



Kaleen Primary School

Annual School Board Report 2022



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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.

School Context

Kaleen suburb has undergone significant urban renewal and demographic change and these factors are reflected in the changing student population of Kaleen Primary School. In addition, over the last eight years Kaleen Primary School has transitioned away from streamed Gifted and Talented classes (alongside regular mainstream classes) to a more inclusive model. This has resulted in an increased number of in area enrolments moving from 52% at the end of 2017 to 64% at the beginning of 2022. The school's enrolment profile continues to be impacted by families who provide a Kaleen address at the time of enrolment and then move out of our area once enrolled. In recent years, the Index of Community Socio-Educational Advantage (ICSEA) rating has dropped slightly from 1133 (2017) to 1112 (2022). This identifies changing factors in our students' family backgrounds (parents' occupation, school education and non-school education) from information provided by parents. In 2017, 49% of students were identified with language backgrounds other than English and this has decreased to approximately 40% at the beginning of 2022.

Student Information

Student enrolment

In this reporting period there were a total of 459 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	245
Gender - Female	214
Aboriginal and Torres Strait Islander	10
LBOTE*	181
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	88.0
2	89.0
3	86.0
4	87.0
5	88.0
6	84.0

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 regarding 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, 153 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	27.06
Teaching Staff: Full Time Equivalent Temporary	1.00
Non-Teaching Staff: Full Time Equivalent	12.17

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 full Report of Review can be found on our school website. Below are the top three commendations outlined in the report:

"The shared ownership and momentum evident in relation to the school's improvement agenda has allowed for a sharp and narrow focus on what matters most. The school community has taken responsibility for enacting strategies in pursuit of improved student learning and wellbeing outcomes.

Best-practice implementation of the PBL has resulted in a school characterised by safe, respectful and responsible learning. The shared language and consistent application of processes is contributing to high levels of trust throughout the school. This happy and optimistic climate is empowering teachers and students to set themselves high expectations and to strive for personal excellence.

The responsive, individualised but deliberate way in which the school supports the growth of expertise in the teaching team has created a culture of collective efficacy. Kaleen is characterised as a whole-school learning community where collaboration is the cornerstone of how a teacher grows and develops their craft. The openness and sense of personal accountability for continuous improvement in their practice is palpable and pervasive."

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, 88.0% of parents and carers, 100.0% of staff, and 84.6% 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	
Teachers at this school expect students to do their best.	97
Teachers give useful feedback	100
Teachers at this school treat students fairly.	97
This school is well maintained.	91
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	91
Students like being at this school.	97
This school looks for ways to improve.	97
This school takes staff opinions seriously.	94
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	70
Staff are well supported at this school.	94

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 75 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.	90
Teachers give useful feedback	82
Teachers at this school treat students fairly.	91
This school is well maintained.	93
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	86
My child likes being at this school.	93
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	83
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 182 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.	96
Teachers give useful feedback	90
Teachers at my school treat students fairly.	90
My school is well maintained.	88
I feel safe at this school	88
I can talk to my teachers about my concerns.	71
Student behaviour is well managed at my school.	76
I like being at my school.	82
My school looks for ways to improve.	91
Staff takes students' concerns seriously	82
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	88

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: Kaleen Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	52	123	37	55
ACT	65	122	40	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	435	450	521	522
Writing	404	427	496	492
Spelling	410	420	517	510
Grammar & Punctuation	425	439	505	503
Numeracy	405	409	494	496

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	405580.43
Contributions and Donations	22547.45
Subject Contributions	27567.15
Hire of Facilities	38496.89
External Revenue	1428.63
Sale of Assets	0.00
Interest Received	15524.41
Other School Revenue	28195.82
TOTAL INCOME	539340.78
EXPENDITURE	
Utilities and General Overheads	84910.73
Security and Caretaking	0.00
Maintenance	46823.18
Administration	7919.35
Staffing Expenditure	0.00
Communication	1133.43
Assets & Leases	110707.18
General Expenses	39880.88
Educational Resources	46806.93
Subject Consumables	10887.20
Directorate Funded Payments	57363.34
Other Payments	37161.75
TOTAL EXPENDITURE	443593.97
OPERATING RESULT	95746.81
Accumulated Funds	369903.11
BALANCE	465649.92

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
<i>Internal Furniture Upgrades & Colour Palette – The school has received advice on the colour palette used to paint the school. Modern furniture is required to replace and upgrade existing furniture to support student centred learning.</i>	\$40,000	2025
<i>ICT Upgrades – The school has invested heavily in ICT infrastructure over the past five years. This requires ongoing replacements as equipment comes to end of life. These upgrades and new purchases include Chromebooks, laptops, iPads, and interactive whiteboards.</i>	\$165,000	2026

Endorsement Page

Members of the School Board

Parent Representative(s):	Robert McGregor,	Rochelle Wood,	Catherine McGufficke
Teacher Representative(s):	Bec Hadfield,	Fiona Chapman	
Board Chair:	Robert McGregor		
Principal:	Chris Shaddock		

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

2022 Board Chair Signature: *Robert McGregor* Date: 20/ 03/ 2023

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: *Chris Shaddock* Date: 20/ 03/ 2023