



Arawang 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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Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	2
Student Information	3
Student enrolment.....	3
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
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

On behalf of the Arawang Primary School Board, the members would like to acknowledge and commend the Arawang Primary school community, consisting of the schools' executive team, the teaching cohort, the school P&C, school support staff, volunteers, students, parents, and the care givers for creating and maintain a constructive community for learning and working throughout 2022.

The last 12 months has seen Jacqui Chapman and the school's executive team continue to lead and drive the Arawang school community into 2023 and beyond with a progressive approach to learning and development. Focusing on performance outcomes in literacy and numeracy and empowering student lead enquiry learning. In addition, the past year the school's direction has drawn attention to analyses of the School Strategic Risk Register and compliance checklists and reviewing 2022 NALAN data as well as the introduction of SeeSaw as a form of holistic community communications.

At Arawang we are blessed to have such wonderful staff and teachers who deserve thanks for their tireless work teaching and supporting our children along their learning journey and the ongoing contribution they make to our community.

The school board members will in partnership with the school's executive team, continue endorsing and overseeing the strategic direction and priorities of the school, monitoring and reviewing school performance, developing, maintaining and reviewing curriculum, approving budgets for the effective use of school resources and management of financial risks. The ongoing strategic oversight of the Arawang School (5-year) Improvement Plan and the Annual Action Plan will be a focus in 2023.

We take time to recognise and give thanks to the many volunteers at the school, including P&C president, Belinda Wells and the other members of the 2022 P&C committee. We welcomed the 2023 P&C committee and look forward to establishing positive outcomes with returning president, Belinda Wells and the executive committee. The Arawang community also welcomed our new appointed community representative, Karina Rasanen to the school board.

Finally thank you to the Arawang Primary School community for your contribution to making our school a safe, positive environment for our children to learn and develop to their full potential.

Michael Roberts
School Board Chair
Arawang Primary School

School Context

At Arawang Primary School our vision and mission statement is 'Quality Education, Caring for All'. Our teachers, our students and our families have been a part of establishing our beliefs and students are at the heart of all that we do. High expectations of learning and relationship building is 'The Arawang Way'. Arawang Primary strives to develop in all our students the skills, values and attitudes to enable them to function effectively as lifelong learners so that they may take their place as effective citizens in our world.

The school population is from a rich multicultural background. We embrace and celebrate our multicultural and diverse community and provide a balanced and multi-faceted approach to learning which encompasses academic, cultural, physical and creative development and student leadership. This includes a highly valued and successful music and band program, music tuition in piano and guitar, sporting activities, sustainability program, school parliament, lunchtime clubs and a social skills program to build resilience across the school. Students use technologies across the curriculum to enhance learning opportunities.

Our dedicated, enthusiastic and passionate staff works as an effective team committed to high quality learning for all students and to the education of the whole child. The school delivers consistent programs through balanced literacy and numeracy programs and integrated inquiry learning. A systematic program to develop teacher quality through coaching and mentoring is also in place. The school community is supportive and actively involved in the life of the school. The community believes that Arawang Primary is a school where expectations for learning and student behaviour are high and quality teaching and learning is valued and practised. The school offers after school care and after school activities.

Student Information

Student enrolment

In this reporting period there were a total of 494 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	240
Gender - Female	254
Aboriginal and Torres Strait Islander	14
LBOTE*	77
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	87.0
3	85.0
4	87.0
5	83.0
6	86.0

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	25.26
Teaching Staff: Full Time Equivalent Temporary	4.60
Non Teaching Staff: Full Time Equivalent	12.52

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 will be reviewed 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, 92.1% of parents and carers, 93.9% of staff, and 80.9% 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 33 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.	91
Teachers give useful feedback	86
Teachers at this school treat students fairly.	94
This school is well maintained.	91
Students feel safe at this school.	88
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	91
Student behaviour is well managed at this school.	73
Students like being at this school.	97
This school looks for ways to improve.	97
This school takes staff opinions seriously.	88
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	85
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	43
Staff are well supported at this school.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 152 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.	83
Teachers give useful feedback	78
Teachers at this school treat students fairly.	87
This school is well maintained.	93
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	79
My child likes being at this school.	95
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	81
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 178 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.	86
Teachers give useful feedback	59
Teachers at my school treat students fairly.	74
My school is well maintained.	62
I feel safe at this school	69
I can talk to my teachers about my concerns.	52
Student behaviour is well managed at my school.	45
I like being at my school.	69
My school looks for ways to improve.	77
Staff takes students' concerns seriously	62
My teachers motivate me to learn.	76
My school gives me opportunities to do interesting things.	72

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: Arawang Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	70	139	38	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	459	450	521	522
Writing	430	427	494	492
Spelling	433	420	510	510
Grammar & Punctuation	435	439	495	503
Numeracy	407	409	485	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	333299.58
Contributions and Donations	82630.56
Subject Contributions	23664.70
Hire of Facilities	62568.92
External Revenue	1878.27
Sale of Assets	0.00
Interest Received	14885.22
Other School Revenue	102.55
TOTAL INCOME	519029.80
EXPENDITURE	
Utilities and General Overheads	99572.03
Security and Caretaking	2366.80
Maintenance	62193.10
Administration	12904.54
Staffing Expenditure	675.00
Communication	5329.16
Assets & Leases	93331.84
General Expenses	47075.32
Educational Resources	45377.38
Subject Consumables	12856.06
Directorate Funded Payments	11765.94
Other Payments	20263.30
TOTAL EXPENDITURE	413710.47
OPERATING RESULT	105319.33
Accumulated Funds	393958.52
BALANCE	499277.85

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 To budget for possible staffing debt	\$35,000	December 2023
IT Resources To enhance the learning through ICT the school will be required to purchase and repair ICT equipment.	\$50,000	December 2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Tahnee Paynter	Isabelle Ludovici,	Michael Roberts
Community Representative(s):	Karina Rasanen		
Teacher Representative(s):	Vicky Bresnan	Zareen Mistry	
Board Chair:	Michael Roberts		
Principal:	Jacqui Chapman		

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

2022 Board Chair Signature: Mick Roberts

Date: 22/ 08/ 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: Jacqui Chapman

Date: 21/ 08 / 2023