

Garran 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 2022-25: 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
Summary of School Board activity	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	6
Financial Summary.....	7
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.

Summary of School Board activity

The Garran Primary School Board supports the school in leading academic outcomes and the provision of opportunities that support every child in their learning journey. The School Board and its members are very proud of the school leadership team and all staff who contribute to the excellent learning outcomes of the school.

School Context

Garran Primary is a vibrant learning community known for its outstanding academic outcomes. Harmony Day is a celebration of school diversity and an increasingly multicultural student body. The school is sought after by families in the ACT and beyond. An enrolment policy is in place to ensure that the school facilities have the capacity to cater for the high demand in enrolments. Families are able to find details about enrolment on the school website or by contacting the school directly.

Student wellbeing is at the heart of the curriculum with the focus being on student emotional and social development. Wellbeing and happiness, a feeling of connectedness, an appreciation of their strengths and potential to acquire new strengths and the confidence to strive for whatever students set their minds to is important to us. Student leadership experiences gives students confidence in the power of their own voice and the knowledge they can transform their world. Public speaking, Garran Government, Eco-Rangers, Peer Support, Peer Mediation and social justice initiatives are embedded across the school.

Students are taught to value kindness and resilience and to carry these attributes with them into high school and beyond alongside the school values. The school Social and Emotional Bounce Back program helps children to develop an understanding of themselves and others.

Garran Primary Staff are exceptionally dedicated. Collectively staff are highly engaged professionals who take time to know students and engage in caring interactions with students to support their needs on a daily basis. The school approach to improvement acknowledges that teachers have the greatest impact on student learning and as a result significant resources are channelled into structures which provide opportunities for professional growth and learning.

Student Information

Student enrolment

In this reporting period there were a total of 582 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	305
Gender - Female	277
Aboriginal and Torres Strait Islander	9
LBOTE*	379
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	93.0
2	90.0
3	92.0
4	92.0
5	91.0
6	93.0

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	30.58
Teaching Staff: Full Time Equivalent Temporary	2.80
Non Teaching Staff: Full Time Equivalent	12.28

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 was reviewed in 2022. 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, 88.6% of parents and carers, 100.0% of staff, and 80.4% 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 22 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback	95
Teachers at this school treat students fairly.	100
This school is well maintained.	73
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	86
Students like being at this school.	100
This school looks for ways to improve.	96
This school takes staff opinions seriously.	82
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	100
Staff get quality feedback on their performance	70
Staff are well supported at this school.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 158 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	
Teachers at this school expect my child to do his or her best.	88
Teachers give useful feedback	84
Teachers at this school treat students fairly.	90
This school is well maintained.	85
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	87
My child likes being at this school.	94
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	85
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 224 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.	86
Teachers give useful feedback	72
Teachers at my school treat students fairly.	63
My school is well maintained.	68
I feel safe at this school	78
I can talk to my teachers about my concerns.	51
Student behaviour is well managed at my school.	44
I like being at my school.	70
My school looks for ways to improve.	76
Staff takes students' concerns seriously	59
My teachers motivate me to learn.	74
My school gives me opportunities to do interesting things.	71

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: Garran Primary School BASE 2023 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	66	143	40	59
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, 1.10 % of year 3 students and 1.30 % 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	444	415	536	509
Writing	440	415	521	484
Spelling	438	404	520	492
Grammar & Punctuation	443	412	519	500
Numeracy	452	414	536	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	307658.68
Contributions and Donations	75705.52
Subject Contributions	8970.00
Hire of Facilities	23426.21
External Revenue	0.00
Sale of Assets	0.00
Interest Received	37488.31
Other School Revenue	44015.76
TOTAL INCOME	497264.48
EXPENDITURE	
Utilities and General Overheads	101660.97
Security and Caretaking	2382.66
Maintenance	55033.21
Administration	25212.78
Staffing Expenditure	0.00
Communication	4673.42
Assets & Leases	48090.78
General Expenses	49012.62
Educational Resources	64419.89
Subject Consumables	380.46
Directorate Funded Payments	4100.00
Other Payments	61535.40
TOTAL EXPENDITURE	416502.19
OPERATING RESULT	80762.29
Accumulated Funds	268395.43
BALANCE	349157.72

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
Modernisation of School Cultral Additions	10,000	2025
	40,000	2026
	50,000	2027
STEM	50,000	2026
	50,000	2027
	50,000	2028
Professional Learning STEM & Multicultural Workshops & Engagement	25,000	2026
	25,000	2027

Endorsement Page

Members of the School Board

Parent Representative(s):	Rhonda Dotson,	Lakshmi Shankar
Community Representative(s):	Leigh Moran,	
Teacher Representative(s):	Maddison Cunningham,	Justine Martin,
Student Representative(s):	Nil	
Board Chair:	Eliza Strapp	
Principal:	Jenny Priest	

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

2023 Board Chair Signature: Eliza Strapp

Date: 11/04/2024

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: Jenny Priest

Date: 09/04/2024