



Fadden Primary School

Annual School Board Report 2022



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, 2023

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.....	3
Teacher qualifications.....	3
Workforce composition	4
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	7
Financial Summary.....	7
Voluntary Contributions	9
Reserves	9
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

It has been another busy year for the Fadden Primary School Board. It has been my second year as a parent member of the School Board and it has been a very rewarding year, seeing several improvements implemented across many areas of the school – from renovations to enlarge classrooms to a reinvigoration of the Positive Behaviours for Learning.

The 2022 Fadden Primary School Board saw a number of changes to its representatives, with Shannon Tozzi and Natalie Guest joining as the teacher representatives. Shannon Tozzi then needed to go on parental leave towards the end of 2022 and the Board then welcomed Esther Hakkinen as the new teacher representative. There was also a change to the parent representatives with Daniel Ng finishing his position at the end of 2021 and Kali McQuillan joining in 2022. The Fadden Primary School Board was then fortunate to have an Appointed Member join at the end of 2022 with Mitchell Dahlstrom. Mitchell brings a wealth of experience in working in government and with Aboriginal and Torres Strait Islander people across Australia, that will complement the skill set of the School Board.

In her role as school principal, Mrs Jo Jefferson is constantly striving to seek feedback from parents to improve the way the school operates. One example was the question posed to parents as to their preferred method and frequency for communication from the school, resulting in the new *Sway* fortnightly newsletter. Thank you to Mrs Jefferson and the team for their focus on continuous improvement at the school.

COVID continued to interrupt the community in 2022; however, Fadden Primary School did not need to lockdown at all. This provided a much more settled year for our children and families. Well done to Fadden teachers and support staff for keeping the school safe.

2022 saw the implementation of the new School Improvement Plan (2022 – 2026), which was reviewed and endorsed by the Fadden School Board. The two key priority improvements in the 5-year plan are:

- All students will make academic growth
- All students will be equipped for the future

It's great to see School Improvement Plan actions already taking place to work towards achieving these improvements, including the collection of student learning data using the Progressive Assessment Tests (PAT) for Reading and Maths, and the embedding of the Positive Behaviour for Learning (PBL) framework, with a focus on consistency of language and high levels of community

engagement. The plan includes measurable targets that the school will work towards over the 5 years.

It has been a privilege and a pleasure to work with the members of the Fadden School Board in 2022. I encourage all parents to engage in the goings-on of our wonderful school, Fadden Primary.

Kate Gascoyne
Chairperson

School Context

Fadden Primary School is in the southern Canberra suburb of Fadden in the district of Tuggeranong. The school opened in 1985 and was named after Sir Arthur Fadden, a former Prime Minister of Australia.

The school motto Growing Leaders for Tomorrow reflects the mission of the school to empower learners to be tomorrow's active citizens. The core values of Fadden Primary School are Respect: respect for people opinions and property; Confidence: displaying confidence and doing ones best and Responsibility: being responsible and organised.

Fadden Primary School delivers a rigorous and engaging curriculum which provides opportunities for students to develop critical thinking skills, personal and social capabilities, and confidence to take responsibility for their own future. The school has specialist teachers delivering programs in Japanese language and culture, library, and physical education.

Fadden Primary School continues to embed the Positive Behaviours for Learning framework across the school, focusing on the expectations of being safe, respectful and a learner. Positive Behaviours for Learning is a whole-school approach to social and academic learning which creates a safe and supportive environment through strong evidence-based systems and practices.

Fadden Primary School provides an inclusive environment for students with diverse social and emotional needs. The school runs a small group program for students which caters for the unique learning needs of students on an individualised basis.

Student Information

Student enrolment

In this reporting period there were a total of 249 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	131
Gender - Female	118
Aboriginal and Torres Strait Islander	12
LBOTE*	49

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	89.0
2	91.0
3	86.0
4	88.0
5	87.0
6	88.0

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, 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	17.51
Teaching Staff: Full Time Equivalent Temporary	2.40
Non Teaching Staff: Full Time Equivalent	11.05

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 2021. 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, 76.1% of parents and carers, 92.9% of staff, and 68.9% 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 28 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.	96
Teachers give useful feedback	85
Teachers at this school treat students fairly.	93
This school is well maintained.	93
Students feel safe at this school.	93
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	79
Students like being at this school.	93
This school looks for ways to improve.	89
This school takes staff opinions seriously.	79
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	93
Staff get quality feedback on their performance	50
Staff are well supported at this school.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 71 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	62
Teachers at this school treat students fairly.	78
This school is well maintained.	89
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.	69
My child likes being at this school.	92
This school looks for ways to improve.	71
This school takes parents' opinions seriously.	61
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	76
My child's learning needs are being met at this school.	69
This school works with me to support my child's learning.	72

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 61 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.	89
Teachers give useful feedback	73
Teachers at my school treat students fairly.	68
My school is well maintained.	60
I feel safe at this school	59
I can talk to my teachers about my concerns.	57
Student behaviour is well managed at my school.	40
I like being at my school.	68
My school looks for ways to improve.	74
Staff takes students' concerns seriously	60
My teachers motivate me to learn.	76
My school gives me opportunities to do interesting things.	73

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: Fadden Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	65	137	40	57
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	411	450	507	522
Writing	414	427	472	492
Spelling	385	420	482	510
Grammar & Punctuation	389	439	482	503
Numeracy	382	409	487	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	258587.82
Contributions and Donations	18950.00
Subject Contributions	4591.35
Hire of Facilities	44503.03
External Revenue	811.68

Sale of Assets	0.00
Interest Received	9266.36
Other School Revenue	2830.27
TOTAL INCOME	339540.51
EXPENDITURE	
Utilities and General Overheads	77712.71
Security and Caretaking	1115.70
Maintenance	55075.78
Administration	8392.74
Staffing Expenditure	1524.67
Communication	3384.11
Assets & Leases	56836.20
General Expenses	32590.59
Educational Resources	61812.75
Subject Consumables	6125.00
Directorate Funded Payments	6127.82
Other Payments	4405.98
TOTAL EXPENDITURE	315104.05
OPERATING RESULT	24436.46
Accumulated Funds	127499.54
BALANCE	151936.00

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
Staffing Planning for possible staffing debt To achieve high level student wellbeing	\$100 000	2022
Internal Painting Staged internal painting of classrooms, in line with School Maintenance plan	\$60 000	2022
Playground equipment Purchase new playground equipment to enhance student growth and wellbeing.	\$20 000	2022

Members of the School Board

Parent Representative(s):	Kate Gascoyne,	Beth Chapman,	Kali McQuillan.
Community Representative(s):	Mitchell Dahlstrom.		
Teacher Representative(s):	Natalie Guest,	Esther Hakkinen.	
Board Chair:	Kate Gascoyne.		
Principal:	Jo Jefferson.		

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

2022 Board Chair Signature: Kate Gascoyne Date: 21/ 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: Jo Jefferson Date: 21/ 03 / 2023