



Calwell Primary School

Annual School Board Report 2022



Photo: Front of School

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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

Covid continued to impact school operations in 2022, particularly in term 1. This required the school to implement a number of operational changes as restrictions eased. Community events were limited in the initial stages of the year with slow reintroduction across the year. Planned school events later in the year were impacted by poor weather and restricted community attendance.

During 2022 the school was impacted by multiple short term staff absences which impacted the daily operations of some classes. The school relied heavily on its intervention teachers, regular relief teacher and its in built relief teacher to navigate the staffing challenges.

The school continued to work towards its key strategic priorities and maintained key partnerships with including Camp Australia, the Smith Family and One Box.

The parent representatives on the Board worked actively with the school community to initiate the Calwell Primary Community Association in response to the disconnect felt between families and the school due to the Covid restrictions between 2020 and 2022. The parent representatives led the process of incorporating the Association and the planning for the 2023 school year community engagement program.

School Context

Calwell Primary School's educational program strives to develop Inquiring, knowledgeable, caring and respectful young people. The school provides a well- balanced, contemporary curriculum that is relevant, engaging and challenging for all students from preschool to Year six, and fosters an inclusive learning environment where children are respected and their individuality recognised, encouraged and supported. The five Learning Assets (*Communicator, Self-Manager, Researcher, Collaborator & Thinker*) support the curriculum and student social-emotional development. The development of these attributes is integrally linked to the learning intentions and success criteria which class teachers share with students to guide their learning. Clearly articulating the school's three expectations: *Be Safe, Be Respectful, Be a Learner*, the Positive Behaviors for Learning (PBL) framework underpins student management and welfare. The school strives to develop students as confident and articulate young people, able to contribute positively to the community and to meet the challenges of the 21st Century.

Student Information

Student enrolment

In this reporting period there were a total of 269 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	127
Gender - Female	142
Aboriginal and Torres Strait Islander	9
LBOTE*	57
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	86.0
2	85.0
3	86.0
4	81.0
5	83.0
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, 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	15.86
Teaching Staff: Full Time Equivalent Temporary	3.40
Non Teaching Staff: Full Time Equivalent	12.48

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 2023.

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, 65.8% of parents and carers, 75.8% of staff, and 72.8% 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 33 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.	94
Teachers give useful feedback	79
Teachers at this school treat students fairly.	82
This school is well maintained.	58
Students feel safe at this school.	67
Students at this school can talk to their teachers about their concerns.	85
Parents at this school can talk to teachers about their concerns.	88
Student behaviour is well managed at this school.	42
Students like being at this school.	64
This school looks for ways to improve.	70
This school takes staff opinions seriously.	55
Teachers at this school motivate students to learn.	85
Students' learning needs are being met at this school.	70
This school works with parents to support students' learning.	58
Staff get quality feedback on their performance	46
Staff are well supported at this school.	49

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 38 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	
This school works with me to support my child's learning.	60
Teachers at this school expect my child to do his or her best.	78
Teachers give useful feedback	63
Teachers at this school treat students fairly.	70
This school is well maintained.	80
My child feels safe at this school.	83
I can talk to my child's teachers about my concerns.	85
Student behaviour is well managed at this school.	58
My child likes being at this school.	75
This school looks for ways to improve.	58
This school takes parents' opinions seriously.	50
Teachers at this school motivate my child to learn.	68
My child is making good progress at this school.	68
My child's learning needs are being met at this school.	68

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 81 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	81
Teachers at my school treat students fairly.	83
My school is well maintained.	74
I feel safe at this school	70
I can talk to my teachers about my concerns.	58
Student behaviour is well managed at my school.	41
I like being at my school.	58
My school looks for ways to improve.	73
Staff takes students' concerns seriously	68
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	73

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: Calwell Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	64	137	38	57
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	441	450	507	522
Writing	413	427	490	492
Spelling	418	420	506	510
Grammar & Punctuation	425	439	492	503
Numeracy	396	409	496	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	243392.74
Contributions and Donations	29236.85
Subject Contributions	9865.00
Hire of Facilities	35024.57
External Revenue	852.08
Sale of Assets	0.00
Interest Received	8546.59
Other School Revenue	35822.04
TOTAL INCOME	362739.87
EXPENDITURE	
Utilities and General Overheads	71043.57
Security and Caretaking	78.11
Maintenance	40287.40
Administration	9163.13
Staffing Expenditure	10.36
Communication	1677.90
Assets & Leases	119731.68
General Expenses	17273.18
Educational Resources	20150.54
Subject Consumables	0.00
Directorate Funded Payments	9042.76
Other Payments	34326.23
TOTAL EXPENDITURE	322784.86
OPERATING RESULT	39955.01
Accumulated Funds	243029.21
BALANCE	282984.22

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
Curriculum resources - Update learning resources across preschool to year 6 - providing students with up-to-date good quality resources	\$40,000	2024
It Equipment - replace end of life devices and smart board upgrades - providing students with 1:1 devices and quality smart board	\$50,000	2024/25
Site enhancement/Grounds Maintenance - replacement of playground equipment and landscaping of grounds (including preschool) - safe and fun play equipment for the students and community to use	\$40,000	2023/24
Staffing - to cover possible staffing debt - better learning outcomes for students by providing additional support staff and relief staff	\$40,000	2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Rebecca Nudelman, Tanya Goodman.
Community Representative(s):	Jennifer Cross
Teacher Representative(s):	Tamara Player, Lauren Lutton.
Student Representative(s):	N/A
Board Chair:	Megan Fox
Principal:	Katie Brown (acting)

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

2022 Board Chair Signature: Megan Fox

Date: 18/ 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:

Katie Brown

Date: 18 / 04 / 2023