

Kaleen 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.

School Context

Kaleen suburb has undergone significant urban renewal and demographic change and these factors are reflected in the changing student population of Kaleen Primary School. In addition, over the last eight years Kaleen Primary School has transitioned away from streamed Gifted and Talented classes (alongside regular mainstream classes) to a more inclusive model. This has resulted in an increased number of in area enrolments moving from 52% at the end of 2017 to 64% at the beginning of 2022. In recent years, the Index of Community Socio-Educational Advantage (ICSEA) rating has dropped slightly from 1133 (2017) to 1111 (2022). This identifies changing factors in our students' family backgrounds (parents' occupation, school education and non-school education) from information provided by parents. In 2017, 49% of students were identified with language backgrounds other than English and this has decreased to approximately 39% at the beginning of 2022.

Student Information

Student enrolment

In this reporting period there were a total of 471 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	255
Gender - Female	216
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	11
LBOTE**	202

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	91.0
3	94.0
4	94.0
5	92.0
6	92.0

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	28.20
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Full Time Equivalent	10.15

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 will be reviewed in 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, 90.2% of parents and carers, 100.0% of staff, and 87.1% 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 31 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

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 123 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

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 186 students responded to the survey. Please note that not all responders answered every 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: Kaleen Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	49	137	35	60
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, 1.49 % 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	468	437	524	515
Writing	434	418	479	475
Spelling	436	409	521	502
Grammar & Punctuation	456	426	515	497
Numeracy	427	404	504	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	405029.85
Contributions and Donations	30539.89
Subject Contributions	26945.74
Hire of Facilities	12874.87
External Revenue	3410.81
Sale of Assets	0.00
Interest Received	5634.32
Other School Revenue	28307.73
TOTAL INCOME	512743.21
EXPENDITURE	
Utilities and General Overheads	81953.16
Security and Caretaking	0.00
Maintenance	45644.54
Administration	5174.78
Staffing Expenditure	608.88
Communication	1666.45
Assets & Leases	25307.12
General Expenses	31680.17
Educational Resources	48430.17
Subject Consumables	16751.24
Directorate Funded Payments	22675.96
Other Payments	30444.81
TOTAL EXPENDITURE	310337.28
OPERATING RESULT	202405.93
Accumulated Funds	304593.58
BALANCE	506999.51

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
ICT Upgrades This will enable the school to upgrade and replace technology used to enhance teaching and learning.	\$60,000.00	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Ben Peters-Jones	Rochelle Wood	Robert McGregor
Teacher Representative(s):	Bec Hadfield	Fiona Chapman	
Board Chair:	Ben Peters-Jones		
Principal:	Chris Shaddock		

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

2021 Board Chair Signature: Ben Peters Jones Date: 07/ 06/ 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: Chris Shaddock Date: 07/ 06/ 2022