



Fraser 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.

Summary of School Board activity

It became evident in 2022 that COVID was here to stay. Our focus became clear, how do we move forward as a community in order to provide our students with the best possible education? While there were many hurdles along the way, including staff shortages, periods of supervision, school closures, and regular changes to established Education Directorate procedures, many of the special attributes associated with the life and activities of Fraser Primary School continued and we were able to establish exciting new programs for the future.

Breakfast Club, Year 6 shirts, Year 5/6 Camp, regular excursions, Reconciliation Day activities, 100 Days of Kindy, Cross Country Carnival, in person assemblies, Learning Journeys/Student Led Conferences, End of Year Concert, Mother's Day Photos, school discos, the P&C's 80s Trivia Night and the Famous Fraser Art Show were all opportunities to bring the community back together and experience Fraser's spirit. Of course, we cannot underestimate the impact of having families back on site with a much more personal connection to their children's learning.

The Disability Education Program (The Hive), led by Brooke Sinclair and Rikkie Klootwijk, opened to support a group of 8 children ranging from kindergarten to year 5. Brooke and Rikkie worked alongside the Inclusive Education Team from the Directorate to set up a program which met the needs of the cohort. The team also worked closely with the Directorate's Allied Health Team, the Targeted Support Team, outside agencies, private occupational therapists, speech Therapists and physical therapists to support the students. The Hive team, consisting of one teacher and two Learning Support Assistants engaged in Professional Learning Series offered by the Inclusive Education Team to build knowledge of best practice in inclusive education.

Some of the exciting new initiatives developed and established throughout 2022 include our Community Coordinator role, our Indigenous Education Officer (IEO) and a new structure around our school improvement teams. Jess Potts began her work as the Community Coordinator in term 4. While making connections with a range of community groups and agencies, Jess was also able to establish the therapy dog program with Teddy visiting students every Friday. For many students this was the highlight of 2022. Kane Allen, our IEO, began work part way through Semester 2 and the impact he made on our cultural integrity program has been immeasurable. Kane has also been able to develop positive relationships with all the students he works with. The school leadership team was able to develop a new structure to support our school improvement journey. The structure involves all of the Fraser teaching staff working in areas of expertise and brings a greater focus to our annual action plan.

Throughout the year there were multiple stages of progress towards our plan for school expansion. After the initial planning phase, a community meeting was held to discuss the plans and the timeline for future stages. This can be a long journey with many steps of consultation and approval, but it is

exciting to see the potential. The upgrades to the school entrance and administration block and library were completed towards the end of the year. It has helped to create a very welcoming atmosphere to the school. Finally, the addition of a new toilet block completes the construction of the year 2 portable buildings.

The Board was able to complete reviews and updates for the Student Dress Standards Policy, the Gifted and Talented Procedures, the Sun (UV) Protection Policy and the Safe and Supportive Schools Policy. The work of the board in keeping these policies relevant and up to date is a great support in the management of the school. More of the policies are due for review in 2023 and all of the schools approved policies can be found on the Fraser Primary website.

The Board would like to thank the students and families that make up the wider Fraser community and those that volunteer to work and provide community building opportunities. The connection between school and community is what makes Fraser Primary a special place. Finally, we would like to acknowledge the incredible staff at Fraser Primary School. 2022 was a challenging year for everyone, and the teachers and school support staff at Fraser met those challenges with a positive attitude. We thank them for providing the students with the best possible education.

School Context

Fraser Primary School opened in 1979. It is situated in the North-West region of Canberra and includes students from the suburb of Fraser and areas of Dunlop, Flynn and Charnwood. Fraser Primary School provides education for students from preschool to year 6 and has an enrolment of around 606 students. The school motto Learning Together Achieving Together underpins all our activities and interactions. The school motto reflects the dedication and professionalism of the staff, the support of the parents/carers and the enthusiasm of the students all of which creates a successful combination and a school that makes a positive difference to the lives of our whole community.

With everyone working together we provide our students with a wide range of high-quality educational experiences in a supportive and caring environment. Fraser Primary School provides quality education for all students. We implement a relevant and innovative curriculum that develops the whole child. Students are engaged in a range of learning experiences that actively develop skills and understandings and allow students to achieve success. Our school values underpin a safe friendly and supportive environment that encourages students to become lifelong learners. Our students are given opportunities to be active and effective citizens in their local and global community. Fraser Preschool is located on site and is an integral part of our school.

The Fraser Preschool program provides the foundation for successful early childhood learning and we provide a rich variety of learning experiences for all our students. The rich Fraser Preschool curriculum is guided by the Early Years Framework and the National Quality Standards. Fraser Primary School prides itself on high expectations and is constantly striving to improve student outcomes.

