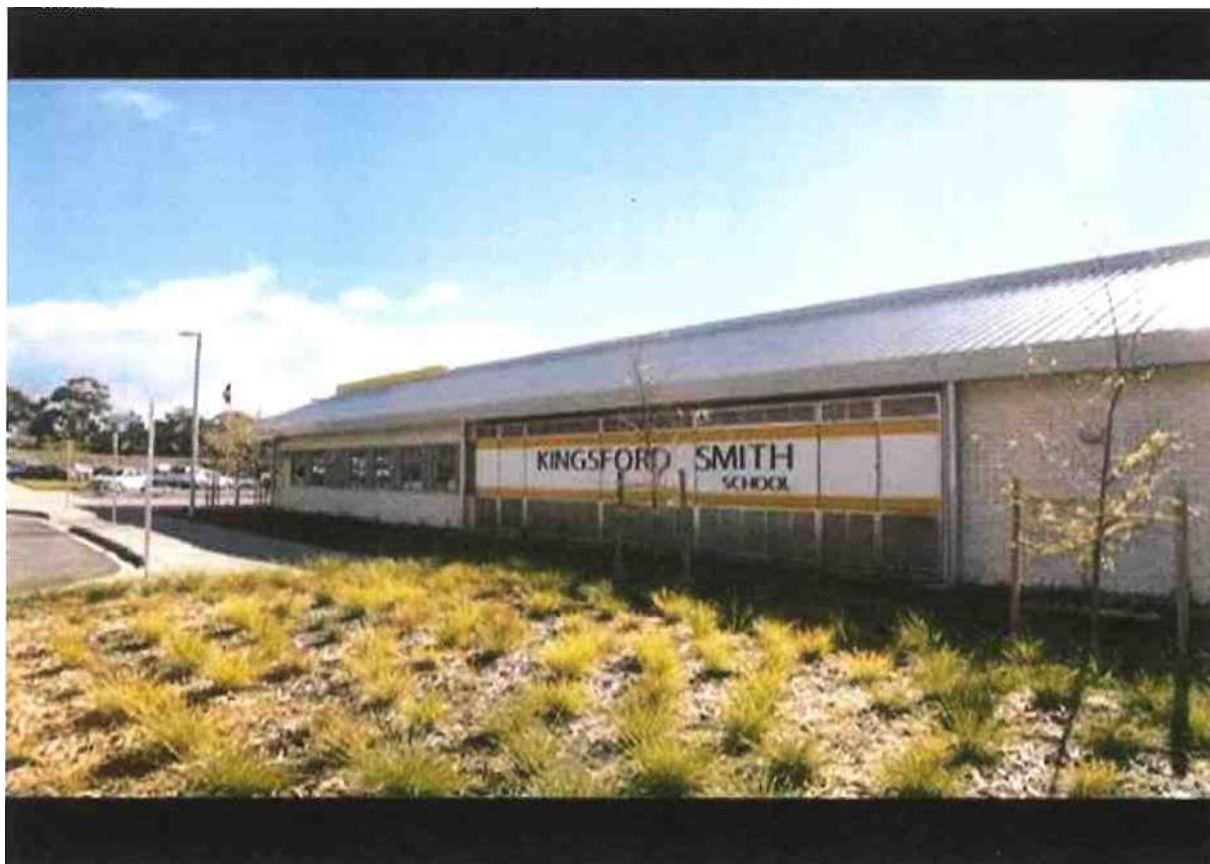


Kingsford Smith School

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

Kingsford Smith School opened in February 2009 in the Canberra suburb of Holt with students from Preschool to Year 10. The priority enrolment suburbs for Kingsford Smith School are Higgins, Holt and Strathnairn for students in Preschool to Year 5 and also includes McGregor, Latham and Dunlop for Years 6 to 10.

Kingsford Smith School values: excellence, respect, honesty and optimism support positive relationships and student wellbeing. The school aims to engage all students in academically challenging learning, nurture a safe and caring environment, foster collaborative relationships within the community, develop learning pathways so all students can reach their potential, empower students as learners and leaders and promote a passion for the Arts.

The classrooms and grounds reflect the latest innovations in school design and provide an outstanding range of facilities including flexible learning spaces, creative and engaging playgrounds, gymnasiums and performing arts areas within a safe environment for students. Kingsford Smith School is a contemporary learning environment with a strong focus on Literacy and Numeracy, the Arts, ICT, Gifted and Talented and empowering students as leaders. A healthy and active lifestyle is promoted at Kingsford Smith School through a range of programs and structured activities including swimming, athletics, sporting teams and dance troupes. The integration of technology is evident throughout the school with Smart Screens in-all learning areas.

Kingsford Smith School uses the Australian Curriculum in all curriculum areas. Instructional leadership is used to build teacher capacity resulting in improved student outcomes. The school has established partnerships with its community and welcomes volunteers in a range of activities including reading programs, canteen and fete committees. To support families, before and after school care is available on site.

Student Information

Student enrolment

In this reporting period there were a total of 813 students enrolled at this school.

