



Calwell Primary School

Annual School Board Report 2021



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, 2022

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	2
Student Information	2
Student enrolment.....	2
Student attendance	3
Supporting attendance and managing non-attendance.....	3
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition	4
School Review and Development	4
School Satisfaction	5
Overall Satisfaction	5
Learning and Assessment	7
Performance in Literacy and Numeracy	7
Early years assessment	7
NAPLAN	7
Outcomes for College Students	Error! Bookmark not defined.
Post School Destination	Error! Bookmark not defined.
Financial Summary	8
Voluntary Contributions	9
Reserves	9
Endorsement Page	10
Members of the School Board	10

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

COVID continued to impact the school environment and programs at varying levels throughout 2021. This required the school and its community to adjust to changed operational arrangements such as grouping students and staff according to buildings, no assemblies and clubs, restricted access into the school by parent/carers and community. Health and safety was a focus.

The successful transition to remote learning in 2020 meant a very smooth and effective transition when lockdown was again required in term 3 this year. All students had ready access to a device and teachers and students were adept at using Google Classroom, Seesaw and a variety of education apps that are embedded into the teaching and learning environment at Calwell. The school community actively supported requests and changes, and engaged with the school through Seesaw, Facebook, email and the Newsletter.

A key initiative and focus for 2021 was the Community Engagement Grant. Despite restrictions the school progressed work on this significant project. This included:

- parents completed several surveys regarding engagement, communication and reinvigorating the P&C
- the establishment of a parent/carer Face Book page, initiated and set up by a small group of parents/carers. The site is successfully being used as a means for parents/ carers to communicate and share ideas and thinking with each other and to seek information in an informal manner.
- a commitment to re-establishing a P&C. A new Constitution was written and an application for incorporation as an association submitted.
- weekly Seesaw posts by class teachers to communicate information about class learning to so enable greater parental support and engagement
- increased awareness within the community of the importance of social emotional learning and providing families with a shared language and approach - PBL and Learning Assets, that can be adopted at home.
- The purchase of Well- Being journals for students from Kinder Year 6. The journals highlighted to students and families the value and importance of social emotional development and developing resilience and self-management skills. They have been a particularly valuable resource in the current challenging climate.
- School Learning Asset logos were designed with the support of a graphic artist. These are now a key resource in the academic and SEL (Social Emotional Learning) programs delivered across the school.

- Well-being bags were developed and distributed to families to celebrate the implementation of Learning Assets in the school and to bring a focus on well-being. 'Team Calwell' was printed onto the bags. The 'Team Calwell' concept has been a key initiative in strengthening a belonging to and engaging with the school. The Team Calwell bags were particularly well received by the community as they promoted family members as part of the 'team' and are a visible reminder of the school being a connected and an engaged community. Parent/carers feedback was positive regarding the well-being items and the information provided about community support organisations families can access and utilise.
- Students began developing a 'Learning Asset / Well-Being file box. Grant funds enabled the school to provide each student with a plastic document box onto which the five Learning Asset Logo stickers were placed. The file box is a concrete way for students to focus on building their knowledge and understanding of being an effective **communicator, collaborator, researcher, thinker** and **self-manager**. The box is used to store each students Learning Journal, work activities and resources relating to the assets and well-being. The box will be shared with families.

The school and its community continued to work in partnership through the challenges faced in 2021 and successfully achieved the 2021 Annual Action Plan goals and further progressed the Strategic Improvement Plan.

Megan Fox
School Board Chair

Linda Neeson
Principal

School Context

Calwell Primary School's educational program strives to develop inquiring, knowledgeable, caring and respectful young people. The school provides a well- balanced, contemporary curriculum that is relevant, engaging and challenging for all students from preschool to Year six, and fosters an inclusive learning environment where children are respected and their individuality recognised, encouraged and supported. The five Learning Assets - *Communicator, Self Manager, Researcher, Collaborator & Thinker* supports the curriculum and student social-emotional development. The development of these attributes is integrally linked to the learning intentions and success criteria which class teachers share with students to guide their learning. Clearly articulating the school's three expectations: *Be Safe, Be Respectful, Be a Learner*, the Positive Behaviours for Learning (PBL) framework underpins student management and welfare. The school strives to develop students as confident and articulate young people, able to contribute positively to the community and to meet the challenges of the 21st Century

Student Information

Student enrolment

In this reporting period there were a total of 267 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	126
Gender - Female	141
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	10
LBOTE**	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

* 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.

** 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	91.0
2	94.0
3	92.0
4	92.0
5	94.0
6	87.0

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, 135 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	18.46
Teaching Staff: Full Time Equivalent Temporary	1.60
Non Teaching Staff: Full Time Equivalent	13.59

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.

The school was last reviewed in 2018. A copy of the Report of Review can be found on our school website. Our school will be reviewed again in 2023.

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, 91.4% of parents and carers, 96.3% of staff, and 72.3% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 27 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.	85
Staff get quality feedback on their performance.	64
Student behaviour is well managed at this school.	85
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	96
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	91
This school is well maintained.	85
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 70 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 feels safe at this school.	93
My child is making good progress at this school.	87
Student behaviour is well managed at this school.	81
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	87
Teachers give useful feedback.	83
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	87
This school is well maintained.	94
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	54
This school works with me to support my child's learning.	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 83 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	68
I feel safe at this school.	76
I am happy to be part of this school.(Replaces 'I like being at my school')	71
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	63
My school is well maintained.	76
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	96
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	89
Staff take students' concerns seriously.	83
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	86
Teachers give useful feedback.	74

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: Calwell Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	46	123	35	52
ACT	58	125	38	56

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	426	437	498	515
Writing	419	418	478	475
Spelling	414	409	508	502
Grammar & Punctuation	407	426	479	497
Numeracy	407	404	484	492

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	258971.13
Contributions and Donations	52222.57
Subject Contributions	0.00
Hire of Facilities	15412.59
External Revenue	2291.55
Sale of Assets	0.00
Interest Received	3888.66
Other School Revenue	51684.82
TOTAL INCOME	384471.32
EXPENDITURE	
Utilities and General Overheads	62662.04
Security and Caretaking	0.00
Maintenance	48141.87
Administration	17031.53
Staffing Expenditure	1720.45
Communication	1779.74
Assets & Leases	26079.31
General Expenses	25339.28
Educational Resources	34982.54
Subject Consumables	41.73
Directorate Funded Payments	2501.22
Other Payments	56264.77
TOTAL EXPENDITURE	276544.48
OPERATING RESULT	107926.84
Accumulated Funds	85848.04
BALANCE	193774.88

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
Curriculum Resources – to purchase additional resources outside of allocated educational budget to enable the school to improve student outcomes	\$20,000	12/2023
IT Equipment – to purchase additional resources outside of allocated ICT Budget to enable the school to improve student outcomes	\$50,000	12/2023
Site management & Enhancements – to be used for ongoing maintenance of amphitheatre, blacktop and playground areas to improve safety of students when outdoors	\$45,000	12/2023
Staffing/PL – additional funds to support staff professional learning and support or relief staff when required	\$32,000	12/2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Megan Fox,	Rebecca Nudleman Tanya Goodman
Community Representative(s):	Jennifer Cross	
Teacher Representative(s):	Tamara Player	Kristie Pope
Student Representative(s):	N/A	
Board Chair:	Megan Fox	
Principal:	Linda Neeson	

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

2021 Board Chair Signature:



29/ 06/ 2022

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:



Date: 29 / 06 / 2022