

Charles Conder 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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School Board Chair Report

[ACTION - Optional]

This section provides the Board Chair with an opportunity to report to the community.

School Context

This school's vision enables our community to work towards common goals ensuring children are our focus. The manifesto is embodied by '**Know the Child – Grow the Child**'. Charles Conder Primary School has a strong commitment to providing a safe and harmonious school environment where successful relationships thrive. The strength lies in the close partnership between students, staff, parents and the wider community which is highly valued to us all. We promote and develop positive and respectful relationships. The school motto is: *Commitment to Excellence – in a caring, cooperative, purposeful and success-oriented environment.*

Charles Conder Primary School participated in School Review in 2017. This involved self-assessment against the 2013 – 2017 Strategic Plan and self-assessment and reviewer feedback using the National School Improvement Tool and National Safe Schools Framework Audit Tool. The School Review report noted the changes to the plan in 2014 provided a uniform strategic view of two priorities throughout the life of the strategic plan which were reviewed each year.

Student Information

Student enrolment

In 2017 there were a total of 290 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	130
Female	160
Aboriginal and Torres Strait Islander	7
LBOTE*	49

*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	91.0
1	92.0
2	93.0
3	90.0
4	93.0
5	93.0
6	91.0

Source: Planning and Analytics, December 2017

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	32

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	23
Teaching Staff: Full Time Equivalent Permanent	21.80
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Head Count	15
Non Teaching Staff: Full Time Equivalent	10.33

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.

Charles Conder Primary was reviewed in 2017. A copy of the Review 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 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, 86% of parents and carers, 96% of staff, and 68% 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 27 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.	100
Teachers at this school treat students fairly.	96
This school is well maintained.	96
Students feel safe at this school.	85
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.	85
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	89
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	85
Staff are well supported at this school.	89

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 92 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.	93
Teachers at this school provide my child with useful feedback about his/her school work.	93
Teachers at this school treat students fairly.	89
This school is well maintained.	89
My child feels safe at this school.	83
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	67
My child likes being at this school.	85
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	84
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	88

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 73 students responded to the survey. Please note that not all responders answered every question.

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.	90
My teachers provide me with useful feedback about my school work.	76
Teachers at my school treat students fairly.	48
My school is well maintained.	49
I feel safe at my school.	63
I can talk to my teachers about my concerns.	57
Student behaviour is well managed at my school.	25
I like being at my school.	61
My school looks for ways to improve.	71
My school takes students' opinions seriously.	47
My teachers motivate me to learn.	68
My school gives me opportunities to do interesting things.	70

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: Charles Conder Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	45	111	38	52
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, no 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: Charles Conder Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	395	442	492	517
Writing	359	412	443	475
Spelling	356	411	485	494
Grammar & Punctuation	380	441	441	503
Numeracy	342	417	464	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

The priority for the school leadership team was to strengthen relationships across the school in order to build a positive school culture with a focus on improved learning outcomes for students. The development of a strong Professional Learning Community (PLC) has been and is a key driver in bringing about change at Charles Conder. Through the establishment of collaborative teaching teams and strategic working committees we have developed a strong focus on whole school improvement, analysing data and reflecting regularly. Reflections are based on how we can adjust learning for individuals and cohorts of students as well as the overall progress we have made towards our whole school goals.

A key improvement strategy in building our positive school culture has been to embed a focus on SEL (Social and Emotional Learning) from preschool to year 6. From 2015 - 2017 staff attended professional learning sessions for *KidsMatter Component 2 and 3 : Social and emotional learning for students* and mental and health and wellbeing related this to the school's Friendly Five Values of:

- Show support and care for others
- It's ok to be different
- Respect yourself and others
- Cooperate
- Be fair, honest and responsible.

These values are explicitly taught throughout the year and regularly promoted through Friendly Five awards being given to students who are caught following the Friendly Five values. Teachers explicitly teach the skills to become socially and emotionally respectful towards others and the language has become a part of everyday conversations across the school and with families.

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	240831.09	186981.86	427812.95
Voluntary contributions	5900.00	549.83	6449.83
Contributions & donations	8640.71	235.39	8876.10
Subject contributions	3550.00	120.00	3670.00
External income (including community use)	17728.59	31471.43	49200.02
Proceeds from sale of assets	1584.95	0.00	1584.95
Bank Interest	1863.45	2571.70	4435.15
TOTAL INCOME	280098.79	221930.21	502029.00
EXPENDITURE			
Utilities and general overheads	28656.27	61666.32	90322.59
Cleaning	46819.98	56105.95	102925.93
Security	0.00	0.00	0.00
Maintenance	19511.49	16113.93	35625.42
Administration	8698.44	10370.35	19068.79
Staffing	0.00	0.00	0.00
Communication	3784.95	13322.46	17107.41
Assets	30692.57	60559.55	91252.12
Leases	5758.95	6452.35	12211.30
General office expenditure	7333.63	15046.50	22380.13
Educational	15797.95	10914.25	26712.20
Subject consumables	5900.00	0.00	5900.00
TOTAL EXPENDITURE	172954.23	250551.66	423505.89
OPERATING RESULT	107144.56	-28621.45	78523.11
Actual Accumulated Funds	38528.18	38528.18	38528.18
Outstanding commitments (minus)	-1950.55	0.00	-1950.55
BALANCE	143722.19	9906.73	115100.74

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$328.00.

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
Not applicable		

Endorsement Page

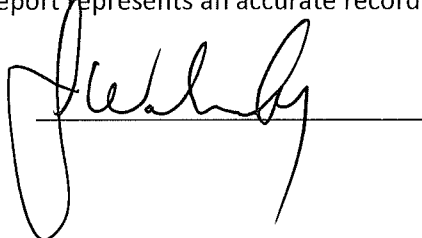
Members of the School Board

Parent Representative(s): Ellen Samuels, Peter Macleod, Michael Sutton.
Teacher Representative(s): Kym Prior, Isabelle Ludovici,
Board Chair: Michael Sutton
Principal: Jason Walmsley

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

Board Chair Signature:  Date: 1 / 5 / 18

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: 3 / 5 / 18