Table: Student enrolment

| Student type | Number of students |
|---------------|--------------------|
| Gender - Male | 439 |

| | |
|---------------------------------------|-----|
| Gender - Female | 374 |
| Aboriginal and Torres Strait Islander | 55 |
| LBOTE* | 278 |
| 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 | 83.0 |
| 2 | 84.0 |
| 3 | 82.0 |
| 4 | 82.0 |
| 5 | 84.0 |
| 6 | 81.0 |
| 7 | 77.0 |
| 8 | 83.0 |
| 9 | 80.0 |
| 10 | 78.0 |

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 | 59.82 |
| Teaching Staff: Full Time Equivalent Temporary | 6.00 |
| Non Teaching Staff: Full Time Equivalent | 29.00 |

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 2025.

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, 51.0% of parents and carers, 59.7% of staff, and 48.3% 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 72 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. | 78 |
| Teachers give useful feedback | 79 |
| Teachers at this school treat students fairly. | 82 |
| This school is well maintained. | 25 |
| Students feel safe at this school. | 38 |
| Students at this school can talk to their teachers about their concerns. | 86 |
| Parents at this school can talk to teachers about their concerns. | 93 |
| Student behaviour is well managed at this school. | 35 |
| Students like being at this school. | 49 |
| This school looks for ways to improve. | 65 |
| This school takes staff opinions seriously. | 61 |
| Teachers at this school motivate students to learn. | 75 |
| Students' learning needs are being met at this school. | 51 |
| This school works with parents to support students' learning. | 81 |
| Staff get quality feedback on their performance | 48 |
| Staff are well supported at this school. | 53 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 96 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. | 79 |
| Teachers give useful feedback | 58 |
| Teachers at this school treat students fairly. | 58 |
| This school is well maintained. | 58 |
| My child feels safe at this school. | 50 |
| I can talk to my child's teachers about my concerns. | 80 |
| Student behaviour is well managed at this school. | 34 |
| My child likes being at this school. | 57 |
| This school looks for ways to improve. | 53 |
| This school takes parents' opinions seriously. | 47 |
| Teachers at this school motivate my child to learn. | 57 |
| My child is making good progress at this school. | 51 |
| My child's learning needs are being met at this school. | 44 |
| This school works with me to support my child's learning. | 51 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 296 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. | 71 |
| Teachers give useful feedback | 45 |
| Teachers at my school treat students fairly. | 50 |
| My school is well maintained. | 26 |
| I feel safe at this school | 34 |
| I can talk to my teachers about my concerns. | 41 |
| Student behaviour is well managed at my school. | 23 |
| I like being at my school. | 36 |
| My school looks for ways to improve. | 49 |
| Staff takes students' concerns seriously | 47 |
| My teachers motivate me to learn. | 54 |
| My school gives me opportunities to do interesting things. | 53 |

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: Kingsford Smith School BASE 2022 mean raw scores

| Agency | Reading start | Reading end | Numeracy start | Numeracy end |
|--------|---------------|-------------|----------------|--------------|
| School | 59 | 112 | 35 | 52 |
| 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, 4.26 % of year 3 students, 2.13 % of year 5 students, 1.56 % of year 7 students and 2.34 % of year 9 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 | Year 7 School | Year 7 ACT | Year 9 School | Year 9 ACT |
|-----------------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| Reading | 364 | 450 | 461 | 522 | 514 | 554 | 546 | 591 |
| Writing | 374 | 427 | 423 | 492 | 498 | 536 | 537 | 565 |
| Spelling | 330 | 420 | 449 | 510 | 517 | 554 | 559 | 584 |
| Grammar & Punctuation | 350 | 439 | 446 | 503 | 500 | 541 | 533 | 586 |
| Numeracy | 336 | 409 | 450 | 496 | 501 | 552 | 536 | 592 |

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 | 687706.58 |
| Contributions and Donations | 17100.37 |
| Subject Contributions | 5025.00 |
| Hire of Facilities | 14924.06 |
| External Revenue | 959.09 |
| Sale of Assets | 0.00 |
| Interest Received | 8930.64 |
| Other School Revenue | 5787.92 |
| TOTAL INCOME | 740433.66 |
| EXPENDITURE | |
| Utilities and General Overheads | 238743.30 |
| Security and Caretaking | 3109.02 |
| Maintenance | 111628.57 |
| Administration | 22170.19 |
| Staffing Expenditure | 12140.54 |
| Communication | 12992.02 |
| Assets & Leases | 47529.22 |
| General Expenses | 71657.47 |
| Educational Resources | 100956.15 |
| Subject Consumables | 10389.01 |
| Directorate Funded Payments | 38621.54 |
| Other Payments | 28953.50 |
| TOTAL EXPENDITURE | 698890.53 |
| OPERATING RESULT | 41543.13 |
| Accumulated Funds | 119449.74 |
| BALANCE | 160992.87 |

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.

\$695.00. These contributions were utilised in the purchase of extra curriculum materials to support students in improving well-being.

Reserves

| Name and Purpose | Amount | Expected Completion |
|------------------|--------|---------------------|
| NIL | NIL | NIL |

Endorsement Page

Members of the School Board

| | | |
|-------------------------------------|----------------|------------------|
| Parent Representative(s): | Christine Orr, | James McPhee. |
| Community Representative(s): | James McPhee. | |
| Teacher Representative(s): | Sharon Clewer, | Lynette Dickson. |
| Student Representative(s): | Lucy Milner, | Sam Mackenzie. |
| Board Chair: | Lucy Milner | |
| Principal: | Paul Branson | |

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

2022 Board Chair Signature: Lucy Milner

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: Paul Branson

Date: 20/ 03/ 2023