



**NEVILLE
BONNER**
PRIMARY SCHOOL

Neville Bonner Primary School

Annual School Board Report
2017



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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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Contents

School Context	1
Student Information	1
Student enrolment.....	1
Student attendance	1
Staff Information.....	2
Teacher qualifications	2
Workforce composition	2
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
Performance in Other Areas of the Curriculum.....	6
Financial Summary.....	8
Professional Learning.....	9
Voluntary Contributions	9
Reserves	9
Endorsement Page.....	10
Members of the School Board	10

School Context

2017 is Neville Bonner Primary School's fifth year of operation, having opened as a new school in 2013. The school's enrolment during 2017 reached approximately 790, comprising preschool to Year 6 students. Our school enjoys a culturally diverse population. Approximately 44 percent of the students speak English as their second, third or fourth language. Our student body speaks approximately 64 languages.

The school is situated in a new and vibrant suburb where families continue to move in throughout the year and all children have relatively short educational histories with the school. The staffing requirements, including teaching and administrative staff have increased to match the growth in enrolments. The school's staffing profile includes a large number of teachers in their early years of teaching. Their enthusiasm for both teaching and the nurturing of the well-being of the children is a marked asset for the school. The physical environment of the school continues to grow with 2017 seeing the official opening of four new K-6 learning areas and three new preschool learning areas to assist in meeting the demand of the increasing enrolments of the school. A further eight new learning areas are planned to open in 2018.

Creating a strong sense of connectedness and belonging for all students has been an important feature of the school's work as we develop our school as a community of learners. As a new and rapidly growing school, all aspects of school life and organisation continue to undergo formation to meet the changing needs of the community. On occasions, some of these aspects need to take priority over the planned outcomes of the 2017 Annual Action Plan.

Student Information

Student enrolment

In 2017 there were a total of 555 kindergarten to year 6 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	290
Female	265
Aboriginal and Torres Strait Islander	18
LBOTE*	326

*Language Background Other Than English

Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
K	90.0
1	93.0
2	92.0
3	92.0
4	93.0
5	88.0
6	88.0

Source: Planning and Analytics, December 2017

Regular attendance at school, including arrival on time is vital to successful learning. Children are actively encouraged to attend and be acknowledged for regular attendance. 'Yungaballi', our whole school gathering is held each morning. This informal and friendly start to each day is one of the ways we encourage attendance. Additionally, in accordance with the Education Directorate's Policy and school procedures, classroom teachers record student attendance twice per day. Any unexplained student absences result in a letter to families requesting written notification of the absence/s. In accordance with school procedures, classroom teachers notify their team leader and Principal if a child is regularly late or has a period of unexplained absences.

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 2017.

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

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	36

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of [INSERT SCHOOL NAME] is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	46
Teaching Staff: Full Time Equivalent Permanent	36.84
Teaching Staff: Full Time Equivalent Temporary	5.60
Non Teaching Staff: Head Count	13
Non Teaching Staff: Full Time Equivalent	11.49

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

School Review and Development

In 2017, 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 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Neville Bonner Primary School will be reviewed in 2018.

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 2017 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 2017, 78% of parents and carers, 90% 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.

A total of 51 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.	100
Teachers at this school provide students with useful feedback about their school work.	90
Teachers at this school treat students fairly.	100
This school is well maintained.	94
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	88
Student behaviour is well managed at this school.	45
Students like being at this school.	86
This school looks for ways to improve.	82
This school takes staff opinions seriously.	58
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	80
I receive useful feedback about my work at this school.	62
Staff are well supported at this school.	61

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 171 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.	88
Teachers at this school provide my child with useful feedback about his/her school work.	81
Teachers at this school treat students fairly.	85
This school is well maintained.	90
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	86
Student behaviour is well managed at this school.	70
My child likes being at this school.	87
This school looks for ways to improve.	79
This school takes parents' opinions seriously.	69
Teachers at this school motivate my child to learn.	81
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	73
This school works with me to support my child's learning.	71

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 67 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	97
My teachers provide me with useful feedback about my school work.	85
Teachers at my school treat students fairly.	69
My school is well maintained.	85
I feel safe at my school.	77
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	42
I like being at my school.	72
My school looks for ways to improve.	85
My school takes students' opinions seriously.	58
My teachers motivate me to learn.	87
My school gives me opportunities to do interesting things.	84

Source: 2017 School Satisfaction Surveys, August/September 2017

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.

Table: Neville Bonner Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	49	126	38	55
ACT	51	124	39	55

Source: Planning and Analytics

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 2017, 4.00 % 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 2017 mean scores achieved by our students compared to the ACT.

