



## Farrer 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

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Reporting to the community.....	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 .....	6
Financial Summary .....	7
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page .....	9
Members of the School Board .....	9

## Reporting to the community

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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

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Farrer Primary School offers preschool to year 6 education in a traditional setting catering for an enrolment of approximately 310 students from kindergarten to year 6 and 44 students in the preschool. Farrer Primary School is focused on excellence in literacy and numeracy. Students are engaged in learning about technologies, science, history and social sciences, the arts and health through real world inquiry experiences. The school's values of excellence, support, innovation, inclusion and sustainability are reflected in resources, specialist teachers and purpose-built classrooms including the preschool and environment centre. The Japanese language program delivers a specialised language approach from kindergarten to year 6 students and offers enrichment through linguistics and the performing arts. Students from preschool to year 6 has access to a specialised Physical Education program as well as carnivals and team sports throughout the year. Science and sustainability are taught to all students through a specialist science program. Students can participate in music and performing arts activities as part of their regular curriculum. Woodwind band is available to year 5 and 6 students. The school values inclusivity and provides a Small Group Program for students on the autism spectrum and successfully integrates students with disabilities. Teachers support students with specific learning and social needs within the classroom by differentiating curriculum, teaching and assessment to meet the needs of all students from high achievers to students with additional needs. Our school culture fosters authentic partnerships to provide the best educational experiences for every student. We encourage effective partnerships between all members of the school community including staff, families, students and outside organisations. Our staff and families work together in the education of students. School Board and Farrer School Community Association (Parents and Citizens Association) meetings are held regularly to provide an authentic partnership and open forum for communication. Farrer Primary School is warm, friendly and caring school and ensures that each child is valued for their unique contributions and strengths. Students know what is expected of them through Positive Behaviours for Learning (PBL) expectations and clear learning intentions. Our teaching staff are committed to catering for every child and providing opportunities for success in each child's learning and social development. Farrer Primary has high standards for student achievement, behaviour and success and offers a school environment where every child is nurtured and encouraged to achieve their potential.

## 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
Gender - Male	167
Gender - Female	136
Aboriginal and Torres Strait Islander	10
LBOTE*	80
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	91.0
2	89.0
3	88.0
4	87.0
5	88.0
6	82.0

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	20.01
Teaching Staff: Full Time Equivalent Temporary	0.60
Non Teaching Staff: Full Time Equivalent	10.23

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 2021. 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, 80.0% of parents and carers, 95.7% of staff, and 78.3% 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 23 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	85
Teachers at this school treat students fairly.	78
This school is well maintained.	70
Students feel safe at this school.	83
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.	48
Students like being at this school.	91
This school looks for ways to improve.	87
This school takes staff opinions seriously.	57
Teachers at this school motivate students to learn.	91
Students' learning needs are being met at this school.	74
This school works with parents to support students' learning.	96
Staff get quality feedback on their performance	50
Staff are well supported at this school.	61

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question



A total of 60 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.	74
Teachers give useful feedback	73
Teachers at this school treat students fairly.	87
This school is well maintained.	71
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	66
My child likes being at this school.	92
This school looks for ways to improve.	74
This school takes parents' opinions seriously.	64
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 115 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.	90
Teachers give useful feedback	67
Teachers at my school treat students fairly.	69
My school is well maintained.	60
I feel safe at this school	68
I can talk to my teachers about my concerns.	66
Student behaviour is well managed at my school.	47
I like being at my school.	75
My school looks for ways to improve.	77
Staff takes students' concerns seriously	53
My teachers motivate me to learn.	81
My school gives me opportunities to do interesting things.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### 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: Farrer Primary School BASE 2022 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	68	116	43	56
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	536	522
Writing	433	427	492	492
Spelling	417	420	509	510
Grammar & Punctuation	456	439	517	503
Numeracy	418	409	514	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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	255589.40
Contributions and Donations	41345.00
Subject Contributions	6651.50
Hire of Facilities	39628.74
External Revenue	745.45
Sale of Assets	0.00
Interest Received	8574.35
Other School Revenue	22276.00
<b>TOTAL INCOME</b>	<b>374810.44</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	73104.92
Security and Caretaking	0.00
Maintenance	96782.12
Administration	23178.17
Staffing Expenditure	1625.00
Communication	2123.52
Assets & Leases	49305.42
General Expenses	28602.17
Educational Resources	39094.48
Subject Consumables	152.23
Directorate Funded Payments	1379.85
Other Payments	26018.35
<b>TOTAL EXPENDITURE</b>	<b>341366.23</b>
<b>OPERATING RESULT</b>	<b>33444.21</b>
Accumulated Funds	180278.55
<b>BALANCE</b>	<b>213722.76</b>

## 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.

The amount received for Voluntary Contributions in 2022 was \$22,897.50. The funds received were used towards the new bike track installation as part of the upgrade of the outdoor learning and play space.

## Reserves

Name and Purpose	Amount	Expected Completion
<b>Future Projects</b> Improvement of school facilities where needed e.g. painting, minor building upgrades.	\$14,000	2022/23
<b>Staffing</b> Additional teaching resources to support staff across the school.	\$30,000	2022/23
<b>Work Reduction Resources</b> Additional administrative resources to support staff across the school.	\$35,688	2022/23

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Phillip Bowden,	Nick Tebbey,	Sian Phillips
<b>Appointed Member:</b>	Judy Pettiford		
<b>Teacher Representative(s):</b>	Amy Carr,	Emily Craggs	
<b>Board Chair:</b>	Phillip Bowden		
<b>Principal:</b>	Liz Wallace		

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

2022 Board Chair Signature: Phillip Bowden

Date: 04/ 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: Liz Wallace

Date: 04 / 04 / 2023