



Farrer Primary School
Annual School Board Report 2020



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, 2021

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

Contents

Reporting to the community.....	1
Summary of School Board activity	Error! Bookmark not defined.
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	Error! Bookmark not defined.
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	5
Outcomes for College Students	Error! Bookmark not defined.
Post School Destination	Error! Bookmark not defined.
Financial Summary	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	7
Members of the School Board	8

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

Farrer Primary School offers preschool to year 6 education in a traditional setting catering for an enrolment of approximately 350 students from kindergarten to year 6 and 42 students in the preschool.

Farrer Primary School is focused on excellence in literacy and numeracy. Students are engaged in learning about technologies, science, history and social sciences, the arts and health through real world inquiry experiences that extend beyond the school environment.

The school's values of excellence, support, innovation, inclusion and sustainability are reflected in resources, specialist teachers and purpose-built classrooms including the preschool and environment centre. The Japanese language program delivers a specialised language approach from kindergarten to year 6 students and offers enrichment through linguistics and the performing arts. Students from preschool to year 6 has access to a specialised Physical Education program as well as carnivals and team sports throughout the year. Science and sustainability are taught to all students through a specialist science program. Students can join the school choir and participate in music and performing arts activities as part of their regular curriculum. Woodwind band is available to year 5 and 6 students.

The school values inclusivity and provides a Learning Support Unit for students on the autism spectrum and successfully integrates students with disabilities. Teachers support students with specific learning and social needs within the classroom by differentiating curriculum, teaching and assessment to meet the needs of all students from high achievers to students with additional needs.

Our school culture fosters authentic partnerships to provide the best educational experiences for every student. We encourage effective partnerships between all members of the school community including teachers, families, students and outside organisations. Our staff and families work together in the education of students. School Board and Farrer School Community Association (Parents and Citizens Association) meetings are held regularly to provide an authentic partnership and open forum for communication.

Farrer Primary School is warm, friendly and caring school and ensures that each child is valued for their unique contributions and strengths. Students know what is expected of them through Positive Behaviours for Learning (PBL) expectations and clear learning intentions. Our teaching staff are committed to catering for every child and providing opportunities for success in each child's learning and social development. Farrer Primary has high standards for student achievement, behaviour and success and offers a school environment where every child is nurtured and encouraged to achieve their potential.

Student Information

Student enrolment

In this reporting period there were a total of 349 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	169
Gender - Female	180
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	11
LBOTE**	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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 Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	20.86
Teaching Staff: Full Time Equivalent Temporary	1.80
Non Teaching Staff: Full Time Equivalent	10.97

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 2021. 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, 86% of parents and carers, 100% of staff, and 71% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 24 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.	100
Staff are well supported at this school.	75
Staff get quality feedback on their performance.	54
Student behaviour is well managed at this school.	71
Students at this school can talk to their teachers about their concerns.	96
Students feel safe at this school.	83
Students like being at this school.	100
Students' learning needs are being met at this school.	83
Teachers at this school expect students to do their best.	96
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	92
Teachers give useful feedback.	77
This school is well maintained.	79
This school looks for ways to improve.	96
This school takes staff opinions seriously.	67
This school works with parents to support students' learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 64 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	
I can talk to my child's teachers about my concerns.	95
My child feels safe at this school.	94
My child is making good progress at this school.	86
My child likes being at this school.	95
My child's learning needs are being met at this school.	86
Student behaviour is well managed at this school.	73
Teachers at this school expect my child to do his or her best.	89
Teachers at this school give useful feedback.	82

Teachers at this school motivate my child to learn.	80
Teachers at this school treat students fairly.	81
This school is well maintained.	91
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	75
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 131 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 can talk to my teachers about my concerns.	65
I feel safe at this school.	74
I like being at my school.	75
My school gives me opportunities to do interesting things.	78
My school is well maintained.	67
My school looks for ways to improve.	82
My teachers expect me to do my best.	89
My teachers motivate me to learn.	76
Staff take students' concerns seriously.	66
Student behaviour is well managed at my school.	40
Teachers at my school treat students fairly.	64
Teachers give useful feedback.	65

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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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	148427.48	121478.38	269905.86
Voluntary contributions	1290.00	14008.00	15298.00
Contributions & donations	52.00	719.55	771.55
Subject contributions	13444.60	13158.50	26603.10
External income (including community use)	10560.39	2675.12	13235.51
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2844.66	1947.87	4792.53
TOTAL INCOME	176619.13	153987.42	330606.55
EXPENDITURE			
Utilities and general overheads	35987.36	44779.93	80767.29
Cleaning	189.60	0.00	189.60
Security	0.00	0.00	0.00
Maintenance	114810.32	33139.54	147949.86
Administration	14046.98	8946.86	22993.84
Staffing	400.43	5361.62	5762.05
Communication	1409.86	1011.96	2421.82
Assets	28346.33	12164.00	40510.33
Leases	0.00	0.00	0.00
General office expenditure	13209.23	17275.15	30484.38
Educational	23289.41	36281.12	59570.53
Subject consumables	37059.67	149.09	37208.76
TOTAL EXPENDITURE	268749.19	159109.27	427858.46
OPERATING RESULT	-92130.06	-5121.85	-97251.91
Actual Accumulated Funds	229765.67	229765.67	229765.67
Outstanding commitments (minus)	-20558.17	0.00	-20558.17
BALANCE	117077.44	224643.82	111955.59

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.

The amount received for Voluntary Contributions in 2020 was \$15,298 which was 91.65% of the targeted income. The fund received were used across the school to support resourcing of teaching and learning in all learning areas.

Reserves

Name and Purpose	Amount	Expected Completion
Future Projects Improvement of school facilities where needed e.g. painting, minor building upgrades.	\$30,000	2020/2021
Staffing Additional teaching resources to support staff across the school.	\$30,000	2020/2021
Work Reduction Resources Additional administrative resources to support staff across the school.	\$35,688	2020/2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Philippa Northam,	Alex Konrad.
Community Representative(s):	Judy Pettiford.	
Teacher Representative(s):	Katrina Carling,	Kate Banwell.
Board Chair:	Connie Venning	
Principal:	Liz Wallace	

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

2020 Board Chair Signature: Connie Venning

Date: 26/ 06/2021

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: Liz Wallace

Date: 25 / 06 / 2021