



Fraser 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

The Fraser Primary School Board has continued to meet regularly with representatives of the School's Executive, Teaching Staff, Business Manager and Parents. The Board has focussed on the current condition and future directions for Fraser Primary School.

Over 2019 the Fraser Primary School Board has been productive in reviewing the following policies and issues relevant to the school community:

- Gifted and Talented Procedures;
- Portable Electronic Device Policy;
- Violence towards staff in school – incidence and management approaches;
- Crisis management - continuity planning;
- Reportable Conduct Scheme;
- Storage of school property;
- Oval refurbishment;
- Student enrolment numbers and resource implications;
- The allocation of funds; and
- Approval and monitoring of the school budget.

We continue to praise the high-quality calibre of the teaching, support and administrative staff of the Fraser Primary School. We are thankful for their investment in the lives of students and in the Fraser Community.

School Context

Fraser Primary School opened in 1979. It is situated in the North-West region of Canberra and includes students from the suburb of Fraser and areas of Dunlop, Flynn and Charnwood. Fraser Primary School provides education for students from preschool to year 6 and has an enrolment of around 601 students. The school motto Learning Together Achieving Together underpins all our activities and interactions. The school motto reflects the dedication and professionalism of the staff the support of

the parents/carers and the enthusiasm of the students all of which creates a successful combination and a school that makes a positive difference to the lives of our whole community. With everyone working together we provide our students with a wide range of high-quality educational experiences in a supportive and caring environment. Fraser Primary School provides quality education for all students. We implement a relevant and innovative curriculum that develops the whole child. Students are engaged in a range of learning experiences that actively develop skills and understandings and allow students to achieve success. Our school values underpin a safe friendly and supportive environment that encourages students to become lifelong learners. Our students are given opportunities to be active and effective citizens in their local and global community. Fraser Preschool is located on site and is an integral part of our school. The Fraser Preschool program provides the foundation for successful early childhood learning and we provide a rich variety of learning experiences for all our students. The rich Fraser Preschool curriculum is guided by the Early Years Framework and the National Quality Standards. Fraser Primary School prides itself on high expectations and is constantly striving to improve student outcomes. The Australian Curriculum framework is implemented from Kindergarten to year 6. Assessment both national and school based provides parents/carers with ongoing information on their child's progress. School improvement strategies have included whole school approaches to all aspects of the curriculum with a strong focus on differentiated literacy and numeracy and integrated inquiry programs. The school is committed to ensuring that every child has the best possible opportunity to achieve a standard of excellence in all academic pursuits. High quality instruction from classroom teachers along with intensive short-term support for students from specialist staff when required provides a platform for successful student outcomes. At Fraser we use the 'inquiry' approach to learning. Our integrated inquiry units provide a valuable context for students to display their understanding knowledge and skills through performance on trans-disciplinary activities that are intellectually demanding and are connected to the world beyond the classroom. Students are provided with the opportunity to negotiate their inquiry-based quest. This gives students a sense of ownership of their learning and the opportunity to utilise their preferred individual learning styles. Fraser Primary School is committed to ensuring ICT is integral to all aspects of learning. We provide an inclusive environment where all students have opportunities to succeed and offer a diverse range of programs for all students. A Japanese language program operates for students in years Kinder-6. A performing arts specialist implements a developmental performing arts program for years P-6. The school also has a year 5 and 6 instrumental band program. The school also offers a comprehensive STEM (Science, Technology, engineering and Maths) program. The school promotes a healthy lifestyle through active participation in sporting teams, the explicit teaching of fundamental motor skills and a health promoting curriculum. Students are also educated in environmental sustainability. We recognise students who act as positive role models and citizens in our community through displaying our school values. The school values: support, cooperation, acceptance, respect and friendliness are explicitly taught to students and students displaying these values are acknowledged at school assemblies and across the school community. The school offers a safe learning environment promoting respectful relationships among the whole school environment. Fraser Primary School is a community-based school that prides itself on the quality of its partnerships with the school community. We believe that the partnership between home and school is the most important relationship of all and we do all we can to ensure the strength of this partnership. The school community is actively involved in celebrating the learning of our students throughout the year.

