

Taylor Primary School

Annual School Board Report 2019



Principal and Children shared reading.

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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.

Summary of School Board activity

The Taylor Primary School Board provides a formal mechanism for parents, carers, and staff to participate in school decision making and play an active role in the governance of the school. The Board works closely with the principal to deliver positive learning outcomes for all students and their families.

Taylor Primary School achieved many successes and improvements during the first year of the new five-year Strategic Plan (2019-2023). This is a testament to the ongoing commitment of the leadership team and teaching staff to school wide improvement. It is also reflected in the increase in school enrolments and Taylor Primary being a school of choice.

2019 saw the school's Positive Behaviour for Learning (PBL) journey build momentum with the establishment of the Principal Morning Tea, PBL token tracking system for positive behaviours and the naming of the PBL mascot, *Muliyān*, the Ngunnawal name for wedge-tailed eagle.

The introduction of P.E. enrichment classes in 2019 has provided rich learning experiences and enhanced student outcomes. It was also very exciting to have the Instrumental Music Program return to the school with the creation of the Ukulele Band.

The 'Taylor Pride' Citizenship Award was also a welcome addition and has helped to achieve the school's priority of improving growth in student wellbeing.

I have thoroughly enjoyed working with Belinda over the last two years as Board Chair and thank her for her visionary leadership and commitment to creating a whole school culture of high expectations. I am grateful for the experience and the lessons I have learned while fulfilling this role.

Melanie Selems

Taylor Primary School Board Chair 2019

School Context

Taylor Primary School is a unique contemporary P-6 school located in Kambah and is a part of the Tuggeranong Network. The inviting atmosphere and highly collaborative school community provides a strong foundation for quality learning, innovative practices and student engagement in a wide range of areas. The student population has continued to grow, and we have a current enrolment of 350 students (P-6).

We are proud of our students and of our school. We set high expectations for all children in their academic learning and staff are supported with ongoing professional learning to support the implementation of evidence-based practices. As a positive behaviour for learning school (PBL) children at Taylor Primary are *'safe, respectful, responsible learners.'*

Student Information

Student enrolment

In this reporting period there were a total of 303 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	170
Female	133
Aboriginal and Torres Strait Islander	10
LBOTE*	37

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	92.0
3	93.0
4	88.0
5	91.0
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, 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	19.51
Teaching Staff: Full Time Equivalent Temporary	2.80
Non Teaching Staff: Full Time Equivalent	8.95

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 2018. 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, 85% of parents and carers, 97% of staff, and 83% 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 29 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 give useful feedback.	93
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	100
Staff get quality feedback on their performance.	89
Student behaviour is well managed at this school.	97
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	93
Students like being at this school.	100

Students' learning needs are being met at this school.	90
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	93
This school is well maintained.	93
This school looks for ways to improve.	100
This school takes staff opinions seriously.	97
This school works with parents to support students' learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 105 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	
I can talk to my child's teachers about my concerns.	93
My child feels safe at this school.	85
My child is making good progress at this school.	84
My child likes being at this school.	90
My child's learning needs are being met at this school.	81
Student behaviour is well managed at this school.	71
Teachers at this school expect my child to do his or her best.	93
Teachers at this school give useful feedback.	80
Teachers at this school motivate my child to learn.	91
Teachers at this school treat students fairly.	83
This school is well maintained.	97
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	74
This school works with me to support my child's learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 75 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.	71
I feel safe at this school.	72
I like being at my school.	79

My school gives me opportunities to do interesting things.	83
My school is well maintained.	75
My school looks for ways to improve.	89
My teachers expect me to do my best.	97
My teachers motivate me to learn.	85
Staff take students' concerns seriously.	75
Student behaviour is well managed at my school.	52
Teachers at my school treat students fairly.	77
Teachers give useful feedback.	85

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: Taylor Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	39	111	39	56
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, 0.00 % of year 3 students and 4.20 % 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	455	438	533	516
Writing	415	418	502	474
Spelling	419	408	517	497
Grammar & Punctuation	452	440	518	500
Numeracy	414	411	505	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	175927.37	153215.36	329142.73
Voluntary contributions	6170.00	570.00	6740.00
Contributions & donations	6665.77	2580.00	9245.77
Subject contributions	1775.00	575.00	2350.00
External income (including community use)	19645.98	17086.62	36732.60
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6150.76	4761.92	10912.68
TOTAL INCOME	216334.88	178788.90	395123.78
EXPENDITURE			
Utilities and general overheads	41675.97	50994.56	92670.53
Cleaning	42119.39	8579.31	50698.70
Security	0.00	795.99	795.99
Maintenance	2506.19	42244.66	44750.85
Administration	26983.79	4713.03	31696.82
Staffing	0.00	36998.57	36998.57
Communication	2611.77	2675.06	5286.83
Assets	27154.68	17720.51	44875.19
Leases	0.00	0.00	0.00
General office expenditure	14545.29	13717.94	28263.23
Educational	23044.91	22695.98	45740.89
Subject consumables	1990.00	0.00	1990.00
TOTAL EXPENDITURE	182631.99	201135.61	383767.60
OPERATING RESULT	33702.89	-22346.71	11356.18
Actual Accumulated Funds	283362.80	449434.61	284434.61
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	317065.69	427087.90	295790.79

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
Indigenous Garden	\$25 000.00	2021
Blinds	\$10 000.00	2020
School Upgrades	\$20 000.00	2020
Landscaping	\$10 000.00	2020
IT Resources	\$20 000.00	2020
Carpet	\$20 000.00	2021
Painting	\$20 000.00	2021
Preschool Equipment	\$10 000.00	2022
Furniture Upgrades	\$10 000.00	2022

Endorsement Page

Members of the School Board

Parent Representative(s): Sara Pike Tamara Bursell

Community Representative(s): Sandy Morris

Teacher Representative(s): Jenny Lambert Byron Moore

Board Chair: Sandra Cook

Principal: Belinda Fenn

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

Board Chair Signature: Sandra Cook

Date: 30/06/2020

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: Belinda Fenn

Date: 30/6/2020