

Palmerston District Primary 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

It has been a pleasure to hold the position of School Board Chair for another year in 2017. The School Board continues to work positively and collaboratively with the school executive, staff and the parent and carer community to assist with and guide the work of Palmerston District Primary School.

During the past year the school has continued to encourage a strong connection between the parent community, teaching staff and students. We have also witnessed the many achievements of the year which will further be highlighted in the school report.

Our School Review demonstrated the success and achievements of the school. The commendations and affirmations received showcased Palmerston as outstanding and performing in the highest order of schools. Whilst continuous improvement is always something Palmerston values the School Review demonstrated pleasing maturity in providing effective well balanced education. The recommendations from the review have been used to inform the next 5 year strategic plan.

Our five year Strategic Plan has been under development with several consultations, online platforms for input and opportunities to give thoughts on what the priorities for the school should be and look like. We look forward to sharing this plan and working to achieve its identified goals in the future.

We have seen an ongoing commitment to the professional development of our teachers ensuring they have professional support to deliver a quality education to all of our students. Professional development to commence the year in 2018 included Differentiating Mathematics using the Australian Curriculum with Anita Chin, The Balanced Reader with Carmel Small and the Positive Behaviours for learning approach (PBL) to support this framework implementation throughout the school. All of which are building valuable foundations to support the learning of our children.

We have seen an overall continuation of quality improvement in all areas of our school and many activities have contributed to successful outcomes for our school. Some of these included:

* Environment program – gardens/ vegetable patch – produce used in science/cooking program. School graduated from Fresh Taste program/ Outdoor classrooms and Native Bee house
* Artist in residence produced mural with students
* DSTA- support for Defence families – Special ANZAC ceremony run by Defence Students
* Tournament of Minds
* Science Fair – School based competition, leading in to ACT competition for scientists
* Music program, Instrumental Music Program – bands Ukulele & drumming introduced
* Year 6 Leadership training – peer support program across school
* Parent information workshops – maths, information technology, Reading with your child
* Extra curricula activities – camps, sport gala days, bus cleaning for preschool. –
* author visits, Canberra Theatre visits across the school, National Storybook reading
* CAP Passion project presentations

The school has continued to see growth in our numbers and is continuously working towards accommodating this within the school and wider community. This growth saw several modifications to the school including the allocation of fifth rooms in several PoDs and the Multipurpose room conversion into classrooms. 2017 also saw the continued development of our school grounds and play areas in particular the new pre-school playground which was jointly funded by the school and the P&C.

I have enjoyed my second and final year as the Palmerston Primary School Board Chair, and I would like to thank the other parent, teacher and community representatives for their ongoing dedication and contributions to the Board. I wish the school and Board all the best for a successful 2018.

Julian Fior

# School Context

Palmerston District Primary School has a dedicated Learning Support Unit (LSU) and an integrated Learning Support Centre (LSC) as well as mainstream classes.

In 2017 the school had 591 students from preschool to year 6, with another 33 enrolled in the IEC. Three of the mainstream classes are dedicated to students who are identified as Intellectually Gifted; these classes are known as Challenging Academic Performance (CAP) classes.

The school has a relatively high proportion of students from a Language Background Other Than English (LBOTE), ranging between 41% and 50% over the life of the last Strategic Plan.

## Student Information

### Student enrolment

In 2017 there were a total of 520 students enrolled at this school.

Table: 2017 Student enrolment

|  |  |
| --- | --- |
| **Student type** | **Number of students** |
| Male | 250 |
| Female | 270 |
| Aboriginal and Torres Strait Islander | 14 |
| LBOTE\* | 256 |

\*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 | 91.0 |
| 1 | 91.0 |
| 2 | 92.0 |
| 3 | 93.0 |
| 4 | 93.0 |
| 5 | 91.0 |
| 6 | 89.0 |

Source: Planning and Analytics, December 2017

At Palmerston, we have a set of procedures to support attendance and manage non- attendance. ‘Student Absence procedures’, which were approved by the Board in May 2017, are published on the school website under policies and procedures and shared with staff through our induction program. The aim of the procedures is to ensure that all students are attending school regularly, that appropriate notice is given to the school when students are absent and that parents and carers are supported to have their children at school at all times. The procedures have been developed with reference to the following documents:

