

Theodore Primary School

Annual School Board Report 2019



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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.

# Summary of School Board activity

For Theodore Primary the 2019 School year has seen continuous positive improvement across all areas of the school.

The Positive Behaviour Learning (PBL) framework has become an embedded aspect of the classroom and school yard; and reports from students, staff and families has been in strong support of the changes that this program has enabled. As the School Board Chair I believe our whole school can be proud of the progress and positive change we are all contributing to, and we are committed to ensuring the continuation of this positive growth and development.

Our school has been lucky enough to have some great external changes as well: the Preschool yard upgrades will help to form strong engagement in play based learning and engagement in outdoor spaces for our younger students, and the bicycles grant has seen an associated opportunity to engage in movement, exploration and new learning moments for the children in years K-6. The feedback so far from students is so positive I thought a few would burst with their excitement! Other areas around the school are being, or have been upgraded to reflect our pride in our environment and the dedication to creating positive learning spaces for all.

I myself as Chair Board have been proud to represent Theodore Primary - such a great school, strong cohort of staff and an amazing body of students, and I believe this sentiment is echoed by the other representatives of the School Board.  Each day I am at the school I see the values of the school song being lived and upheld. I feel strongly that our great school will continue to be a strength of our community as our young people grow into the responsive, global learners we know they are going to be, and who will represent our community values with enthusiasm we see in them each day.

# School Context

Theodore Primary School has a diverse population of approximately 330 students and is situated in Canberra's culturally and historically significant Tuggeranong valley in South Canberra. The valley has been recognised as a significant area to the Ngunnawal people and contains a number of significant sites within the local area. Theodore Primary School recognises the important role that Aboriginal and Torres Strait Islander people and families have played in shaping our community and environment.

The core values of the school are Respect, Integrity, Personal Best and Compassion. These values are embedded through our daily practice and complement our Positive Behaviours for Learning (PBL) expectations of being *Safe, Respectful Learners*. The school caters for students ranging from preschool to Year 6 and prides itself on providing a stimulating, balanced curriculum that encourages lifelong learning. The staff at Theodore Primary School are committed professionals who work collaboratively as a Professional Learning Community to plan for personalised learning experiences targeted at students’ level of need. We have specialist teachers in the arts and physical education. Sustainability education is also a focus through the Environment Centre and specialist teacher. This is enhanced by a purpose-built kitchen/classroom provided under the federal government's Building the Education Revolution program.

The school prides itself on offering a range of opportunities for students to showcase their skills including KultureBreak dance program, band performances and sporting opportunities. Assemblies are held fortnightly with opportunities for classes to showcase their achievements and awards are given to students for achieving their personal best goals and modelling and upholding the school values. Reporting to families is comprehensive, ranging from written reports, learning journeys and interviews. Education continues outside the classroom including excursions, school camps and visiting performers. We believe in strong community connections and enjoy offering after hours events which strengthen relationships and give students the opportunity to participate in learning alongside parents, carers and friends.

Theodore Primary School works hard to build strong relationships between the students, staff, parents and the community.  Children are respected and encouraged to develop their potential in all areas through a forward-thinking approach to education.  Our policies and programs are developed to provide a safe, caring and inclusive environment where all our students achieve their best and know they are successful. Decision making is a shared responsibility and the community is active in the education of our students.

## Student Information

### Student enrolment

In this reporting period there were a total of 338 students enrolled at this school.

Table: Student enrolment

|  |  |
| --- | --- |
| **Student type** | **Number of students** |
| Male | 172 |
| Female | 166 |
| Aboriginal and Torres Strait Islander | 30 |
| LBOTE\* | 59 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

### Student attendance

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

|  |  |
| --- | --- |
| **Year level** | **Attendance rate** |
| 1 | 92.0 |
| 2 | 87.0 |
| 3 | 91.0 |
| 4 | 89.0 |
| 5 | 89.0 |
| 6 | 87.0 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

|  |  |
| --- | --- |
| **Staff employment category** | **TOTAL** |
| Teaching Staff: Full Time Equivalent Permanent | 21.71 |
| Teaching Staff: Full Time Equivalent Temporary | 4.50 |
| Non Teaching Staff: Full Time Equivalent | 11.67 |

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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

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 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 students from year 5 and above through an online survey.

## Overall Satisfaction

In this period of reporting, 84% of parents and carers, 79% of staff, and 62% 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 28 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 give useful feedback. | 86 |
| Parents at this school can talk to teachers about their concerns. | 90 |
| Staff are well supported at this school. | 76 |
| Staff get quality feedback on their performance. | 50 |
| Student behaviour is well managed at this school. | 62 |
| Students at this school can talk to their teachers about their concerns. | 97 |
| Students feel safe at this school. | 59 |
| Students like being at this school. | 79 |
| Students’ learning needs are being met at this school. | 83 |
| Teachers at this school expect students to do their best. | 93 |
| Teachers at this school motivate students to learn. | 90 |
| Teachers at this school treat students fairly. | 97 |
| Teachers give useful feedback. | 86 |
| This school is well maintained. | 93 |
| This school looks for ways to improve. | 93 |
| This school takes staff opinions seriously. | 83 |
| This school works with parents to support students' learning. | 90 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 106 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 |

