



Fraser Primary School

Annual School Board Report
2018

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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

Another great year has passed for Fraser Primary School and much has been achieved. The Fraser Primary School Board endorsed several policies throughout the year, including the KidsMatter Student Management Practices and the plan to transition to the Positive Behaviour for Learning, which will include the school's Support, Caring, Acceptance, Respect and Friendship (SCARF) values; and the Portable Electronic Device Policy to name only a couple. These policies have, or will have, a positive effect on the school and its community.

Another notable achievement is the extension of the Indigenous Sensory Garden. Working in conjunction with the Garden's original designer, the school has enlarged this tranquil place, which may be used by students and staff alike to unwind, relax or reconnect with themselves.

Many thanks must go to the Leadership team, Executive Teaching staff, Teaching staff, Learning Support staff and Administrative Support staff of Fraser Primary, whose continual extraordinary efforts all contribute to making Fraser Primary the school it is today.

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. Fraser Primary School provides education for students from preschool to year 6 and has an enrolment of around 575 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 winning 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 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 stage for successful student outcomes. At Fraser we use the 'inquiry' approach to learning. Our Quests of Discovery (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. Each teaching space has an Interactive Whiteboard and bank of classroom computers. In addition ipads and/or chromebooks are used by students across the school. 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 music specialist implements a developmental music program for years P-2 music ensemble groups and school choir for students in years 3-6. The school also has a year 5 and 6 instrumental band 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 2018 there were a total of 467 students enrolled at this school.

Table: 2018 Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Male | 237 |
| Female | 230 |
| Aboriginal and Torres Strait Islander | 19 |
| LBOTE* | 80 |

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

| Year level | Attendance rate |
|------------|-----------------|
| 1 | 92.0 |
| 2 | 92.0 |
| 3 | 92.0 |
| 4 | 91.0 |
| 5 | 88.0 |
| 6 | 89.0 |

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting is highlighted 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 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

| Staff employment category | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 26.30 |
| Teaching Staff: Full Time Equivalent Temporary | 1.00 |
| Non Teaching Staff: Full Time Equivalent | 8.41 |

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2019. A copy of the most recent validation report 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 95% of parents and carers, 100% of staff, and 96% 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 44 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. | 98 |
| Teachers give useful feedback. | 100 |
| Teachers at this school treat students fairly. | 98 |
| This school is well maintained. | 100 |
| Students feel safe at this school. | 98 |
| 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. | 93 |
| Students like being at this school. | 100 |
| This school looks for ways to improve. | 100 |
| This school takes staff opinions seriously. | 100 |
| Teachers at this school motivate students to learn. | 100 |
| Students' learning needs are being met at this school. | 95 |
| This school works with parents to support students' learning. | 98 |
| Staff get quality feedback on their performance | 90 |
| Staff are well supported at this school. | 100 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 250 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. | 96 |
| Teachers give useful feedback. | 92 |
| Teachers at this school treat students fairly. | 94 |
| This school is well maintained. | 99 |
| My child feels safe at this school. | 93 |
| I can talk to my child's teachers about my concerns. | 95 |
| Student behaviour is well managed at this school. | 89 |
| My child likes being at this school. | 94 |
| This school looks for ways to improve. | 94 |
| This school takes parents' opinions seriously. | 88 |
| Teachers at this school motivate my child to learn. | 93 |
| My child is making good progress at this school. | 90 |
| My child's learning needs are being met at this school. | 88 |
| This school works with me to support my child's learning. | 90 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 114 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

| National opinion item | |
|--|----|
| My teachers expect me to do my best. | 99 |
| Teachers give useful feedback. | 90 |
| Teachers at my school treat students fairly. | 88 |
| My school is well maintained. | 90 |
| I feel safe at this school. | 88 |
| I can talk to my teachers about my concerns. | 79 |
| Student behaviour is well managed at my school. | 74 |
| I like being at my school. | 86 |
| My school looks for ways to improve. | 97 |
| Staff take students' opinions seriously. | 91 |
| My teachers motivate me to learn. | 96 |
| My school gives me opportunities to do interesting things. | 97 |

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry 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.

Table: Fraser Primary School PIPS 2018 mean raw scores

| Agency | Reading start | Reading end | Mathematics start | Mathematics end |
|--------|---------------|-------------|-------------------|-----------------|
| School | 46 | 127 | 39 | 56 |
| ACT | 49 | 124 | 39 | 54 |

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Fraser Primary School 2018 NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 462 | 441 | 510 | 518 |
| Writing | 461 | 411 | 485 | 460 |
| Spelling | 424 | 410 | 485 | 494 |
| Grammar & Punctuation | 463 | 438 | 502 | 510 |
| Numeracy | 434 | 416 | 483 | 494 |

Source: Analytics and Evaluation

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 | 194611.27 | 188453.81 | 383065.08 |
| Voluntary contributions | 7250.00 | 5010.00 | 12260.00 |
| Contributions & donations | 200.00 | 4443.00 | 4643.00 |
| Subject contributions | 7460.00 | 1670.00 | 9130.00 |
| External income (including community use) | 13196.84 | 14332.28 | 27529.12 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 4688.54 | 4834.42 | 9522.96 |
| TOTAL INCOME | 227406.65 | 218743.51 | 446150.16 |
| EXPENDITURE | | | |
| Utilities and general overheads | 38905.34 | 50389.10 | 89294.44 |
| Cleaning | 40018.33 | 41594.33 | 81612.66 |
| Security | 863.24 | 278.00 | 1141.24 |
| Maintenance | 44355.17 | 18907.19 | 63262.36 |
| Administration | 12079.94 | 8066.48 | 20146.42 |
| Staffing | 0.00 | 0.00 | 0.00 |
| Communication | 7158.56 | 1002.28 | 8160.84 |
| Assets | 24192.39 | 17373.62 | 41566.01 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 25821.72 | 23720.92 | 49542.64 |
| Educational | 15544.02 | 14956.39 | 30500.41 |
| Subject consumables | 6043.64 | 1278.10 | 7321.74 |
| TOTAL EXPENDITURE | 214982.35 | 177566.41 | 392548.76 |
| OPERATING RESULT | 12424.30 | 41177.10 | 53601.40 |
| Actual Accumulated Funds | 115235.34 | 112319.48 | 112319.48 |
| Outstanding commitments (minus) | -16756.01 | 0.00 | -16756.01 |
| BALANCE | 110903.63 | 153496.58 | 149164.87 |

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 2018.

Reserves

| | | |
|--|-----------------|----------------|
| Staffing Reserve | \$89,840 | 12/2019 |
| This reserve has been created to support any shortfall in staffing costs. The reserve enhances student outcomes as the school runs an intervention / support / extension model (resource teachers) and this reserve allows the school to confidently staff this model. | | |

| | | |
|--|--------------------|----------------|
| Site Improvement Reserve 2019-2020 | \$79,528.99 | 12/2020 |
| This reserve has been created specifically to allow the school to undertake medium site improvement projects or co-fund site improvement with the Education Directorate. All site improvements are undertaken to improve student and/ or community outcomes. | | |

Endorsement Page

Members of the School Board

Parent Representative(s): Rebecca Jeffery, Nicole Nicholson,
Community Representative(s): Girija Chetty
Teacher Representative(s): Natalie Harding, Brooke Hall
Student Representative(s):
Board Chair: Paul Ballenger
Principal: Mark Deeker

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

Board Chair Signature:



Paul Ballenger

Date: 11 / 06 / 2019

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: 11 / 06 / 2019

