



Integrity, Determination, Innovation

Curtin Primary School

Annual School Board Report 2018



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, 2018

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	1
Student Information.....	2
Student enrolment	2
Student attendance.....	2
Supporting attendance and managing non-attendance	2
Staff Information	3
Teacher qualifications	3
Workforce composition.....	3
School Review and Development.....	3
School Satisfaction	4
Overall Satisfaction.....	4
Learning and Assessment.....	6
Performance in Literacy and Numeracy.....	6
Early years assessment.....	6
NAPLAN	Error! Bookmark not defined.
Outcomes for College Students.....	Error! Bookmark not defined.
Post School Destination.....	Error! Bookmark not defined.
Financial Summary	7
Voluntary Contributions.....	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

Reporting to the community

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

In 2018, the major work of the School Board was the school review process. This was followed by designing the strategic plan to guide the improvement plan for the next five years. To achieve this, the Board supported and partnered with the school strategic review committee. This included the board exploring the *National School Improvement Tool* and analysing data about student learning, perceptions within the community and demographic data. Priorities for strategic development decided through the review process include the teaching of writing and number as well as developing dispositions for learning for all students.

To support the school in its professional judgement for student learning, the School Board designed and implemented a class placement procedure that guided the formation of 2019 classes. This resulted in clarity across the community in how class placements are made and reduced changes to student classes. The board oversaw the successful implementation of the conceptual inquiry curriculum, supported the trial of the Gymbaroo *Unlocking Potential* program and recommended its implementation across the school from 2019 and continued to support and value PBL implementation and the upgrading of play spaces.

The School Board continued to discuss the use of school resources and staffing decisions to accommodate changing student capacity and ensure a safe learning environment and workplace for all.

School Context

In the five years to 2018, Curtin Primary has experienced changes in enrolments, the physical environment and staff. This rapid and wide reaching change has made aspects of the school incredibly different to 2013.

63 students attend Preschool at Curtin and 518 students are enrolled in the primary years. This represents growth in the primary years population of almost 20% since 2013. Subsequently, the diversity of the school community has also grown.

The student population is culturally diverse with 45 languages spoken by students at the school. Twelve per cent of students from kindergarten to year six are identified for support as speakers of English as an additional language or dialect (EAL/D). Two per cent of students are identified as Indigenous Australians who each have personalized learning plans that support attendance and academic performance. Five per cent of students are identified with a learning disability and the school is resourced to support their individual learning needs. (Please note the total ILP figure represented below does not include school based ILPs or Gifted ILPs)

Student Information

Student enrolment

In 2018 there were a total of 512 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	292
Female	220
Aboriginal and Torres Strait Islander	12
LBOTE*	122

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	92.0
2	93.0
3	93.0
4	91.0
5	93.0
6	93.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting is highlighted 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 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	29.54
Teaching Staff: Full Time Equivalent Temporary	4.31
Non Teaching Staff: Full Time Equivalent	10.82

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school was reviewed in 2018. A copy of the Review Report Summary 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 85% of parents and carers, 96% of staff, and 88% 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 25 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.	96
Teachers at this school treat students fairly.	96
This school is well maintained.	100
Students feel safe at this school.	96
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.	92
Students like being at this school.	96
This school looks for ways to improve.	96
This school takes staff opinions seriously.	96
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	96
Staff get quality feedback on their performance	88
Staff are well supported at this school.	96

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 230 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.	92
Teachers give useful feedback.	79
Teachers at this school treat students fairly.	90
This school is well maintained.	91
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	71
My child likes being at this school.	92
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	78
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 135 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	97
Teachers give useful feedback.	68
Teachers at my school treat students fairly.	68
My school is well maintained.	73
I feel safe at this school.	72
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	46
I like being at my school.	78
My school looks for ways to improve.	89
Staff take students' opinions seriously.	76
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	80

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry 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.

Table: Curtin Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	55	130	41	57
ACT	49	124	39	54

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Curtin Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	467	441	554	518
Writing	409	411	464	460
Spelling	413	410	491	494
Grammar & Punctuation	448	438	530	510
Numeracy	440	416	519	494

Source: Analytics and Evaluation

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	216751.44	191960.78	408712.22
Voluntary contributions	25100.00	2250.00	27350.00
Contributions & donations	10150.00	791.85	10941.85
Subject contributions	9210.00	410.00	9620.00
External income (including community use)	12345.18	12063.89	24409.07
Proceeds from sale of assets	2250.00	184.64	2434.64
Bank Interest	5430.82	5329.72	10760.54
TOTAL INCOME	281237.44	212990.88	494228.32
EXPENDITURE			
Utilities and general overheads	43300.89	58775.03	102075.92
Cleaning	51858.83	54316.37	106175.20
Security	2300.00	0.00	2300.00
Maintenance	20481.60	90083.63	110565.23
Administration	6802.66	2202.50	9005.16
Staffing	0.00	0.00	0.00
Communication	7029.67	2898.61	9928.28
Assets	104884.26	1384.00	106268.26
General office expenditure	13924.55	29376.80	43301.35
Educational	34654.91	15871.68	50526.59
Subject consumables	0.00	600.91	600.91
TOTAL EXPENDITURE	285237.37	255509.53	540746.90
OPERATING RESULT	-3999.93	-42518.65	-46518.58
Actual Accumulated Funds	275040.57	261920.57	275040.57
Outstanding commitments (minus)	-20213.45	0.00	-20213.45
BALANCE	250827.19	219401.92	208308.54

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 2018.

Reserves

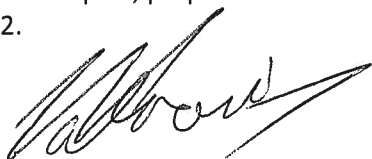
Name and Purpose	Amount	Expected Completion
Staffing Anticipating the impact of the school review for 2018 on the five year action plan the funds were reserved for identified student needs. The third part of the action plan is student wellbeing and dispositions for learning. The two components for student dispositions for learning are PBL and BeYou. A slower implementation than anticipated of all school PBL means the funds will soon be used for teacher training and support. Similarly BeYou is a new initiative requiring additional teacher professional and planning days.	\$40 000	12/2019

Endorsement Page

Members of the School Board

Parent Representative(s): Alastair James Tania Ralston
Community Representative(s):
Teacher Representative(s): Tanya Devenish Leslee Roberts
Student Representative(s):
Board Chair: Myles Cronin
Principal: Merryn O'Dea

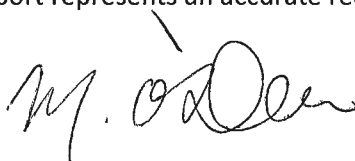
I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.



Board Chair Signature: Myles Cronin

Date: 13/05/2019

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: Merryn O'Dea

Date: 13/05/2019

