



**ACT**  
Government



# Palmerston District 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

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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

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The board was unable to contribute at the time of publication.

## School Context

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Palmerston District Primary School is a growing P-6 school in the Gungahlin Network and was opened in 1995. There are 736 students currently enrolled. The school is a harmonious mixture of families from different backgrounds and cultures. We have welcomed the residents of Crace to the school in recent years. We are comprised of 6 preschool classes, 36 mainstream classes, 2 Learning Support Units. There are 92 staff members, including 6 administration staff, 1.6 Building Support Officers (BSOs), 15 Learning Support Assistants (LSAs) and 12 part-time teaching staff. Currently we are awaiting the installation of new relocatable learning units. These are expected to be completed by the beginning of term 4 2022.

We are an established school that sets high expectations for all and upholds positive values that reflect our community. We model our school values of Palmerston PRIDE - Participation, Respect, Integrity, Determination, Empathy. Our Positive Behaviour for Learning (PBL) framework explicitly helps us to acknowledge our students for being a safe, respectful learner. Parents and teachers work together to be role models for our community through being lifelong learners and creating a harmonious and inclusive environment that supports respect for all.

Palmerston District Primary School strives to provide for all our students. We are a school on the move. We provide a band program with two bands, lunchtime clubs, student leadership opportunities, additional external and internal academic and wellbeing opportunities and we often host sporting clinics. We provide a written report to families in terms 2 & 4 with an offer of parent/teacher interviews in terms 2. We offer Japanese as our language for years 3-6 and provide music as a specialist subject. Our library is open each day. A Before and After School Care program is on site for years Preschool to 6.

Palmerston District Primary School has a preschool for up to 100 preschool children. Our statement of philosophy is: At Palmerston Preschool we believe in the importance of developing strong family and community connections. These connections should ensure that students feel as though they belong in our wider school community. We embrace the Early Years Learning Framework 'Belonging, Being and Becoming'. We aim to extend and enrich children's learning while in our care.

As a whole school community, we facilitate an environment which fosters contributions by students, teachers and parents. The Palmerston District Primary School community lives by its motto of: Together, we learn from each other.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 736 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	373
Gender - Female	362
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	26
LBOTE**	352

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	91.0
2	94.0
3	94.0
4	92.0
5	93.0
6	91.0

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	42.95
Teaching Staff: Full Time Equivalent Temporary	2.80
Non Teaching Staff: Full Time Equivalent	21.97

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 is scheduled for review in Term Two 2022.

## 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, 78.6% of parents and carers, 94.5% of staff, and 64.0% 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 55 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.	100
Staff get quality feedback on their performance.	62
Student behaviour is well managed at this school.	73
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	97
Teachers give useful feedback.	94
This school is well maintained.	89
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	64

Source: ACT Education Directorate, Analytics and Evaluation Branch



\*Proportion of those who responded to each individual survey question

A total of 154 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.	83
My child is making good progress at this school.	77
Student behaviour is well managed at this school.	69
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')	77
Teachers give useful feedback.	73
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	83
This school is well maintained.	77
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	53
This school works with me to support my child's learning.	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 200 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')	46
I feel safe at this school.	55
I am happy to be part of this school.(Replaces 'I like being at my school')	65
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	50
My school is well maintained.	60
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	90
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	75
Staff take students' concerns seriously.	56
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	73
Teachers give useful feedback.	61

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### 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: Palmerston District Primary School BASE 2021 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	53	114	35	53
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, 1.00 % 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	433	437	504	515
Writing	424	418	467	475
Spelling	407	409	498	502
Grammar & Punctuation	420	426	479	497
Numeracy	402	404	485	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	385481.04
Contributions and Donations	50733.87
Subject Contributions	343.00
Hire of Facilities	16713.10
External Revenue	21557.88
Sale of Assets	318.18
Interest Received	2545.92
Other School Revenue	17470.40
<b>TOTAL INCOME</b>	<b>495163.39</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	109074.92
Security and Caretaking	1537.20
Maintenance	31574.17
Administration	21553.13
Staffing Expenditure	3402.50
Communication	10392.06
Assets & Leases	85264.18
General Expenses	34175.65
Educational Resources	55831.32
Subject Consumables	782.74
Directorate Funded Payments	8794.20
Other Payments	8759.81
<b>TOTAL EXPENDITURE</b>	<b>371141.88</b>
<b>OPERATING RESULT</b>	<b>124021.51</b>
Accumulated Funds	81579.56
<b>BALANCE</b>	<b>205601.07</b>

## 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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Staffing	18000	12/2021
Fuirniture/Equiment	48000	12/2021

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Jacqueline Cooke	Christopher Bowyer
<b>Community Representative(s):</b>	N/A	
<b>Teacher Representative(s):</b>	Adam Chad	Trish Foster
<b>Student Representative(s):</b>	N/A	
<b>Board Chair:</b>	Vikram Kulkarni	
<b>Principal:</b>	Marijana Pasalic (A/g principal)	

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

2021 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD / MM / YYYY

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: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD / MM / YYYY