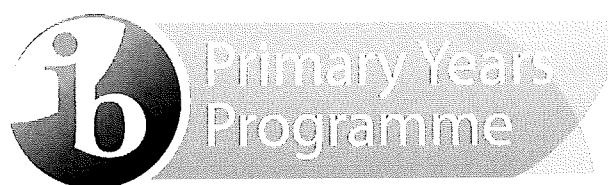
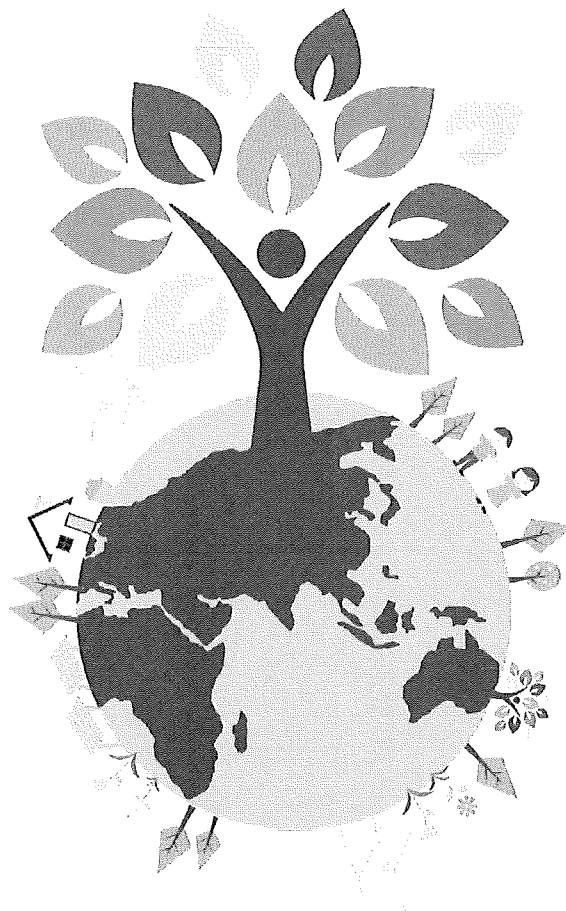




Charles Weston School

Annual School Board Report 2021



Our school became an authorised IB World School in 2021.

Mission: Education in our school for our world.

Vision: Growing an inclusive community of globally minded problem solvers who act for a better world.

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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*.

Accessibility

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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

Charles Weston School Coombs is an inclusive and diverse setting which provides an inquiry based educational program for students in preschool to year 6. Our aim is for all students to succeed regardless of their starting point. We are a school community rich in cultural diversity, with over 56 different languages spoken by our students. We acknowledge that we are growing our school community on Ngunnawal land and work with our children and families to respect the contributions of the Aboriginal people who we learn from, about and with at CWSC. We also recognise and welcome the opportunities for learning that come through the vast array of cultures that make up our emerging community. CWSC became an authorised International Baccalaureate (IB) World School in 2021 offering the Primary Years Programme (PYP).

In 2021 our school's ICSEA is 1107 with 51% of our families identified as being in the top quarter of socio-educational advantage. Of the 487 full time enrolled students in 2021, 64% of these come from a language background other than English and 2% identify as Indigenous.

Student Information

Student enrolment

In this reporting period there were a total of 471 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	244
Gender - Female	227
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	8
LBOTE**	304

Source: ACT Education Directorate, Analytics and Evaluation Branch

* 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.

** 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	93.0
2	93.0
3	93.0
4	94.0
5	92.0
6	92.0

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, 135 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	31.12
Teaching Staff: Full Time Equivalent Temporary	4.00
Non Teaching Staff: Full Time Equivalent	15.84

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 was reviewed in 2019. A copy of the Report of Review can be found on our 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, 84.6% of parents and carers, 91.8% of staff, and 79.7% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 49 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.	96
Staff get quality feedback on their performance.	47
Student behaviour is well managed at this school.	69
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	97
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	96
Teachers give useful feedback.	95
This school is well maintained.	96
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 143 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	
My child feels safe at this school.	90
My child is making good progress at this school.	81
Student behaviour is well managed at this school.	75
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	77
Teachers give useful feedback.	77
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	93
This school is well maintained.	97
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	67
This school works with me to support my child's learning.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 128 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	67
I feel safe at this school.	75
I am happy to be part of this school.(Replaces 'I like being at my school')	84
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	74
My school is well maintained.	81
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	93
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	88
Staff take students' concerns seriously.	63
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	90
Teachers give useful feedback.	80

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: Charles Weston School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	58	118	37	53
ACT	58	125	38	56

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, 1.37 % 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	402	437	508	515
Writing	411	418	485	475
Spelling	380	409	506	502
Grammar & Punctuation	392	426	489	497
Numeracy	382	404	474	492

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	271980.86
Contributions and Donations	8917.35
Subject Contributions	27248.80
Hire of Facilities	40354.76
External Revenue	11220.71
Sale of Assets	10045.46
Interest Received	1995.82
Other School Revenue	55130.89
TOTAL INCOME	426894.65
EXPENDITURE	
Utilities and General Overheads	103921.40
Security and Caretaking	833.26
Maintenance	43360.27
Administration	26362.00
Staffing Expenditure	442.08
Communication	7416.30
Assets & Leases	35175.77
General Expenses	31816.38
Educational Resources	53795.74
Subject Consumables	17753.01
Directorate Funded Payments	65973.57
Other Payments	57406.09
TOTAL EXPENDITURE	444255.87
OPERATING RESULT	-17361.22
Accumulated Funds	364239.75
BALANCE	346878.53

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
IWB (Interactive Whiteboard) Upgrade - Rolling IWB upgrades to ensure school keeps up with technology for students. 4 IWBS per year to be upgraded.	\$25,000	2023 -2027
IB Workshops & Signage As a newly authorised school we will need to upgrade school signage and logos. There is also mandatory IB Workshops for staff.	\$35,000	2023 - 2025
Environmental upgrades as part of 5 year maintenance plan (e.g paint, carpet, solar, synthetic turf upgrade etc).	\$100,000	2024
Staffing Debt 2022	\$75,000	2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Lorna Wake	Hardeep Bhogal	Jo Stratton
Community Representative(s):	N/A		
Teacher Representative(s):	Hayley Stensholt	Alex Batista	
Student Representative(s):	N/A		
Board Chair:	Jo Stratton		
Principal:	Nicole Nicholson		

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

2021 Board Chair
Signature:

LORNA WAKE



Date: 24/06/2022.

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:

Nicole Nicholson

Date 20/06/2022

: