



**NEVILLE
BONNER**
PRIMARY SCHOOL

Neville Bonner Primary School

Annual School Board Report
2016



This page is intentionally left blank.



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'*.

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, 2016

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

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

Inquiries about this publication should be directed to:

Neville Bonner Primary School
Mabo Boulevard
Bonner ACT 2914

General enquiries:

Telephone (02) 61421201

Contents

School Board Chair Report	2
Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	3
Teacher qualifications	3
Workforce composition	4
Volunteers	4
School Review and Development	4
School Satisfaction	5
Overall Satisfaction	5
Learning and Assessment	7
Performance in Literacy and Numeracy	7
Early years assessment	7
NAPLAN assessment	7
Performance in Other Areas of the Curriculum	8
Progress Against School Priorities in 2016	9
Financial Summary	10
Professional Learning	11
Voluntary Contributions	11
Reserves	11
Endorsement Page	12
Members of the School Board	12

School Board Chair Report

2016 was another successful year for the School Board.

Our new school continued to grow and, as in the previous year, our student enrolment increased by over one hundred in 2016. The Board was appreciative of the Education Directorate's refurbishment of the Preschool area in preparation to accommodate over two hundred preschool children in 2017. Additionally, the Directorate installed two two-classroom demountable buildings to accommodate the growing enrolments in the Kindergarten to Year 6 areas of the school. As a Board, we are looking to the future and the management of increasing enrolments in this developing area of Gungahlin. It is a time of growth and opportunity for our school.

The Parents and Citizens Association (P&C) once again provided a year full of fundraising and community focussed activities. Through volunteer commitment and labour, the P&C continued to ensure hearty canteen lunches for students and staff every Wednesday, with a view to operating a second day each week in 2017. The school community is indebted to the P&C committee for its outstanding work for the school. On behalf of the community I would like to acknowledge the tireless work and commitment of our outgoing P&C President, Phoebe Klinkert. Phoebe has led our community over the last few years and we thank her for her substantial contribution to the school. In 2017, we look forward to even more community members becoming involved in P&C activities.

On behalf of the Board, I extend my thanks to the school staff for their dedicated work in partnering with parents and carers to educate the children of Neville Bonner Primary. We deeply value the collaboration between families and the school as we all grow together as a vibrant and active community.

Paul Costanzo

Board Chair

Context

2016 is Neville Bonner Primary School's fourth year of operation, having opened as a new school in 2013. The school's enrolment during 2016 was approximately 590, comprising preschool to Year 6 students. Our school enjoys a culturally diverse population. Over forty percent of the students speak English as their second, third or fourth language. Our student body speaks approximately forty 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 have increased to match the growth in enrolments and the 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.

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 school, all aspects of school life and organisation continue to undergo formation. On occasions, some of these aspects need to take priority over the planned outcomes of the 2016 Annual Action Plan.

Student Information

Student enrolment

In 2016 there were a total of 453 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	229
Female	224
Indigenous	15
LBOTE	258

Source: Planning and Analytics, December 2016

Note: This table does not include pre-school enrolments.

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	92.0
1	92.0
2	93.0
3	93.0
4	93.0
5	93.0
6	88.0

Source: Planning and Analytics, December 2016

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. In accordance with the Education Directorate's Policy and school procedures, attendance is closely monitored in conjunction with relevant communication and support.

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	42

Source: Teacher Quality Institute, 16 December 2016

At Neville Bonner Primary School, one hundred percent of teaching staff hold a degree or equivalent. Forty-two percent of teaching staff have postgraduate qualifications.

Workforce composition

The 2016 workforce composition of Neville Bonner 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	39
Teaching Staff: Full Time Equivalent	35.9
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	6.1

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 our school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 2853.

School Review and Development

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.

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 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, 81% of parents and carers, 94% of staff, and 66% 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 36 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.	94
Teachers at this school treat students fairly.	100
This school is well maintained.	97
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.	86
Student behaviour is well managed at this school.	53
Students like being at this school.	94
This school looks for ways to improve.	97
This school takes staff opinions seriously.	67
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	83
I receive useful feedback about my work at this school.	71
Staff are well supported at this school.	63

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 120 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.	93
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	90
This school is well maintained.	91
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	72
My child likes being at this school.	93
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	74
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	82
My child's learning needs are being met at this school.	77
This school works with me to support my child's learning.	77

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 65 students who took part in the survey are tabled below.

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.	94
My teachers provide me with useful feedback about my school work.	86
Teachers at my school treat students fairly.	58
My school is well maintained.	75
I feel safe at my school.	72
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	45
I like being at my school.	63
My school looks for ways to improve.	72
My school takes students' opinions seriously.	40
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	74

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: Neville Bonner Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	51	112	49	121
Mathematics	37	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, 2.00 % of year 3 students and 8.00 % 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: Neville Bonner Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	419	441	498	514
Writing	415	420	473	474
Spelling	433	421	491	490
Grammar & Punctuation	430	442	505	511
Numeracy	413	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

In 2016, students had opportunities to participate in a variety of sporting pursuits including athletic, swimming and cross country school carnivals. From these carnivals, fifteen students progressed to district levels in swimming and two students progressed to represent the ACT at the national level. Forty eight students represented Neville Bonner Primary School in the North Canberra and Gungahlin District carnival in cross-country and there were fifty representatives in athletics. Three children represented North/Gungahlin District at the ACT level in athletics. Thirty students 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 Sydney Thunder cricket. To complement the physical education program offered at Neville Bonner Primary School, students from Gungahlin College were invited to conduct a sporting activity program (including soccer, softball, ultimate Frisbee, basketball, and netball) for all K-6 students. A friendly game of basketball was played against Palmerston District School 's Yr 6/5 Girls' team. This was a very popular event for both schools and we hope it will be the beginning of a tradition of sporting fixtures between the schools.

Students also 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 University of New South Wales International Competitions and Assessments for Schools (ICAS) program, also provided the opportunity for many students to compete and challenge themselves in the academic areas of mathematics, English, computer skills, science and writing.

The visual and performing arts continue to have a significant place in our developing school. For the first time in our school's history, we had both a year 5 and Year 6 woodwind Band. We participated in our first Year 6 Bandstravaganza, playing with many other schools in the Llewellyn Hall at the Canberra School of Music. Two Creative Arts Soiree 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.

Year 6/5 students and their families participated in Cyber Safety workshops facilitated by the Australian Federal Police.

Our school's inaugural Market Day 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. The day was a favourite for our community and engaged the children in 'hands on' learning in the economics and finance areas of the curriculum.

In 2016, the annual Anzac Assembly was an important learning opportunity for all children. The inclusion of reference to the Frontier Wars, about which the children had been learning, was a significant addition to the children's knowledge repertoire.

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 2016, Neville Bonner Primary School was named as one of the top schools in the ACT to meet the Chief Minister's Reading Challenge. Our school successfully participated in the Reading Challenge with one of the highest student completion percentages in all three primary school sections: Preschool – Year 2, Year 3 - 4 and Year 5- 6.

Progress Against School Priorities in 2016

Below is Neville Bonner 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

INCOME	January to June	July to December	January to December
Self management funds	177448.93	189874.07	367323.00
Voluntary contributions	370.00	-370.00	0.00
Contributions & donations	14463.40	2250.90	16714.30
Subject contributions	30544.04	5199.98	35744.02
External income (including community use)	16034.50	14576.03	30610.53
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2917.48	3359.81	6277.29
TOTAL INCOME	241778.35	214890.79	456669.14
EXPENDITURE			
Utilities and general overheads	45871.92	66224.50	112096.42
Cleaning	60732.54	62436.02	123168.56
Security	64.90	685.00	749.90
Maintenance	14156.80	22546.00	36702.80
Administration	1983.36	11346.81	13330.17
Staffing	0.00	0.00	0.00
Communication	6767.21	6078.33	12845.54
Assets	9734.46	2524.18	12258.64
Leases	0.00	0.00	0.00
General office expenditure	28897.67	23871.51	52769.18
Educational	73288.89	16522.60	89811.49
TOTAL EXPENDITURE	241497.75	212234.95	453732.70
OPERATING RESULT	280.60	2655.84	2936.44
Actual Accumulated Funds	167687.93	167687.93	167687.93
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	167968.53	170343.77	170624.37

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1700

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.

Reserves

Nil.

Endorsement Page

I declare that the Neville Bonner 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.

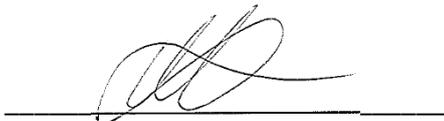
Members of the School Board

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

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: 19 / 05 / 2017

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

Board Chair Signature:  Date: 24 / 05 / 2017