Student Information

Student enrolment

In this reporting period there were a total of 492 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	244
Female	248
Aboriginal and Torres Strait Islander	22
LBOTE*	87

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	92.0
3	90.0
4	92.0
5	91.0
6	88.0

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	33.27
Teaching Staff: Full Time Equivalent Temporary	1.60
Non Teaching Staff: Full Time Equivalent	13.19

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 will be reviewed in 2020. A copy of the most recent Validation Report 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, 93% of parents and carers, 96% of staff, and 95% 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 49 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 are well supported at this school.	84
Staff get quality feedback on their performance.	54
Student behaviour is well managed at this school.	63
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	96
Students like being at this school.	100
Students' learning needs are being met at this school.	92
Teachers at this school expect students to do their best.	98
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	96
Teachers give useful feedback.	88
This school is well maintained.	100
This school looks for ways to improve.	90
This school takes staff opinions seriously.	88
This school works with parents to support students' learning.	94
Teachers give useful feedback.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 244 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 is making good progress at this school.	90
I can talk to my child's teachers about my concerns.	96
My child feels safe at this school.	95
My child likes being at this school.	94
My child's learning needs are being met at this school.	90
Student behaviour is well managed at this school.	89
Teachers at this school expect my child to do his or her best.	96
Teachers at this school give useful feedback.	93
Teachers at this school motivate my child to learn.	94
Teachers at this school treat students fairly.	92
This school is well maintained.	97
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	88
This school works with me to support my child's learning.	92

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 185 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 can talk to my teachers about my concerns.	86
I feel safe at this school.	89
I like being at my school.	88
My school gives me opportunities to do interesting things.	94
My school is well maintained.	94
My school looks for ways to improve.	96
My teachers expect me to do my best.	99
My teachers motivate me to learn.	93
Staff take students' concerns seriously.	89
Student behaviour is well managed at my school.	78
Teachers at my school treat students fairly.	88
Teachers give useful feedback.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

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: Fraser Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	46	116	39	53
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, no 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	441	438	511	516
Writing	434	418	463	474
Spelling	421	408	495	497
Grammar & Punctuation	438	440	493	500
Numeracy	422	411	495	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	220633.78	128999.27	349633.05
Voluntary contributions	4190.00	7130.00	11320.00
Contributions & donations	1000.00	5111.00	6111.00
Subject contributions	6931.00	30919.34	37850.34
External income (including community use)	13871.60	12754.17	26625.77
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4785.74	3308.54	8094.28
TOTAL INCOME	251412.12	188222.32	439634.44
EXPENDITURE			
Utilities and general overheads	45585.10	71349.71	116934.81
Cleaning	39717.84	0.00	39717.84
Security	128.21	1100.97	1229.18
Maintenance	94594.60	48823.94	143418.54
Administration	11849.93	13355.19	25205.12
Staffing	0.00	72301.80	72301.80
Communication	5256.73	1650.52	6907.25
Assets	17845.69	2803.07	20648.76
Leases	0.00	0.00	0.00
General office expenditure	34618.13	28598.19	63216.32
Educational	6988.90	10403.95	17392.85
Subject consumables	5900.00	997.55	6897.55
TOTAL EXPENDITURE	262485.13	251384.89	513870.02
OPERATING RESULT	-11073.01	-63162.57	-74235.58
Actual Accumulated Funds	190755.80	202382.37	226382.37
Outstanding commitments (minus)	-21596.15	0.00	-21596.15
BALANCE	158086.64	139219.80	130550.64

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 Reserve 2021	\$33,840	12/2021
Site Improvement Reserve 2021	\$5,528	12/2021

Endorsement Page

Members of the School Board

Parent Representative(s): Melina Tsembis, Chris Flinders.

Community Representative(s):

Teacher Representative(s): Melinda Clarke Emily Vernon

Student Representative(s):

Board Chair: Rebecca Jeffery

Principal: Mark Deeker

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

Board Chair Signature: Rebecca Jeffery

Date: 09 / 06 / 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: Mark Deeker

Date: 09 / 06 / 2020