* Attendance at ACT Public Schools Procedures (2011)
* Enrolment in ACT Public Schools (2011)
* Education Act 2004 (the Act)
* Quick Reference Guide: Support for schools to implement the Education Participation (Enrolment and attendance) policy (2016)

## 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 | 42 |

Source: Teacher Quality Institute, 16 December 2017

### Workforce composition

The 2017 workforce composition of [INSERT SCHOOL NAME] 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 | 39 |
| Teaching Staff: Full Time Equivalent Permanent | 32.60 |
| Teaching Staff: Full Time Equivalent Temporary | 4.20 |
| Non Teaching Staff: Head Count | 6 |
| Non Teaching Staff: Full Time Equivalent | 5.40 |

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 is one Aboriginal and Torres Strait Islander staff member 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.

Palmerston District Primary School was reviewed in 2017. A copy of the Review 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, 89% of parents and carers, 100% of staff, and 84% 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 41 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** | |  | | --- | | Proportion of staff | |
| Teachers at this school expect students to do their best. | 95 |
| 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. | 98 |
| Students feel safe at this school. | 98 |
| Students at this school can talk to their teachers about their concerns. | 95 |
| Parents at this school can talk to teachers about their concerns. | 95 |
| Student behaviour is well managed at this school. | 80 |
| Students like being at this school. | 98 |
| This school looks for ways to improve. | 95 |
| This school takes staff opinions seriously. | 88 |
| Teachers at this school motivate students to learn. | 95 |
| Students’ learning needs are being met at this school. | 98 |
| This school works with parents to support students' learning. | 97 |
| I receive useful feedback about my work at this school. | 76 |
| Staff are well supported at this school. | 90 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 114 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** | |  | | --- | | Proportion of parents and carers | |
| Teachers at this school expect my child to do his or her best. | 87 |
| Teachers at this school provide my child with useful feedback about his/her school work. | 80 |
| Teachers at this school treat students fairly. | 81 |
| This school is well maintained. | 92 |
| My child feels safe at this school. | 90 |
| I can talk to my child’s teachers about my concerns. | 93 |
| Student behaviour is well managed at this school. | 73 |
| My child likes being at this school. | 89 |
| This school looks for ways to improve. | 88 |
| This school takes parents’ opinions seriously. | 74 |
| Teachers at this school motivate my child to learn. | 85 |
| My child is making good progress at this school. | 86 |
| My child's learning needs are being met at this school. | 79 |
| This school works with me to support my child's learning. | 79 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 92 students responded to the survey. Please note that not all responders answered every question.

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

|  |  |  |
| --- | --- | --- |
| **National opinion item** | |  | | --- | | Proportion of students | |
| My teachers expect me to do my best. | 98 |
| My teachers provide me with useful feedback about my school work. | 89 |
| Teachers at my school treat students fairly. | 79 |
| My school is well maintained. | 82 |
| I feel safe at my school. | 68 |
| I can talk to my teachers about my concerns. | 75 |
| Student behaviour is well managed at my school. | 52 |
| I like being at my school. | 75 |
| My school looks for ways to improve. | 90 |
| My school takes students’ opinions seriously. | 66 |
| My teachers motivate me to learn. | 89 |
| My school gives me opportunities to do interesting things. | 84 |

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: Palmerston Primary School PIPS 2017 mean raw scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agency** | **Reading start** | **Reading end** | **Mathematics start** | **Mathematics end** |
| **School** | 55 | 138 | 40 | 57 |
| **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, 9.00 % 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: Palmerston Primary School 2017 NAPLAN Mean Scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test Domain** | **Year 3 School** | **Year 3 ACT** | **Year 5 School** | **Year 5 ACT** |
| **Reading** | 454 | 442 | 496 | 517 |
| **Writing** | 430 | 412 | 494 | 475 |
| **Spelling** | 439 | 411 | 500 | 494 |
| **Grammar & Punctuation** | 479 | 441 | 515 | 503 |
| **Numeracy** | 431 | 417 | 497 | 496 |

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

Palmerston Primary School has a strong commitment to environmental science and sustainability, with a teacher dedicated to this area. In 2017 the school became one of the first schools to graduate from the Fresh Taste program after three years participation. The school’s vegetable gardens continued to supply produce for cooking lessons, and the school fair. Students from all year groups K-6, relished the opportunity to tend the gardens, nourish plants and eat the fruits of their labour. The ‘Eco Bus Tour’ made Palmerston one of the stops as it toured schools which are successfully implementing environmental education. An outdoor classroom was also established alongside a native bee house.

