



Giralang Primary School

ADVENTURE IN LEARNING, CARING AND ACHIEVING

Annual School Board Report 2020



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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.

School Context

Giralang Primary School is in the Belconnen region of the ACT. The school currently has 330 students (P-6). Giralang Primary School caters for students in grades Preschool to Year 6. The Preschool 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 runs as a combined small group program and students accessing their mainstream class. The school and students maintain a strong, ongoing relationship with our local branch of the Rats of Tobruk Association. Students learn about their heroic deeds and commemorate their achievements by attending memorial ceremonies in the school and on ANZAC Parade. Giralang Primary School proudly houses the Rats of Tobruk (ACT Branch) ceremonial banner.

Student Information

Student enrolment

In this reporting period there were a total of 291 (K-6) students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	156
Gender - Female	135
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	9
LBOTE**	49

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	13.49
Teaching Staff: Full Time Equivalent Temporary	7.88
Non Teaching Staff: Full Time Equivalent	10.81

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.

Our school will be reviewed in 2022.

School Satisfaction

Schools use a range 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, 91% of parents and carers, 97% of staff, and 83% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 34 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	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	94
Staff get quality feedback on their performance.	82
Student behaviour is well managed at this school.	85
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	97
Students like being at this school.	97
Students' learning needs are being met at this school.	94
Teachers at this school expect students to do their best.	97

Teachers at this school motivate students to learn.	97
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	94
This school is well maintained.	94
This school looks for ways to improve.	100
This school takes staff opinions seriously.	97
This school works with parents to support students' learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 78 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.	94
My child feels safe at this school.	89
My child is making good progress at this school.	80
My child likes being at this school.	96
My child's learning needs are being met at this school.	74
Student behaviour is well managed at this school.	53
Teachers at this school expect my child to do his or her best.	92
Teachers at this school give useful feedback.	87
Teachers at this school motivate my child to learn.	85
Teachers at this school treat students fairly.	85
This school is well maintained.	96
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	81
This school works with me to support my child's learning.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 96 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.	67
I feel safe at this school.	75
I like being at my school.	76
My school gives me opportunities to do interesting things.	83
My school is well maintained.	73

My school looks for ways to improve.	85
My teachers expect me to do my best.	91
My teachers motivate me to learn.	89
Staff take students' concerns seriously.	66
Student behaviour is well managed at my school.	45
Teachers at my school treat students fairly.	71
Teachers give useful feedback.	78

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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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	159277.44	112624.43	271901.87
Voluntary contributions	0.00	0.00	0.00
Contributions & donations	1248.00	368.00	1616.00
Subject contributions	3990.00	2781.50	6771.50
External income (including community use)	2151.17	1466.16	3617.33
Proceeds from sale of assets	0.00	68.18	68.18
Bank Interest	2817.48	2337.81	5155.29
TOTAL INCOME	169484.09	119646.08	289130.17
EXPENDITURE			
Utilities and general overheads	31319.55	58643.43	89962.98
Cleaning	0.00	0.00	0.00
Security	0.00	0.00	0.00
Maintenance	16856.25	34672.28	51528.53
Administration	9186.98	1675.49	10862.47
Staffing	43277.00	2085.40	45362.40
Communication	515.44	586.93	1102.37
Assets	3567.92	5015.08	8583.00
Leases	0.00	0.00	0.00
General office expenditure	10768.24	13311.85	24080.09
Educational	10109.36	12358.08	22467.44
Subject consumables	6327.32	384.55	6711.87
TOTAL EXPENDITURE	131928.06	128733.09	260661.15
OPERATING RESULT	37556.03	-9087.01	28469.02
Actual Accumulated Funds	179523.31	105859.31	194136.31
Outstanding commitments (minus)	-12427.59	0.00	-12427.59
BALANCE	204651.75	96772.30	210177.74

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.

Library Trust Fund - \$6185.00

Building Trust Fund - \$1580.00

Reserves

Name and Purpose	Amount	Expected Completion
Internal Learning Environment This reserve has been created to provide upgrades to areas within the school building	\$5996	Earmarked to end in 2023 This will depend on ongoing projects and funds
Outdoor Learning Environment The reserve has been created to enhance areas in our outdoor learning Funds from this reserve in 2020 have been used to go towards the structure in the garden and for sensory courtyard upgrades in 2021.	\$30100	Earmarked to end in 2023 This will depend on ongoing projects and funds
Staffing This reserve provides funds if and when we have a staffing debt In 2020 we paid a staffing debt from this reserve	\$35471.60	Earmarked to end in 2023 but will most likely become an ongoing reserve

Endorsement Page

Members of the School Board

Parent Representative(s):	Paul Calvert,	Nathan Kruger,	Eve Wisowaty.
Community Representative(s):	Helen Hai,		
Teacher Representative(s):	Kieran Blackwell,	Carly Duncanson.	
Student Representative(s):	N/A		
Board Chair:	Paul Calvert		
Principal:	Belinda Andrews term 1&2, Kristine Stewart term 3, Emma Aschenberger term 4		

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

2020 Board Chair Signature:



Paul Calvert

Date: 13/07/2021

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:

Emma Aschenberger

Date: 30/06/2021