe that education is a partnership between school and home and greatly appreciate the active role that our families and community partnerships can play in developing our students to be the leaders of tomorrow.

Bonython Primary School is a wonderful place for your child to learn and grow. On behalf of our dedicated staff we welcome you to our community and look forward to working with you and your child.

Student Information

Student enrolment

In this reporting period there were a total of 363 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	190
Gender - Female	173
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	13
LBOTE**	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** 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	20.98
Teaching Staff: Full Time Equivalent Temporary	4.95
Non Teaching Staff: Full Time Equivalent	16.35

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 2016. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range 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, 81% of parents and carers, 95% of staff, and 74% 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 40 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.	95
Staff are well supported at this school.	98
Staff get quality feedback on their performance.	58
Student behaviour is well managed at this school.	90
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	98
Students like being at this school.	98
Students' learning needs are being met at this school.	93
Teachers at this school expect students to do their best.	95
Teachers at this school motivate students to learn.	98
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	86
This school is well maintained.	95
This school looks for ways to improve.	100
This school takes staff opinions seriously.	85
This school works with parents to support students' learning.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 98 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.	98
My child feels safe at this school.	96
My child is making good progress at this school.	81
My child likes being at this school.	97
My child's learning needs are being met at this school.	79
Student behaviour is well managed at this school.	70

Teachers at this school expect my child to do his or her best.	97
Teachers at this school give useful feedback.	72
Teachers at this school motivate my child to learn.	89
Teachers at this school treat students fairly.	89
This school is well maintained.	89
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	75
This school works with me to support my child's learning.	79

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

A total of 151 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.	70
I feel safe at this school.	72
I like being at my school.	70
My school gives me opportunities to do interesting things.	72
My school is well maintained.	72
My school looks for ways to improve.	81
My teachers expect me to do my best.	89
My teachers motivate me to learn.	81
Staff take students' concerns seriously.	72
Student behaviour is well managed at my school.	50
Teachers at my school treat students fairly.	70
Teachers give useful feedback.	73

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	112421.73	112421.73	224843.46
Voluntary contributions	5240.00	5338.00	10578.00
Contributions & donations	1615.00	75.00	1690.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	478.64	1508.53	1987.17
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1571.91	1125.60	2697.51
TOTAL INCOME	121327.28	120468.86	241796.14
EXPENDITURE			
Utilities and general overheads	26301.12	61579.06	87880.18
Cleaning	0.00	0.00	0.00
Security	671.46	971.08	1642.54
Maintenance	16763.56	40197.90	56961.46
Administration	15684.61	12921.62	28606.23
Staffing	-545.46	660.02	114.56
Communication	691.31	839.19	1530.50
Assets	65945.51	39230.25	105175.76
General office expenditure	14375.06	15393.33	29768.39
Educational	10531.54	12716.90	23248.44
TOTAL EXPENDITURE	150418.71	184509.35	334928.06
OPERATING RESULT	-29091.43	-64040.49	-93131.92
Actual Accumulated Funds	129971.24	123016.73	123016.73
Outstanding commitments (minus)	-14474.97	0.00	-14474.97
BALANCE	86404.84	58976.24	15409.84

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.

Endorsement Page

Members of the School Board

Parent Representative(s):	Glenn Fenwick	Aanika Shah	Tara Corder
Community Representative(s):			
Teacher Representative(s):	Emily Howland	Margaret Doykas	
Student Representative(s):			
Board Chair:	James Priest		
Principal:	Greg Terrell		

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

2020 Board Chair Signature: James Priest

Date: 29/ 06/ 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:

Greg Terrell

Date: 29/06/2021