

# Giralang Primary School

## Annual School Board Report 2022





This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2023

Material in this publication may be reproduced provided due acknowledgement is made.

# Contents

---

Reporting to the community.....	1
School Context .....	1
Student Information .....	1
Student enrolment.....	1
Student attendance .....	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	2
Teacher qualifications .....	2
Workforce composition .....	3
School Review and Development .....	3
School Satisfaction .....	3
Overall Satisfaction .....	3
Learning and Assessment .....	5
Performance in Literacy and Numeracy .....	5
Early years assessment .....	5
NAPLAN .....	6
Financial Summary .....	6
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page .....	9
Members of the School Board .....	9

## 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 313 students (P-6) and approximately 13 classes each year, the majority being straight year groups. Giralang Primary School is an inclusive learning environment which caters for all students. In 2023 we established a small group program to support targeted literacy, numeracy and social/emotional development. Giralang Primary provides a safe and caring school environment while providing a range educational programs. Our motto “Adventure in Learning, Caring and Achieving” reflects the innovative approach to the teaching and learning process. Our community garden is a precious resource which is embedded in our teaching and learning programs. This was established by the Giralang Garden Collective which is part of our Parents & Citizens Association, and we continue to work in partnership with them. We are committed to: creating an atmosphere of respect, encouragement and support for every child; developing each child’s confidence and self-esteem; respecting each child’s uniqueness and catering for individual needs; challenging and assisting each child to attain their potential in educational, social and physical skills; encouraging each child in self-awareness, self-regulation and involving students in establishing guidelines for responsible behaviour. This is done through our focus on being Safe, Respectful, Learners and the Positive Behaviours for Learning framework. Teaching and learning is underpinned by our school values and based on quality relationships. The school maintains 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 295 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	162
Gender - Female	133
Aboriginal and Torres Strait Islander	12
LBOTE*	58
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	89.0
2	89.0
3	86.0
4	88.0
5	89.0
6	88.0

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	19.68
Teaching Staff: Full Time Equivalent Temporary	1.00
Non Teaching Staff: Full Time Equivalent	11.30

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 2017. A copy of the Report of Review can be found on our school website. Our school will undergo review 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, 90.2% of parents and carers, 96.8% of staff, and 72.6% 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 31 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.	97
Teachers give useful feedback	92
Teachers at this school treat students fairly.	97
This school is well maintained.	90
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	84
Students like being at this school.	90
This school looks for ways to improve.	100
This school takes staff opinions seriously.	90
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	97
Staff get quality feedback on their performance	84
Staff are well supported at this school.	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 61 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.	84
Teachers give useful feedback	84
Teachers at this school treat students fairly.	82
This school is well maintained.	95
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	64
My child likes being at this school.	87
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	82

My child is making good progress at this school.	84
My child's learning needs are being met at this school.	80
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 95 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.	84
Teachers give useful feedback	76
Teachers at my school treat students fairly.	71
My school is well maintained.	69
I feel safe at this school	79
I can talk to my teachers about my concerns.	57
Student behaviour is well managed at my school.	54
I like being at my school.	71
My school looks for ways to improve.	81
Staff takes students' concerns seriously	68
My teachers motivate me to learn.	84
My school gives me opportunities to do interesting things.	84

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: Giralang Primary School BASE 2022 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	69	116	40	54
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, 2.50 % 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	471	450	509	522
Writing	424	427	468	492
Spelling	388	420	486	510
Grammar & Punctuation	439	439	491	503
Numeracy	417	409	485	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	397866.88
Contributions and Donations	19354.71
Subject Contributions	7448.00
Hire of Facilities	20041.78
External Revenue	4132.81
Sale of Assets	90.91

Interest Received	12025.30
Other School Revenue	12107.51
<b>TOTAL INCOME</b>	<b>473067.90</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	125557.79
Security and Caretaking	0.00
Maintenance	93225.24
Administration	10121.59
Staffing Expenditure	4101.78
Communication	771.19
Assets & Leases	40430.59
General Expenses	29267.59
Educational Resources	61934.66
Subject Consumables	0.00
Directorate Funded Payments	2970.41
Other Payments	14087.10
<b>TOTAL EXPENDITURE</b>	<b>382467.94</b>
<b>OPERATING RESULT</b>	<b>90555.96</b>
Accumulated Funds	182441.76
<b>BALANCE</b>	<b>272997.72</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.

Library Trust Fund Income: \$5838.68

Building Trust Fund Income: \$23,523.32 – (\$17,580 reimbursement by directorate)

## Reserves

Name and Purpose	Amount	Expected Completion
Outdoor Learning Environment This reserve has been created to enhance areas in our outdoor learning spaces	\$65,000	Earmarked to end in 2025. This will depend on ongoing projects and funds
Internal Learning Environment This reserve has been created to provide upgrades to areas within the school building	\$15,000	Earmarked to end in 2023. This will depend on ongoing projects and funds and decisions from ICW
Staffing This reserves provides funds if and when we have a staffing debt	\$112,000	Earmarked to end in 2025 but will most likely be an ongoing reserve

## Endorsement Page

---

### Members of the School Board

<b>Parent Representative(s):</b>	Nathan Kruger,	Kristine Evans
<b>Community Representative(s):</b>	Helen Hai,	
<b>Teacher Representative(s):</b>	Natalie Garrett,	Rebecca Lubilanji,
<b>Board Chair:</b>	Eve Wisowaty	
<b>Principal:</b>	Emma Aschenberger	

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

2022 Board Chair Signature: Eve Wisowaty Date: 5/5/2023

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: Emma Aschenberger Date: 24/04/2023