



# Florey Primary School

## Annual School Board Report 2023



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2024

Material in this publication may be reproduced provided due acknowledgement is made.

# Contents

---

Reporting to the community.....	1
School Context .....	1
Student Information .....	1
Student enrolment.....	1
Student attendance .....	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	2
Teacher qualifications .....	2
Workforce composition .....	3
School Review and Development .....	3
School Satisfaction .....	3
Overall Satisfaction .....	3
Learning and Assessment .....	5
Performance in Literacy and Numeracy .....	5
Early years assessment .....	5
NAPLAN .....	6
Financial Summary .....	6
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page .....	9
Members of the School Board .....	9

## 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

---

Florey Primary School is situated in Belconnen in the north of the Australian Capital Territory. Our school includes a preschool campus and a primary campus.

The Florey community is made up of a diverse range of nationalities and backgrounds. The multicultural nature of the school provides opportunities for interaction between students from over 27 different countries.

At Florey we value cultural diversity and develop differentiated teaching and learning programs which enable all students to feel successful and supported in an inclusive environment.

As a community we promote values of **respect, tolerance and inclusion and excellence.**

## Student Information

### *Student enrolment*

In this reporting period there were a total of 408 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	198
Gender - Female	210
Aboriginal and Torres Strait Islander	19
LBOTE*	204
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

\*\* 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.

## 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	90.0
2	90.0
3	90.0
4	88.0
5	90.0
6	86.0

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, 159 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	24.79
Teaching Staff: Full Time Equivalent Temporary	1.80
Non Teaching Staff: Full Time Equivalent	15.52

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

---

The ACT Education Directorate's Strategic Plan 2022-2025 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 2025.

## 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, 82.6% of parents and carers, 80.0% of staff, and 64.8% 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 45 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**

<b>National opinion item</b>	
Teachers at this school expect students to do their best.	96
Teachers give useful feedback	84
Teachers at this school treat students fairly.	91
This school is well maintained.	71
Students feel safe at this school.	62
Students at this school can talk to their teachers about their concerns.	87
Parents at this school can talk to teachers about their concerns.	89
Student behaviour is well managed at this school.	62
Students like being at this school.	64
This school looks for ways to improve.	84
This school takes staff opinions seriously.	76
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	71
This school works with parents to support students' learning.	91
Staff get quality feedback on their performance	47
Staff are well supported at this school.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 195 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**

<b>National opinion item</b>	
Teachers at this school expect my child to do his or her best.	85
Teachers give useful feedback	74
Teachers at this school treat students fairly.	81
This school is well maintained.	82
My child feels safe at this school.	84
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	65
My child likes being at this school.	87
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	62
Teachers at this school motivate my child to learn.	81



My child is making good progress at this school.	78
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	69

Source: ACT Education Directorate, Analytics and Evaluation Branch  
 \*Proportion of those who responded to each individual survey question

A total of 142 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	
My teachers expect me to do my best.	82
Teachers give useful feedback	73
Teachers at my school treat students fairly.	59
My school is well maintained.	51
I feel safe at this school	62
I can talk to my teachers about my concerns.	54
Student behaviour is well managed at my school.	45
I like being at my school.	61
My school looks for ways to improve.	68
Staff takes students' concerns seriously	67
My teachers motivate me to learn.	69
My school gives me opportunities to do interesting things.	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: Florey Primary School BASE 2023 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	59	114	39	55
ACT	59	124	38	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, 1.80 % of year 3 students and 3.90 % 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	368	415	473	509
Writing	391	415	464	484
Spelling	351	404	470	492
Grammar & Punctuation	372	412	466	500
Numeracy	367	414	465	495

## 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	339851.77
Contributions and Donations	28472.00
Subject Contributions	5455.00
Hire of Facilities	15519.96
External Revenue	371.30
Sale of Assets	0.00

Interest Received	27667.22
Other School Revenue	31931.02
<b>TOTAL INCOME</b>	<b>449268.27</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	83073.68
Security and Caretaking	2283.84
Maintenance	103542.87
Administration	6613.42
Staffing Expenditure	8632.45
Communication	4496.34
Assets & Leases	90572.62
General Expenses	46931.17
Educational Resources	17392.40
Subject Consumables	6622.50
Directorate Funded Payments	1167.53
Other Payments	28105.32
<b>TOTAL EXPENDITURE</b>	<b>399434.14</b>
<b>OPERATING RESULT</b>	<b>49834.13</b>
Accumulated Funds	456165.51
<b>BALANCE</b>	<b>505999.64</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.

2023 Voluntary Contributions \$8,957 - this was 89.57 % of our projected budget.

## Reserves

Name and Purpose	Amount	Expected Completion
Staff room refurbishment	\$100,000	2024

## Endorsement Page

---

### Members of the School Board

<b>Parent Representative(s):</b>	Latoya Marks,	Karen Salvemini,	Evangaline Tan.
<b>Community Representative(s):</b>	Basu Banka		
<b>Teacher Representative(s):</b>	Emma Abundo,	Maureen Howe	
<b>Student Representative(s):</b>	N/A		
<b>Board Chair:</b>	Latoya Marks		
<b>Principal:</b>	Amy Czoban		

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

2023 Board Chair Signature: Latoya Marks

Date: 20/03/2024

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:

Amy Czoban

Date: 20/03/2024