



Arawang Primary School

Annual School Board Report 2021



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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

On behalf of the Arawang Primary School Board, the members would like to acknowledge and commend the Arawang Primary school community, consisting of the schools' executive team, the teaching cohort, the school P&C, school support staff, volunteers, students, parents, and the care givers for creating and maintain a constructive community for learning and working.

The school's executive teams' responses and reactions to the challenges of the last 12 have been highly commendable, thoughtful and effective in providing and maintaining a positive learning environment for our students and staff. 2021 saw the retirement of our respected and much-loved principal Jenny Page, whos' leadership, ethics and goal setting over the past decade has elevated Arawang to one of the top ACT public primary schools in the ACT. We commenced a new era at Arawang by appointing Jacqui Chapman as our new principal to oversee the school's strategic direction and support the continued improvement of student progress and performance from 2022. I would also like to acknowledge our deputy principal Michelle Maier for acting as Principal during the transition period and her ongoing commitment and leadership for our teaching staff.

All our Arawang staff and teachers deserve thanks for their tireless work teaching and supporting our children in extraordinary circumstances and adapting to change and challenges of the COVID period.

The school board members will in partnership with the school's executive team, continue endorsing and overseeing the strategic direction and priorities of the school, monitoring and reviewing school performance, developing, maintaining and reviewing curriculum, approving budgets for the effective use of school resources and management of financial risks. The ongoing strategic oversight of the Arawang School Improvement Plan and the Annual Action Plan will be a focus in 2022.

Thanks also to the many volunteers at the school, including the P&C president, Kylie Dunstan and the other members of the 2021 P&C committee, who soldiered on despite all the challenges and constraints in 2021.

Finally thank you to the Arawang Primary School community in whatever role you play in making our school a safe, positive environment for our children to grow. Exciting times ahead at Arawang.

Mick Roberts
School Board Chair
Arawang Primary School

School Context

At Arawang Primary School our vision and mission statement is 'Quality Education, Caring for All'. Our teachers, our students and our families have been a part of establishing our beliefs and students are at the heart of all that we do. High expectations of learning and relationship building is 'The Arawang Way'. Arawang Primary strives to develop in all our students the skills, values and attitudes to enable them to function effectively as lifelong learners so that they may take their place as effective citizens in our world.

The school population is from a rich multicultural background. We embrace and celebrate our multicultural and diverse community and provide a balanced and multi-faceted approach to learning which encompasses academic, cultural, physical and creative development and student leadership. This includes a highly valued and successful music and band program, music tuition in piano and guitar, sporting activities, sustainability program, school parliament, lunchtime clubs and a social skills program to build resilience across the school. Students use technologies across the curriculum to enhance learning opportunities.

Our dedicated, enthusiastic and passionate staff works as an effective team committed to high quality learning for all students and to the education of the whole child. The school delivers consistent programs through balanced literacy and numeracy programs and integrated inquiry learning. A systematic program to develop teacher quality through coaching and mentoring is also in place. The school community is supportive and actively involved in the life of the school. The community believes that Arawang Primary is a school where expectations for learning and student behaviour are high and quality teaching and learning is valued and practised. The school offers after school care and after school activities.

Student Information

Student enrolment

In this reporting period there were a total of 487 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	252
Gender - Female	235
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	15
LBOTE**	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

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

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, 135 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	29.48
Teaching Staff: Full Time Equivalent Temporary	0.60
Non Teaching Staff: Full Time Equivalent	12.90

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 2020. A copy of the Report of Review 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. 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, 84.6% of parents and carers, 100.0% of staff, and 79.1% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number

of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 46 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.	98
Staff get quality feedback on their performance.	74
Student behaviour is well managed at this school.	91
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	97
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	83
This school is well maintained.	98
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	92

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 130 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	
My child feels safe at this school.	89
My child is making good progress at this school.	79
Student behaviour is well managed at this school.	74
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	79
Teachers give useful feedback.	77
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	91
This school is well maintained.	86
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	55
This school works with me to support my child's learning.	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 191 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	48
I feel safe at this school.	75
I am happy to be part of this school.(Replaces 'I like being at my school')	81
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	59
My school is well maintained.	70
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	94
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	83
Staff take students' concerns seriously.	64
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	80
Teachers give useful feedback.	68

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.

Table: Arawang Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	64	140	38	58
ACT	58	125	38	56

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, 2.47 % of year 3 students and 0.00 % 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	476	437	523	515
Writing	440	418	499	475
Spelling	424	409	510	502
Grammar & Punctuation	466	426	517	497
Numeracy	430	404	507	492

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-December
Directorate Funding	417441.05
Contributions and Donations	39773.66
Subject Contributions	22854.60
Hire of Facilities	27217.50
External Revenue	4068.27
Sale of Assets	863.64
Interest Received	8030.70
Other School Revenue	53.36
TOTAL INCOME	520302.78
EXPENDITURE	
Utilities and General Overheads	86147.58
Security and Caretaking	1346.37
Maintenance	58430.88
Administration	12753.83
Staffing Expenditure	1144.77
Communication	5714.11
Assets & Leases	21851.93
General Expenses	44290.46
Educational Resources	64103.48
Subject Consumables	10043.82
Directorate Funded Payments	348.34
Other Payments	0.00
TOTAL EXPENDITURE	306175.57
OPERATING RESULT	214127.21
Accumulated Funds	204464.95
BALANCE	418592.16

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.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing 2022 To budget for possible staffing debt	\$35,000	December 2022
Technology 2022 To enhance the learning through ICT the school will be required to purchase and repair ICT equipment.	\$30,000	December 2022

Endorsement Page

Members of the School Board

Parent Representative(s):	Michael Roberts,	Nicole Parker,	Isabelle Ludovici
Community Representative(s):	Lois Cooper,		
Teacher Representative(s):	Vicky Bresnan,	Zareen Mistry	
Board Chair:	Michael Roberts		
Principal:	Jeni Page		

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

2021 Board Chair Signature: Michael Roberts

Date: 26/ 08/ 2022

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: Jacqui Chapman

Date: 26 / 08 / 2022