



# Giralang Primary School

ADVENTURE IN LEARNING, CARING AND ACHIEVING

## Giralang Primary School

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### Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.giralangps.act.edu.au>.

Inquiries about this publication should be directed to:

Giralang Primary School  
Canopus Cres.  
Giralang ACT 2617

General enquiries:

Telephone (02) 6205 5866

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## School Board Chair Report

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Giralang Primary School was 39 years old in 2016, and with the 40th anniversary approaching we were reminded of the school's heritage status. Our open-plan and curiosity inspiring physical spaces are among the features that were unique for ACT schools at that time. Today it's always a treat to walk around and see how teachers and students are using those spaces as learning environments.

The spaces inside the school remained at the front of our minds in 2016. The ACT government developed a 'conservation management plan' to act as a blueprint for managing the building's heritage features (developed in consultation with school community representatives). And space has been a focus during the significant expansion of student and staff numbers in the years leading up to 2016.

That expansion has slowed and in 2016 we had a strong sense of continuity in the teaching approaches. It has seen us bedding down what is working well and using better methods where required.

We continued our strong focus on using evidence and data to inform teaching, enabled by recent IT investments among other things. Also we continue a strong focus on a positive culture of learning, including personalised learning for students through use of goal setting, and professional learning and feedback through staff coaching and feedback processes.

We continue our focus on literacy and numeracy, which should always be a bedrock. The evidence summarised in this report is both heartening - to see the considerable growth - and shows the way forward for further curriculum improvements. It's fabulous to see the improvements showing in student achievement.

As always we have a clear focus on achieving results for students, the young people that are our future.

Ryan Wilson – School Board Chair 2015/16

## Context

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Giralang Primary School caters for students in grades Preschool to Year 6. In 2016 Giralang Primary School's enrolments continued to grow. The Preschool Unit provided three sessions, with 22 students accessing each session. The Primary School grew to thirteen classes with an average of 20.2 students per class. The school offers a 0.5 Learning Support Centre (LSC) that is fully mainstreamed. The LSC had 7 students enrolled during 2016.

## Student Information

### *Student enrolment*

In 2016 there were a total of 275 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	156
Female	119
Indigenous	5
LBOTE	50

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	90.0
1	92.0
2	94.0
3	95.0
4	91.0
5	93.0
6	89.0

Source: Planning and Analytics, December 2016

Rolls are marked daily. Significant absences are noted and parents/carers phoned. Parents and carers are requested to send a note or email to the teacher or phone the Front Office to notify the school if their child is going to be absent. Latecomers are required to sign the book at the Front Office on arrival.

### *Staff Information*

#### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	30

Source: Teacher Quality Institute, 16 December 2016

#### *Workforce composition*

The 2016 workforce composition of Giralang Primary School is highlighted 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	26
Teaching Staff: Full Time Equivalent	23.8
Non Teaching Staff: Head Count	12
Non Teaching Staff: Full Time Equivalent	8.8

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There is one indigenous staff member at this school.

## Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 2500.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Giralang Primary School will be reviewed in 2017. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2016, 93% of parents and carers, 100% of staff, and 82% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 26 staff who took part in the survey are tabled below.

**Table: Proportion of staff in agreement with each national opinion item**

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	92
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.	96
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	100
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	100
Staff are well supported at this school.	100

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 108 parents who took part in the survey are tabled below.

**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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	92
This school is well maintained.	87
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	84
My child likes being at this school.	94
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	89
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 56 students who took part in the survey are tabled below.

**Table: Proportion of students in years 5 to 6 in agreement with each national opinion item**

National Opinion Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	84
Teachers at my school treat students fairly.	73
My school is well maintained.	80
I feel safe at my school.	86
I can talk to my teachers about my concerns.	61
Student behaviour is well managed at my school.	45
I like being at my school.	91
My school looks for ways to improve.	95
My school takes students' opinions seriously.	64
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry 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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Giralang Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	52	118	49	121
<b>Mathematics</b>	40	52	39	54

Source: Planning and Analytics

#### *NAPLAN assessment*

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 2016, 0.00 % of year 3 students and 3.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

**Table: Giralang Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
<b>Reading</b>	416	441	501	514
<b>Writing</b>	393	420	467	474
<b>Spelling</b>	389	421	475	490
<b>Grammar &amp; Punctuation</b>	403	442	505	511
<b>Numeracy</b>	383	412	484	497

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

## Performance in Other Areas of the Curriculum

Giralang Primary students participated in the International Competitions and Assessments for Schools, more commonly known as ICAS. This year once again saw a significant increase in the number of students participating in the competitions, with several students participating in more than one. In total, we submitted 129 entries across the six competitions (compared to 82 last year), the most popular being Mathematics, Spelling and Science. Several special awards were given for achievements above an average score. These included:

- 3 High Distinctions
- 6 Distinctions
- 17 Credits
- 14 Merits

## Progress Against School Priorities in 2016

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Below is Giralang Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- [Click here to access the Adobe PDF version](#)
- [Click here to access the Microsoft Word version](#)

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	182083.40	138853.00	320936.40
Voluntary contributions	6000.00	2210.00	8210.00
Contributions & donations	6878.19	14743.65	21621.84
Subject contributions	6919.00	136.67	7055.67
External income (including community use)	1086.40	1848.66	2935.06
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5023.60	4878.90	9902.50
<b>TOTAL INCOME</b>	<b>207990.59</b>	<b>162670.88</b>	<b>370661.47</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	29550.80	41632.32	71183.12
Cleaning	27547.14	28541.46	56088.60
Security	343.00	179.00	522.00
Maintenance	22376.74	65668.30	88045.04
Administration	1801.24	2361.46	4162.70
Staffing	1035.00	1350.00	2385.00
Communication	7462.36	1382.70	8845.06
Assets	73710.43	30144.38	103854.81
Leases	0.00	0.00	0.00
General office expenditure	13171.74	11038.96	24210.70
Educational	14087.84	15976.59	30064.43
Subject consumables	9020.69	306.66	9327.35
<b>TOTAL EXPENDITURE</b>	<b>200106.98</b>	<b>198581.83</b>	<b>398688.81</b>
<b>OPERATING RESULT</b>	<b>7883.61</b>	<b>-35910.95</b>	<b>-28027.34</b>
Actual Accumulated Funds	286782.88	293459.14	293459.14
Outstanding commitments (minus)	-5385.50	-44699.85	-50085.35
<b>BALANCE</b>	<b>289280.99</b>	<b>212848.34</b>	<b>215346.45</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1026.00

## 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 2016.

\$7430

\$780

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Photocopier 2017	\$5500.00	2017
ICT Infrastructure	\$2454.54	2017

## Endorsement Page

I declare that the Giralang Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

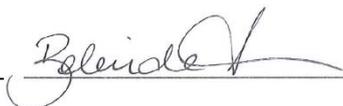
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
  - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

## Members of the School Board

<b>Parent Representative(s):</b>	Ryan Wilson	Kathryn Couter	Toni Paterson
<b>Community Representative(s):</b>	Helen Hai		
<b>Teacher Representative(s):</b>	Natalie Garrett	Kieran Blackwell	
<b>Board Chair:</b>	Ryan Wilson		
<b>Principal:</b>	Belinda Love		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:



Date:

22 / 05 / 2017

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

Board Chair Signature:



Date:

22 / 05 / 2017