The Australian Curriculum is implemented from Kindergarten to year 6. National and school based assessment provides parents/carers with ongoing information on their child's progress. School improvement strategies have included whole school approaches to all aspects of the curriculum with

a strong focus on differentiated literacy and numeracy and integrated inquiry programs. The school is committed to ensuring that every child has the best possible opportunity to achieve a standard of excellence in all academic pursuits. High quality instruction from classroom teachers along with intensive short-term support for students from specialist staff when required provides a platform for successful student outcomes.

At Fraser we use the inquiry approach to learning. Our integrated inquiry units provide a valuable context for students to display their understanding, knowledge and skills through performance on trans-disciplinary activities that are intellectually demanding and are connected to the world beyond the classroom. Students are provided with the opportunity to negotiate their inquiry-based quest. This gives students a sense of ownership of their learning and the opportunity to utilise their preferred individual learning styles.

Fraser Primary School is committed to ensuring ICT is integral to all aspects of learning. We provide an inclusive environment where all students have opportunities to succeed and offer a diverse range of programs for all students. In years unimpacted by cohorting and COVID-19, a performing arts specialist implements a developmental performing arts program for years K-6. The school also has a year 5 and 6 instrumental band program. The school offers a comprehensive STEM (Science, Technology, engineering and Maths) program as well as specialist programs incorporating Science, literacy, dance and physical education. The school promotes a healthy lifestyle through active participation in sporting teams, the explicit teaching of fundamental motor skills and a health promoting curriculum. Students engage with environmental sustainability programs and learning activities.

We recognise students who act as positive role models and citizens in our community through displaying our school values and whole school Positive Behaviours for Learning program (PBL). The school values: support, cooperation, acceptance, respect and friendliness (SCARF) are explicitly taught to students and students displaying these values are acknowledged at school assemblies and across the school community. The school offers a safe learning environment promoting respectful relationships across the whole school. Fraser Primary School is a community-based school that prides itself on the quality of its partnerships with the school community. We believe that the partnership between home and school is the most important relationship of all and we do all we can to ensure the strength of this partnership. The school community is actively involved in celebrating the learning of our students throughout the year.

Student Information

Student enrolment

In this reporting period there were a total of 542 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
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Gender - Male	273
Gender - Female	269
Aboriginal and Torres Strait Islander	29
LBOTE*	103
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	85.0
2	87.0
3	89.0
4	84.0
5	88.0
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	30.44
Teaching Staff: Full Time Equivalent Temporary	3.40
Non Teaching Staff: Full Time Equivalent	18.26

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 2020. 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, 86.5% of parents and carers, 100.0% of staff, and 84.1% 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 39 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.	100
Teachers give useful feedback	90
Teachers at this school treat students fairly.	92
This school is well maintained.	95
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	85
Students like being at this school.	95
This school looks for ways to improve.	100
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	95
Staff get quality feedback on their performance	71
Staff are well supported at this school.	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 52 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.	96
Teachers give useful feedback	87
Teachers at this school treat students fairly.	87
This school is well maintained.	92
My child feels safe at this school.	85

I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	81
My child likes being at this school.	94
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 195 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.	92
Teachers give useful feedback	77
Teachers at my school treat students fairly.	84
My school is well maintained.	75
I feel safe at this school	81
I can talk to my teachers about my concerns.	70
Student behaviour is well managed at my school.	57
I like being at my school.	69
My school looks for ways to improve.	84
Staff takes students' concerns seriously	78
My teachers motivate me to learn.	82
My school gives me opportunities to do interesting things.	86

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: Fraser Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	62	120	39	53
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, 0.00 % of year 3 students and 1.30 % 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	439	450	524	522
Writing	454	427	500	492
Spelling	419	420	504	510
Grammar & Punctuation	425	439	492	503
Numeracy	393	409	500	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	317638.27

Contributions and Donations	31683.76
Subject Contributions	8624.90
Hire of Facilities	37593.43
External Revenue	35775.21
Sale of Assets	0.00
Interest Received	8193.13
Other School Revenue	36714.81
TOTAL INCOME	476223.51
EXPENDITURE	
Utilities and General Overheads	115661.75
Security and Caretaking	0.00
Maintenance	51595.71
Administration	21339.98
Staffing Expenditure	9239.41
Communication	4030.29
Assets & Leases	53273.71
General Expenses	41128.69
Educational Resources	26884.33
Subject Consumables	8779.27
Directorate Funded Payments	13879.85
Other Payments	42523.16
TOTAL EXPENDITURE	388336.15
OPERATING RESULT	87887.36
Accumulated Funds	258219.65
BALANCE	346107.01

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
Nil	N/A	N/A

Endorsement Page

Members of the School Board

Parent Representative(s):	Joe Lynch,	Mandy McSnashall.
Community Representative(s):	Brendan Barratt	
Teacher Representative(s):	Ian Blackwell,	Allisson Barker,
Student Representative(s):		
Board Chair:	Rebecca Jeffery	
Principal:	Mark Deeker	

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

2022 Board Chair Signature: Rebecca Jeffery

Date: 11/ 04/ 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: Mark Deeker

Date: 19/ 04 / 2023