

# Taylor Primary School

## Annual School Board Report 2020



Principal and children shared reading

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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

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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

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It has been my pleasure to take on the role as Taylor School Board Chair for 2021 and to be part of the formal governance process that allows parents, carers and community members to have an active role in decision making for the school. The last 12 months has seen dramatic changes in our society with COVID-19 and the uncertainty that this has brought with it. It has been amazing to see how the school leadership and teaching staff have banded together to be ready for anything to ensure our children receive the best education possible during these uncertain times.

There have been many examples where teaching staff have gone above and beyond to ensure that children did not miss out on key experiences. Whilst parental support and volunteering could not be facilitated due to COVID restrictions, teaching staff stepped in to ensure activities such as the swimming carnival and cross country events could continue. There has also been extra supports provided through the school in the form of a collaboration with the Cool Kids Program provided by the University of Canberra for children who might be experiencing more anxiety during this period.

This year marks the second year of the 2019-2023 Taylor Primary School Strategic Plan. The focus of this plan has been in improving literacy and writing skills and it is wonderful to see that there has been a steady improvement in these areas over the last 2 years. Our School Satisfaction and Climate survey results have also been positive and the specifics of this survey are indicating that the focal areas of the Strategic Plan are working well for students and their parents and carers. These results are a testament to the hard-work and dedication of the teaching team at Taylor as well as the strong leadership in the executive team led by our wonderful Principal, Belinda Fenn.

The school has solidified the Positive Behaviour for Learning (PBL) frameworks and has worked to ensure the parliamentary leadership model is enhancing the student voice at the school. It was also fantastic to see the school be the recipient of some infrastructure funding which enabled the extra demountable classroom added to the school site. This was a necessary investment for our ever growing school and has allowed the school to progress with offering a more dedicated arts and science program.

Technology has also been of critical importance in the last year. The ability for students to access Chrome Books assisted when lessons had to progress from home during lockdown periods was imperative. The more consistent use of the tool SeeSaw has enabled connection with the learning occurring in the classroom, which I know has been very welcomed by many families within our school community.

I am looking forward to continuing as the School Board Chair over the next year and to be part of the tracking of progress against the Strategic Plan. We are fortunate to have very collaborative and enthusiastic members on the School Board which are providing amazing advice and direction for the benefit of our school community.

Sandra Cook

Taylor Primary School Board Chair

2021

## School Context

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At Taylor Primary School we explicitly engage children in inquiring into how they learn, developing important assets for learning, across the curriculum, in school and beyond. We plan innovative learning experiences that have authenticity where children know the purpose of what they are learning.

Children learn about 'big ideas' that foster the dispositions of creativity, compassion, curiosity and confidence. Children and educators co-construct learning where student agency is nurtured and encouraged. Regular feedback is given to children about their progress and the next steps for their learning.

We are inclusive and differentiate learning experiences that enable every child to participate and achieve their personal best. Our community is united and collaborative. We are safe, respectful, responsible learners.

Our vision for improvement is 'every student is a powerful learner who has the opportunity to achieve personal best and contribute to all aspects of life'

Taylor Primary School is a unique contemporary P-6 school located in Kambah and is a part of the Tuggeranong Network. The inviting atmosphere and highly collaborative school community provides a strong foundation for quality learning, innovative practices and student engagement in a wide range of areas. Visitors and new families quickly recognise the warm, caring and positive tone generated at the school.

The student population has continued to grow, and we have a current enrolment of 375 students (P-6). We are proud of our students and of our school. We set high expectations for all children, and staff are supported with ongoing professional learning to support the implementation of evidence-based practices

## Student Information

### *Student enrolment*

In this reporting period there were a total of 312 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	176
Gender - Female	136
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	11
LBOTE**	32

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* 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.

\*\* 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	18.60
Teaching Staff: Full Time Equivalent Temporary	2.80
Non Teaching Staff: Full Time Equivalent	11.58

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 2018. A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range 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, 81% of parents and carers, 93% of staff, and 88% 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 15 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.	100
Staff get quality feedback on their performance.	81
Student behaviour is well managed at this school.	87
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	100
Students like being at this school.	100
Students' learning needs are being met at this school.	100
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	100
This school is well maintained.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
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 81 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.	89
My child feels safe at this school.	86
My child is making good progress at this school.	77
My child likes being at this school.	83
My child's learning needs are being met at this school.	73
Student behaviour is well managed at this school.	68

Teachers at this school expect my child to do his or her best.	93
Teachers at this school give useful feedback.	74
Teachers at this school motivate my child to learn.	80
Teachers at this school treat students fairly.	84
This school is well maintained.	98
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	69
This school works with me to support my child's learning.	74

Source: ACT Education Directorate, Analytics and Evaluation Branch  
 \*Proportion of those who responded to each individual survey question

A total of 89 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.	70
I feel safe at this school.	82
I like being at my school.	83
My school gives me opportunities to do interesting things.	88
My school is well maintained.	83
My school looks for ways to improve.	90
My teachers expect me to do my best.	93
My teachers motivate me to learn.	90
Staff take students' concerns seriously.	77
Student behaviour is well managed at my school.	65
Teachers at my school treat students fairly.	83
Teachers give useful feedback.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch  
 \*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	119897.32	119897.32	239794.64
Voluntary contributions	64.00	0.00	64.00
Contributions & donations	0.00	2654.45	2654.45
Subject contributions	200.00	1100.00	1300.00
External income (including community use)	2737.18	14525.76	17262.94
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3344.49	2884.10	6228.59
<b>TOTAL INCOME</b>	<b>126242.99</b>	<b>141061.63</b>	<b>267304.62</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	40614.88	41259.95	81874.83
Cleaning	562.58	0.00	562.58
Security	0.00	0.00	0.00
Maintenance	9032.14	53624.12	62656.26
Administration	3279.80	5463.44	8743.24
Staffing	0.00	0.00	0.00
Communication	2843.45	2862.30	5705.75
Assets	6600.03	3359.60	9959.63
Leases	0.00	0.00	0.00
General office expenditure	8439.04	11018.73	19457.77
Educational	26300.56	28006.59	54307.15
Subject consumables	1809.09	0.00	1809.09
Other Payments	0.00	13207.54	13207.54
Directorate Funded Payments	0.00	2783.76	2783.76
<b>TOTAL EXPENDITURE</b>	<b>99481.57</b>	<b>161586.03</b>	<b>261067.6</b>
<b>OPERATING RESULT</b>	<b>26761.42</b>	<b>-20524.40</b>	<b>6237.02</b>
<b>Actual</b> Accumulated Funds (31.12.20)	246533.38	247142.30	247142.30
Outstanding commitments (minus)	0.00	0.00	0.00
<b>BALANCE</b>	<b>246533.38</b>	<b>247142.30</b>	<b>247142.30</b>

## 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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Indigenous Garden	\$35000	12/2021
Blinds	\$10000	12/2021
School Initiatives/Upgrades	\$20000	12/2022
Landscaping	\$20000	12/2022
Front of School	\$10000	12/2022
IT Resources	\$30000	12/2022
Carpet	\$20000	12/2022
Painting	\$30000	12/2022
Preschool Equipment	\$20000	12/2023
Furniture Upgrades	\$20000	12/2023

## Endorsement Page

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### Members of the School Board

**Parent Representative(s):** Sara Pike Tamara Bursell

**Teacher Representative(s):** Jenny Lambert Byron Moore

**Board Chair:** Sandra Cook

**Principal:** Belinda Fenn

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

2020 Board Chair Signature: Sandra Cook

Date: 22/7/2021

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: Belinda Fenn

Date: 22/7/2021