 |
| I can talk to my child’s teachers about my concerns. | 88 |
| My child feels safe at this school. | 73 |
| My child is making good progress at this school. | 81 |
| My child likes being at this school. | 82 |
| My child's learning needs are being met at this school. | 78 |
| Student behaviour is well managed at this school. | 55 |
| Teachers at this school expect my child to do his or her best. | 92 |
| Teachers at this school give useful feedback. | 75 |
| Teachers at this school motivate my child to learn. | 82 |
| Teachers at this school treat students fairly. | 81 |
| This school is well maintained. | 89 |
| This school looks for ways to improve. | 82 |
| This school takes parents’ opinions seriously. | 65 |
| This school works with me to support my child's learning. | 76 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 82 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** |

|  |
| --- |
| Proportion of students |

 |
| I can talk to my teachers about my concerns. | 56 |
| I feel safe at this school. | 33 |
| I like being at my school. | 54 |
| My school gives me opportunities to do interesting things. | 66 |
| My school is well maintained. | 44 |
| My school looks for ways to improve. | 66 |
| My teachers expect me to do my best. | 82 |
| My teachers motivate me to learn. | 72 |
| Staff take students’ concerns seriously. | 56 |
| Student behaviour is well managed at my school. | 17 |
| Teachers at my school treat students fairly. | 62 |
| Teachers give useful feedback. | 54 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

# 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 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 for the current reporting period.

***Table: Theodore Primary School PIPS 2019 mean raw scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agency** | **Reading start** | **Reading end** | **Mathematics start** | **Mathematics end** |
| **School** | 44 | 109 | 38 | 57 |
| **ACT** | 49 | 123 | 39 | 55 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

### 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 this reporting period, 1.90 % of year 3 students and 2.20 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

***Table: NAPLAN Mean Scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test Domain** | **Year 3 School** | **Year 3 ACT** | **Year 5 School** | **Year 5 ACT** |
| **Reading** | 408 | 438 | 475 | 516 |
| **Writing** | 376 | 418 | 454 | 474 |
| **Spelling** | 367 | 408 | 490 | 497 |
| **Grammar & Punctuation** | 405 | 440 | 461 | 500 |
| **Numeracy** | 390 | 411 | 462 | 496 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

# 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 | 146620.62 | 137459.98 | 284080.60 |
| Voluntary contributions | 6408.50 | 80.00 | 6488.50 |
| Contributions & donations | 3000.00 | 760.80 | 3760.80 |
| Subject contributions | 2920.00 | 620.00 | 3540.00 |
| External income (including community use) | 6090.60 | 4623.36 | 10713.96 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 4648.55 | 3251.84 | 7900.39 |
| **TOTAL INCOME** | 169688.27 | 146795.98 | 316484.25 |
| **EXPENDITURE** |  |  |  |
| Utilities and general overheads | 44445.57 | 38754.56 | 83200.13 |
| Cleaning | 50834.90 | 0.00 | 50834.90 |
| Security | 0.00 | 0.00 | 0.00 |
| Maintenance | 44651.96 | 44541.98 | 89193.94 |
| Administration | 2214.93 | 3611.65 | 5826.58 |
| Staffing | 8380.50 | 44793.00 | 53173.50 |
| Communication | 7865.81 | 4611.25 | 12477.06 |
| Assets | 5882.79 | 21399.85 | 27282.64 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 8857.94 | 11340.08 | 20198.02 |
| Educational | 14620.79 | 12655.03 | 27275.82 |
| Subject consumables | 3980.00 | 0.00 | 3980.00 |
| **TOTAL EXPENDITURE** | 191735.19 | 181707.40 | 373442.59 |
| **OPERATING RESULT** | -22046.92 | -34911.42 | -56958.34 |
| **Actual** Accumulated Funds | 253738.20 | 178338.93 | 187950.93 |
| Outstanding commitments (minus) | -681.61 | 0.00 | -681.61 |
| **BALANCE** | 231009.67 | 143427.51 | 130310.98 |

## 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.

$6408.50

## Reserves

|  |  |  |
| --- | --- | --- |
| Name and Purpose | Amount | Expected Completion |
| Staffing | $20 000 | 2019 |
| Preschool grounds upgrade | $10 000 | 2020 |
| Classroom furniture | $30 000 | 2020 |
| School Improvement | $10 000 | 2020 |

# Endorsement Page

## Members of the School Board

|  |  |  |  |
| --- | --- | --- | --- |
| Parent Representative(s): | Katya Drake | Danielle Searle |  |
| Community Representative(s): | Sue Farrelly |  |  |
| Teacher Representative(s): | Jess Crilly | Nathan Pepper |  |
| Student Representative(s): | N/A |  |  |
| Board Chair: | Alison Yialeloglou |  |  |
| 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: | 27 / 07 / 2020 |

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: |  | Date: | 27 / 07 / 2020 |