



Giralang Primary School

ADVENTURE IN LEARNING, CARING AND ACHIEVING

Giralang Primary School Annual School Board Report 2019



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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

The Giralang Primary School Board has invested in its people and community connections throughout 2019. The teaching staff along with the parent community, and the partnership formed between the two are recognised as the single biggest factors in providing opportunities for success for every student. As such, the Board established a fund for teachers wishing to complete further study in the form of Highly Accomplished and Lead Teacher certification. The Board has set up an ongoing scholarship to provide 2 teachers each year with half the cost of their studies towards gaining HALT certification.

The Board has been working with the Giralang Primary School P&C Association to establish a Giralang Garden Collective as a teaching resource, a wellbeing resource and a community asset. This project will provide space for the emotional wellbeing of students, real life connected experiences in learning and a valued partnership with families at the school and community all in line with priority three of our School Improvement Priorities and identified strategies.

The Board chose to fund the implementation of Seesaw as a communication tool across all year groups for recording student work, creating each student's portfolio of work in a digital format and communicating with families about student, class and school wide happenings. This application has enabled timely communication with families and ongoing sharing of portfolio work from school to home.

The Board formed a partnership with Wiradjuri woman Kristie Peters resulting in a collaborative mural being created for the school's morning meeting place, small group cultural lessons conducted and increased cultural awareness across the school.

Giralang Primary School continues to be a wonderful community hub of learning and a place of connecting with those around us, creating understanding through caring, co-operation and courteous acts.

School Context

Giralang Primary School caters for students in grades Preschool to Year 6. In 2019, Giralang Primary School's enrolments remained steady, near capacity. The Preschool Unit provided two sessions, with 22 students accessing each session. The Primary School continued with fourteen classes with an average of 21 students per class. The school offers a 0.5 Learning Support Centre (LSC) that is fully mainstreamed. The LSC had 7 students enrolled during 2019.

Student Information

Student enrolment

In this reporting period there were a total of 295 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	157
Female	138
Aboriginal and Torres Strait Islander	5
LBOTE*	62

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

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	94.0
2	91.0
3	91.0
4	93.0
5	93.0
6	90.0

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, 119 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	20.57
Teaching Staff: Full Time Equivalent Temporary	2.60
Non Teaching Staff: Full Time Equivalent	12.40

Source: ACT Education Directorate, People and Performance Branch

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*'. 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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2017. 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 88% of parents and carers, 96% of staff, and 80% 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 27 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	
Students like being at this school.	100
Parents at this school can talk to teachers about their concerns.	96
Staff are well supported at this school.	96
Staff get quality feedback on their performance.	93
Student behaviour is well managed at this school.	93
Students at this school can talk to their teachers about their concerns.	96
Students feel safe at this school.	100
Students' learning needs are being met at this school.	96
Teachers at this school expect students to do their best.	96
Teachers at this school motivate students to learn.	96
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	89
This school is well maintained.	100
This school looks for ways to improve.	96
This school takes staff opinions seriously.	96
This school works with parents to support students' learning.	96
Teachers give useful feedback.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 108 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	
I can talk to my child's teachers about my concerns.	97
My child feels safe at this school.	91
My child is making good progress at this school.	87
My child likes being at this school.	97
My child's learning needs are being met at this school.	84
Student behaviour is well managed at this school.	77
Teachers at this school expect my child to do his or her best.	95
Teachers at this school give useful feedback.	86
Teachers at this school motivate my child to learn.	89
Teachers at this school treat students fairly.	95
This school is well maintained.	93
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	91
This school works with me to support my child's learning.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 107 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	
I can talk to my teachers about my concerns.	79
I feel safe at this school.	69
I like being at my school.	73
My school gives me opportunities to do interesting things.	79
My school is well maintained.	65
My school looks for ways to improve.	79
My teachers expect me to do my best.	94
My teachers motivate me to learn.	86
Staff take students' concerns seriously.	72
Student behaviour is well managed at my school.	49
Teachers at my school treat students fairly.	68
Teachers give useful feedback.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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 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 for the current reporting period.

Table: Giralang Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	54	125	39	55
ACT	49	123	39	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, 2.00 % of year 3 students and 0.00 % 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	435	438	498	516
Writing	391	418	463	474
Spelling	382	408	480	497
Grammar & Punctuation	430	440	475	500
Numeracy	396	411	470	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	181468.85	107357.79	288826.64
Voluntary contributions	2720.00	720.00	3440.00
Contributions & donations	1207.35	1200.00	2407.35
Subject contributions	4870.00	850.00	5720.00
External income (including community use)	6978.51	6644.55	13623.06
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4464.52	3397.44	7861.96
TOTAL INCOME	201709.23	120169.78	321879.01
EXPENDITURE			
Utilities and general overheads	27467.33	67244.25	94711.58
Cleaning	35310.60	376.36	35686.96
Security	190.91	364.70	555.61
Maintenance	35516.99	12144.04	47661.03
Administration	14546.50	3869.54	18416.04
Staffing	0.00	33431.40	33431.40
Communication	5019.62	819.78	5839.40
Assets	15503.18	4903.92	20407.10
Leases	0.00	0.00	0.00
General office expenditure	10312.18	14279.95	24592.13
Educational	19799.65	14193.61	33993.26
Subject consumables	6167.92	18.63	6186.55
TOTAL EXPENDITURE	169834.88	151646.18	321481.06
OPERATING RESULT	31874.35	-31476.40	397.95
Actual Accumulated Funds	81316.49	268485.21	90044.41
Outstanding commitments (minus)	-537.28	0.00	-537.28
BALANCE	112653.56	237008.81	89905.08

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
Outdoor Learning Environment a) Forward planning for future outdoor learning spaces b) With the intention of a new Master Plan, this would provide a financial start to future projects and our P&C have been working/planning an educational garden space.	\$50,000	2023
External Master Plan a) Have a new school Master Plan developed b) Having an updated Master Plan would give the school community direction for future development of outdoor spaces	\$22,000	2023 – At the final Board meeting of 2019, it was decided to roll this reserve into the Outdoor Learning Environment as we had been advised that a Master Plan would be done for us at no cost
Internal Learning Environment a) Have funds available for upcoming internal learning space projects b) We have been working our way through the school to have new carpet installed and updating student furniture. We still have one area of carpeting to go.	\$5,995	2023
Shade – Play Equipment a) Building up funds to provide shade b) Potentially have a shade sail installed over spiderweb equipment	\$20,100	2023 – At the final Board meeting in 2019, it was decided to roll this reserve in the Outdoor Learning Environment as the Board had decided against shading our Spiderweb equipment
Staffing 2023	\$78,748	2023

a) Have funds available if required for a staffing debt		
b) Forward planning in case of staffing debt		

Endorsement Page

Members of the School Board

Parent Representative(s):	Eve Wisowaty,	Nathan Kruger.
Community Representative(s):	Helen Hai.	
Teacher Representative(s):	Natalie Garrett,	Kieran Blackwell.
Board Chair:	Kathryn Couter	
Principal:	Belinda Andrews	

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

Board Chair Signature: Kathryn Couter

Date: 24 / 06 / 2020

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: Belinda Andrews

Date: 24 / 06 / 2020