

Evatt School

In a caring environment, we will achieve our full potential.

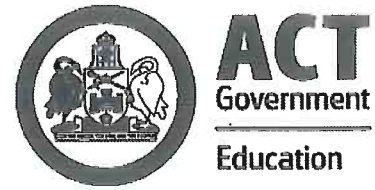


Evatt Primary School

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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Contents

Reporting to the community	1
Summary of School Board activity	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	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.

School Context

Evatt Primary School, opened in 1974, is located in one of Canberra's northern suburbs and set amongst a beautiful landscape ranging from native trees to vegetable gardens. We use the Australian Curriculum as an overarching driver for planning an enriching, exciting curriculum where all students are provided with opportunities for extension, consolidation and support. Parents and community are invited to attend a Learning Journey in term three as a celebration and sharing of learning. Learning is also celebrated fortnightly at whole school assemblies. Assemblies are run by our senior students and are well attended by our parents. Assemblies are celebrations of achievement, respect and kindness.

Our school was reviewed in 2017 and received many affirmations and commendations. The recommendations helped to frame our next cycle of school improvement. Our staff are committed to professional learning to continually enhance our skills as we strive towards excellence in everything we do. Teachers are provided with opportunities to learn and to demonstrate their learning within the school and the education community. We live in an environment where technology is a part of our lives. All teachers use interactive white boards and all students have access to technology to support learning whether it be chrome books, tablets and/or robots to program. We believe that technology can increase engagement in the learning process and increase skills. Information Technology is taught across the school so that students are taught to synthesize, analyse and be discriminatory about available information. The importance of teaching students about on-line safety is critical and technology is carefully managed by our teachers.

Our Student Representative Council has a strong decision-making role in our school. Over the last few years, they have helped to determine the new school uniform, our SOAR values and the rules determining elections of SRC members as well as fund raising for a variety of charities. We believe passionately in the education of whole child. Music is an integral feature of our school. Singing and music activities take place regularly throughout the school. We have a school choir and produce an end of year concert. We offer opportunities for students who enjoy music to participate in external programs, including the annual ACT-wide Limelight Festival. We offer an instrumental music program for students in years 5 and 6, who learn to play woodwind instruments as part of a cluster band program. We teach our students about the importance of maintaining a sustainable lifestyle by composting our daily food waste, using water from our own tanks to maintain our vegetable gardens, harnessing energy from the sun to power our hot water and being active recyclers.

We are a community minded school, passionate about building strong links with our parents and carers and their extended families. We continually strive to improve.

Student Information

Student enrolment

In this reporting period there were a total of 269 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	154
Female	115
Aboriginal and Torres Strait Islander	16
LBOTE*	61

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	91.0
2	93.0
3	87.0
4	90.0
5	91.0
6	90.0

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	17.20
Teaching Staff: Full Time Equivalent Temporary	5.80
Non Teaching Staff: Full Time Equivalent	14.92

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 was reviewed in 2017. A copy of the Report of Review 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, 95% of parents and carers, 94% of staff, and 68% 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 35 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.	94
Staff are well supported at this school.	75
Staff get quality feedback on their performance.	80
Student behaviour is well managed at this school.	75
Students at this school can talk to their teachers about their concerns.	97
Students feel safe at this school.	81
Students like being at this school.	94
Students' learning needs are being met at this school.	86
Teachers at this school expect students to do their best.	97
Teachers at this school motivate students to learn.	92
Teachers at this school treat students fairly.	97
Teachers give useful feedback.	97

This school is well maintained.	72
This school looks for ways to improve.	94
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	89
Teachers give useful feedback.	97

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 118 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.	93
I can talk to my child's teachers about my concerns.	93
My child feels safe at this school.	90
My child likes being at this school.	93
My child's learning needs are being met at this school.	93
Student behaviour is well managed at this school.	74
Teachers at this school expect my child to do his or her best.	97
Teachers at this school give useful feedback.	85
Teachers at this school motivate my child to learn.	93
Teachers at this school treat students fairly.	91
This school is well maintained.	88
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	78
This school works with me to support my child's learning.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 88 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.	66

I feel safe at this school.	67
I like being at my school.	71
My school gives me opportunities to do interesting things.	81
My school is well maintained.	61
My school looks for ways to improve.	72
My teachers expect me to do my best.	85
My teachers motivate me to learn.	76
Staff take students' concerns seriously.	67
Student behaviour is well managed at my school.	38
Teachers at my school treat students fairly.	64
Teachers give useful feedback.	69

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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: Evatt Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	53	123	38	55
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, 7.40 % of year 3 students and 10.30 % 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	391	438	480	516
Writing	384	418	439	474
Spelling	384	408	474	497
Grammar & Punctuation	407	440	490	500
Numeracy	389	411	490	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	185487.19	107262.90	292750.09
Voluntary contributions	7590.00	2075.00	9665.00
Contributions & donations	1511.62	6320.70	7832.32
Subject contributions	7530.50	2124.00	9654.50
External income (including community use)	3729.17	16448.18	20177.35
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1961.52	1513.11	3474.63
TOTAL INCOME	207810.00	135743.89	343553.89
EXPENDITURE			
Utilities and general overheads	42102.60	46263.26	88365.86
Cleaning	43857.33	1172.30	45029.63
Security	1222.35	3564.92	4787.27
Maintenance	48353.13	51384.28	99737.41
Administration	2056.09	2845.47	4901.56
Staffing	-531.00	-1019.18	-1550.18
Communication	2641.76	3077.40	5719.16
Assets	19126.20	2569.24	21695.44
Leases	0.00	0.00	0.00

General office expenditure	13157.20	15836.49	28993.69
Educational	19655.62	18751.23	38406.85
Subject consumables	8438.08	3031.16	11469.24
TOTAL EXPENDITURE	200079.36	147476.57	347555.93
OPERATING RESULT	7730.64	-11732.68	-4002.04
Actual Accumulated Funds	118852.68	124382.07	124382.07
Outstanding commitments (minus)	-18641.88	0.00	-18641.88
BALANCE	107941.44	112649.39	101738.15

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
No reserves	0	0

Endorsement Page

Members of the School Board

Parent Representative(s): Neill Taylor , Kimberley Ingram .

Community Representative(s): Michelle Armstrong .

Teacher Representative(s): Susan Hammond , Nicole Linsell.

Student Representative(s):

Board Chair: Anna Bodle.

Principal: Susan Skinner.

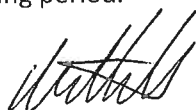
I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.



Board Chair Signature: Anna Bodle

Date: 23 / 07 / 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: Michael Hatswell

Date: 23 / 07 / 2020