As well as regular sporting and swimming carnivals, the school utilised grants to bring specialists into the school from a variety of sports including touch football, rugby league and tennis. These experts were able to add to the teacher led sports program, which provides training in fundamental movement and game skills. Senior students also represented the school in touch football at a gala day.

In 2017, the school once again applied for and received support for an Indonesian Assistant during terms two and three. The assistant is jointly funded by the ACT Education Directorate (ED) and the Indonesian Embassy and is a native Indonesian speaker who works in tandem with the school’s Indonesian teacher to provide rich experiences in the culture and language of Indonesia.

The school has a well-developed music program, with senior bands and outreach choirs. The school was a successful participant in national singing day, with several schools journeying to Palmerston to share in the positive experience.

Senior students in the school took part in leadership training and worked through a class parliament process. As a result of their training, student leaders ran peer support sessions across the school, which were well received by younger students and allowed the senior students to showcase their well-developed interpersonal skills. A visit to Australia’s Parliament House was the culmination of their study on elections and democracy.

# 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 | 291847.81 | 192135.45 | 483983.26 |
| Voluntary contributions | 0.00 | 0.00 | 0.00 |
| Contributions & donations | 826.56 | 500.00 | 1326.56 |
| External income (including community use) | 28609.75 | 38434.45 | 67044.20 |
| Proceeds from sale of assets | 925.65 | 0.00 | 925.65 |
| Bank Interest | 3814.45 | 3674.96 | 7489.41 |
| **TOTAL INCOME** | 326024.22 | 234744.86 | 560769.08 |
| **EXPENDITURE** |  |  |  |
| Utilities and general overheads | 33006.99 | 84226.06 | 117233.05 |
| Cleaning | 56329.10 | 58604.85 | 114933.95 |
| Security | 473.45 | 22.08 | 495.53 |
| Maintenance | 21535.82 | 18222.76 | 39758.58 |
| Administration | 64273.73 | 64240.17 | 128513.90 |
| Staffing | 5000.00 | -544.45 | 4455.55 |
| Communication | 11965.41 | 5318.01 | 17283.42 |
| Assets | -2070.17 | 53801.93 | 51731.76 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 2562.56 | 29762.21 | 32324.77 |
| Educational | 13468.13 | 43843.23 | 57311.36 |
| **TOTAL EXPENDITURE** | 206545.02 | 357496.85 | 564041.87 |
| **OPERATING RESULT** | 119479.20 | -122751.99 | -3272.79 |
| **Actual** Accumulated Funds | 56351.45 | 86351.45 | 86351.45 |
| Outstanding commitments (minus) | -40890.64 | 0.00 | -40890.64 |
| **BALANCE** | 134940.01 | -36400.54 | 42188.02 |

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was $3460.

(Due to anomalies in record keeping, identified during the process of calculating this figure, it may not be completely accurate. Processes are being put in place so that this will not occur again in 2018)

## 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 |
| Staff Support  Extra administration support for teachers as requested | $1 000 | 12/2018 |
| Wifi 2016  Wifi infrastructure as needed for Wifi update in 2016. Work has been completed and the school has no outstanding invoices. This reserve will no longer be held | $14 000 | No longer current |
| Staffing 2018  Reserve to cover possible staffing bill at end of 2018 | $17 000 | 12/2018 |
| Operational Plan 2017  To cover teacher and admin staff absences to work on Strategic and Operation Plans for 2018-2022 | $2 000 | 12/2018 |
| LED Replacement 2018  Gradual replacement of Lightbulbs | $10 000 | 12/2018 |
| Security Upgrade 2017  Funds set aside annually for security upgrade due in2020 | $7 500 | 12/2020 |

# Endorsement Page

## Members of the School Board

|  |  |  |  |
| --- | --- | --- | --- |
| Parent Representatives: | Julian Fior | George Villaflor, | Jessie Deng |
| Community Representative(s): |  |  |  |
| Teacher Representative(s): | Jessica Lago, | Maxine Green, |  |
| Student Representative(s): |  |  |  |
| Board Chair: | Julian Fior |  |  |
| Principal: | Melissa Travers |  |  |

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: | \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ |