



Charnwood-Dunlop School

Annual School Board Report 2022



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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.

Summary of School Board activity

As a School Board, we are incredibly proud of the way our Charnwood-Dunlop School community has weathered the past 3 years. From the bush fire smoke haze of 2020, to damaging hailstorms, La Niña phenomena, the COVID pandemic, potholes galore, sudden leadership changes, nationwide teacher shortages, intense flu seasons and so on. Let's be honest, our community has taken a bit of a bashing. But as we sit here at the close of 2022 and reflect on how far we have come, and how much we have had to endure, we stand proud. Proud of a community that is still engaged, still learning, and still sailing the seas of life. We are undoubtedly still journeying through the repercussions of the past few years, but we are here, doing it together.

The School Board would like to thank all those incredible staff and community members who we have farewelled these past few years. Your service and presence at the school was invaluable and we wish you all the best on your current and future endeavors.

The School Board would also like to deeply thank and applaud the incredible teaching and non-teaching staff, the volunteers, the P&C, and the families and friends that make-up this wonderful school community. Together, in community, we raise this generation of children to be the adults and leaders of tomorrow. We could not be more proud of every single child at Charnwood-Dunlop School. To have the privilege of being a part of their life's story is an absolute honour and responsibility we, the School Board, do not take lightly.

We wish the Charnwood-Dunlop School community of 2023 all the best, as we welcome new staff, new volunteers and new students, families, and friends. Let's continue to roll up our sleeves, get a little dirty and face the adventures of life together.

School Context

Charnwood-Dunlop School provides a quality learning environment situated in the ACT suburb of Charnwood. Students who attend our school live in Charnwood, Dunlop and surrounding suburbs. Our extensive grounds include two ovals, an expansive under cover fixed equipment space, a all weather basketball court and sensory play area. We have a large hall and a well-appointed library space located in the centre of the school. Our preschool learning space is adjacent to the primary school and are embraced as a vital component of our school. We host the Belconnen Primary Introductory English Centre (BPIEC) for students newly arrived in Australia and who speak a language other than English at home. Students enrolled in the BPIEC come from the wider Belconnen area for

intensive English language learning for a semester before transitioning to their local school. The school currently has 468 students enrolled from preschool to year 6. We embrace the inclusion of children and families from diverse cultures which has helped enrich our school community and provides the school with a strong multi-cultural ethos.

We provide a contemporary educational setting where learning is aligned to the Australian Curriculum and delivered by focused and skilled teachers who facilitate and guide learners to progressively develop skills and knowledge which they apply through authentic investigations. Our learners develop the skills and dispositions to be successful in their next educational setting. Our school leaders coach and build the capacity of teachers to notice and facilitate next learning steps to meet every learner at their point of need. The leadership team is on an ongoing journey of improvement and continue to enhance and refine their leadership.

Our students engage in all aspects of learning including specialist teacher access in the Arts. We provide a rigorous and enriched learning program for students which provides opportunities for extension and enrichment through participation in International Competitions and Assessments for Schools (ICAS), a woodwind band for students in years 5 and 6, our Student Representative Council (SRC), a close connection with our feeder high school's Magellan Program (a maths-science enrichment program) and a variety of sporting opportunities including basketball, rugby league, netball and touch football gala days, full school carnivals for swimming, athletics and cross country annually.

Our school employs a Positive Behaviour for Learning (PBL) evidenced based approach to implement a whole school approach to encouraging positive behaviour choices. We focus on teaching students to be safe, respectful, learners. This looks like consistent behaviour expectations created in consultation with all stakeholders including students, staff and community members, consistent language and approaches to support positive behaviour choices explicit lessons used to teach behaviour expectations with opportunities to practise appropriate behaviours in classrooms and on the playground. PBL is a whole school approach which was launched with a community celebration in 2016.

Through a successful grant application, the school established a cafe which is open every morning from 8:30am for students and families to access a breakfast program and a quiet space to read. Each morning all students begin their day with 'hot reads' where they read self-selected literature, including digital books. During this time, the cafe space is used for a reading support program where volunteers and support staff assist students to develop strategies to improve and engage them in reading. Our school is well equipped to ensure technology is part of teaching and learning.

All students from Years 3-6 have access to an individual Chromebook and iPad are available for junior classes, use of technology is strategically implemented and harnessed effectively. We regularly celebrate learning successes and recognise students' achievements as they move from preschool to year 6 and beyond. Student merit awards link to learning successes and recognise growth.

The school enjoys strong community support and has a very active Parents & Citizens Association (P&C) who build strong community connections and support the school through fund raising initiatives.

Student Information

Student enrolment

In this reporting period there were a total of 395 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	221
Gender - Female	174
Aboriginal and Torres Strait Islander	32
LBOTE*	138
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	88.0
2	84.0
3	86.0
4	85.0
5	88.0
6	81.0

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	28.64
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Full Time Equivalent	19.22

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 2020. A copy of the Report of Review can be found on our school 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, 80.0% of parents and carers, 72.5% of staff, and 79.2% 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 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.	90
Teachers give useful feedback	65
Teachers at this school treat students fairly.	75
This school is well maintained.	41
Students feel safe at this school.	53
Students at this school can talk to their teachers about their concerns.	84
Parents at this school can talk to teachers about their concerns.	90
Student behaviour is well managed at this school.	22
Students like being at this school.	67
This school looks for ways to improve.	71
This school takes staff opinions seriously.	51
Teachers at this school motivate students to learn.	82
Students' learning needs are being met at this school.	65
This school works with parents to support students' learning.	71
Staff get quality feedback on their performance	43

Staff are well supported at this school.	51
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Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 75 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.	86
Teachers give useful feedback	79
Teachers at this school treat students fairly.	78
This school is well maintained.	69
My child feels safe at this school.	77
I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	60
My child likes being at this school.	87
This school looks for ways to improve.	69
This school takes parents' opinions seriously.	57
Teachers at this school motivate my child to learn.	83
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	77

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 101 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.	87
Teachers give useful feedback	66
Teachers at my school treat students fairly.	69
My school is well maintained.	59
I feel safe at this school	70
I can talk to my teachers about my concerns.	58
Student behaviour is well managed at my school.	38
I like being at my school.	64
My school looks for ways to improve.	75
Staff takes students' concerns seriously	49

My teachers motivate me to learn.	76
My school gives me opportunities to do interesting things.	79

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: Charnwood-Dunlop School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	60	106	37	53
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, 4.44 % of year 3 students and 8.00 % 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	366	450	506	522
Writing	396	427	476	492
Spelling	347	420	491	510
Grammar & Punctuation	362	439	469	503

Numeracy	341	409	468	496
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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	330227.62
Contributions and Donations	10843.70
Subject Contributions	6085.00
Hire of Facilities	5605.55
External Revenue	3000.00
Sale of Assets	0.00
Interest Received	10334.29
Other School Revenue	33086.47
TOTAL INCOME	399182.63
EXPENDITURE	
Utilities and General Overheads	97514.37
Security and Caretaking	1737.13
Maintenance	44613.61
Administration	10325.39
Staffing Expenditure	0.00
Communication	1822.65
Assets & Leases	54733.50
General Expenses	22019.03
Educational Resources	35085.29
Subject Consumables	1421.04
Directorate Funded Payments	7603.80
Other Payments	54444.67
TOTAL EXPENDITURE	331320.48
OPERATING RESULT	67862.15
Accumulated Funds	173944.94
BALANCE	241807.09

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
Staff Professional Development for 2023 – to support high quality professional learning for staff specifically in literacy and numeracy.	\$30 000	2023
Staff Professional Development for 2024 - to support high quality professional learning for staff specifically in literacy and numeracy.	\$20 000	2024
Preschool Environment for 2023 – to enhance the outdoor learning environment for preschool experiences.	\$20 000	2023
Indoor learning environment enhancements - to create larger more functional learning spaces.	\$25 000	2023
Indoor learning environment enhancements - to create larger more functional learning spaces.	\$15 000	2024
Staffing expenditure – to ensure staffing needs are met across the school to support student learning needs are met.	\$45 000	2023
Furniture – to maintain quality learning environments for students	\$20 000	2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Catherine Kattenberg	
Community Representative(s):	Jantiena Batt	
Teacher Representative(s):	Amie Nebauer	Somma Burge
Board Chair:	Leia Haavisto	
Principal:	Danielle Porter	

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

2022 Board Chair Signature: Leia Haavisto Date: 29.05.2023

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: Danielle Porter Date: 29.05.2023