Table: Neville Bonner Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	420	442	506	517
Writing	426	412	475	475
Spelling	423	411	492	494
Grammar & Punctuation	428	441	486	503
Numeracy	407	417	479	496

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

In 2017, students had opportunities to participate in a variety of sporting pursuits including athletic, swimming and cross country school carnivals. Thirty students in Years 3-6 represented Neville Bonner Primary School in the Jamie Pearlman and Sue Geh basketball competitions. A number of sporting associations and groups were invited into the school to conduct introductory sessions and training opportunities throughout the year. These included Swim School/Royal Surf Lifesaving Association (Years 1-6) and students from Gungahlin College who conducted a range of sporting activities. A soccer gala day was held with Palmerston District School for our Year 4/3 students.

Students engaged in acknowledging many different events and celebrations throughout the year. These included Harmony day, NAIDOC week, Grandparents & Special Friends Day, Neville Bonner's Birthday, Book Week, Science Week, Walk for a Cure (Diabetes) and Reconciliation Week. The annual Anzac Assembly was an important learning opportunity for all children which again provided important reference to the Frontier Wars, about which the children had been learning.

The University of New South Wales International Competitions and Assessments for Schools (ICAS) programme, also provided the opportunity for many students to compete and challenge themselves in the academic areas of Mathematics, English, Science and writing.

The visual and performing arts continue to have a significant place in the school. The year 5 and year 6 woodwind bands perform for the school on various occasions and the year 6 students participated in Bandstravaganza, playing with many other schools in the Llewellyn Hall at the Canberra School of

Music. In 2017, Neveille Bonner Primary School Students participated in the esteemed Primary Concert Band for the first time. Two Creative Arts Soirees were held during the year to showcase the many and varied creative talents of our students from Preschool to Year 6. "Jam on Toast" (Jamie Madsen) also visited our school to provide musical education and performance workshops which enriched the delivery of the Arts component of the Australian Curriculum. Our end of year concert was a big success with all students across the school participating in performing arts with a 'Disney' theme of kindness.

Students in Years 3-6 who participated in the Visual Arts Enrichment program entered artworks in to the 'Threatened Species' Children's Art competition. There were over 1500 entries across ACT and NSW and two student pieces made were ranked in the top 50 and became part of the special exhibition in both Sydney and Canberra.

Students in Preschool and Year 6/5 were fortunate to work with Aboriginal Artists from Titjikala in Central Australia. The children participated in a range of workshops, including making jewellery, painting and creating bookmarks.

Children in Years 3-6 participated in academic Short Courses where they elected to learn about particular areas of interest with expert teachers over a period of three weeks. There were a total of 17 courses including 'A History of Mathematics', 'Advanced Understanding of Electronics', 'Creative Writing', 'Art Appreciation' and a range of other courses addressing all areas of the Australian Curriculum.

In 2017, all children in K-6 participated in the Rostrum ACT Primary Schools Speaking Competition with the one person from each Learning Group was selected to participate in the School Final. The overall school finalist made it all the way to the ACT Grand final with his speech on 'Making a Difference'.

The annual Market Day was held. This provided 'real life' opportunities for the children to engage in making, marketing and purchasing their creative inventions. Each Learning Group took responsibility for establishing and running a stall. Some of the stalls included slime, pet rocks, second-hand books and grass heads.

The school promotes reading quality literature with children every day. There was a one hundred percent participation rate in the preschool to year 4 areas of the school in the Chief Minister's Reading Challenge. In 2017, Neville Bonner Primary School was again named as one of the top schools in the ACT to meet the Chief Minister's Reading Challenge.

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	226692.17	191610.17	418302.34
Voluntary contributions	14790.82	1363.50	16154.32
Contributions & donations	4605.75	6525.03	11130.78
Subject contributions	38766.04	9293.41	48059.45
External income (including community use)	8090.31	25284.27	33374.58
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3435.75	3522.84	6958.59
TOTAL INCOME	296380.84	237599.22	533980.06
EXPENDITURE			
Utilities and general overheads	35103.78	81260.74	116364.52
Cleaning	52743.65	77523.47	130267.12
Security	1473.75	0.00	1473.75
Maintenance	20153.15	28942.54	49095.69
Administration	6436.33	4777.02	11213.35
Staffing	0.00	0.00	0.00
Communication	14973.08	5126.42	20099.50
Assets	10096.21	11050.83	21147.04
Leases	0.00	0.00	0.00
General office expenditure	23905.96	35069.65	58975.61
Educational	84003.42	18314.74	102318.16
TOTAL EXPENDITURE	248889.33	262065.41	510954.74
OPERATING RESULT	47491.51	-24466.19	23025.32
Actual Accumulated Funds	172396.90	168360.88	168360.88
Outstanding commitments (minus)	-98261.56	0.00	-98261.56
BALANCE	121626.85	143894.69	93124.64

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,290.

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 2017.

Reserves

Nil.

Endorsement Page

Members of the School Board

Parent Representative(s):	Amani Dib	Natalie Gray
Teacher Representative(s):	Kylie Robertson	Amy Czoban
Board Chair:	Paul Costanzo	
Principal:	Fran Dawning	

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

Board Chair Signature: _____ Date: ____ / ____ / ____

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 2017.

Principal Signature: _____ Date: ____ / ____ / ____