



Fraser Primary School

Annual School Board Report 2021



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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

While the hope that COVID would be stuck firmly in 2020 did not come to fruition and once again, students engaged in remote learning for a period of around 3 months, many of the special attributes associated with the life and activities of Fraser Primary School continued.

Year 6 shirts, Year 5/6 Camp, excursions to the Canberra Theatre, Reconciliation Day activities, 100 Days of Kindy, Mother's Day Afternoon Tea and the Athletics Carnival were all opportunities to bring together community and see Fraser's spirit continue to shine through. The School also continued to work through its School Improvement Plan, ensuring that Fraser Primary delivers outstanding educational programs.

There was great excitement around the arrival of Jimmy – in mascot form – supporting our students in their Positive Behaviour for Learning program. Further, new initiatives commenced including the engagement and connection with an Aged Care service in Holt.

It is important to recognise that in the midst of much external world change and the general busyness of school, Fraser Primary also experienced incredible growth, reaching 606 students (up from 520 in the previous year). It is our hope that families feel welcomed and connected, despite missing some of the established points of connection such as the Fete and Art Show that we hope will return.

Given the exponential growth, the School Board has continued to advocate and engage with Ms Yvette Berry MLA in relation to the expansion of the school's fence line, the increase in green spaces and longer term planning for permanent buildings to support our growing student cohort. Alongside this, planning work has commenced on an upgrade to the School's entrance and Administration areas as well as toilets being provided for the Year 2 Transportable Buildings.

2021 saw some changes within the School's Executive, we thanked Ms Mel Bezear, Acting Deputy Principal for the important role she has played and warmly welcomed Mr Ian Blackwell and Ms Rikkie Klootwijk as our new Deputy Principals. Despite arriving at the point of lockdowns, they have certainly become valued members of the Fraser Primary Executive.

Finally, we cannot underestimate the incredible staff – teaching and support – who lead, guide, instruct, teach and mentor our children. The School Board is incredibly proud of the cohort of exemplary staff at Fraser Primary, led so well by Mr Mark Deeker – who notably had a line up out of the front office to thank him on Principal's Day! I want to also thank those who volunteer and serve within the School Community.

On behalf of the Board we remain deeply grateful to students, parents, staff who have greeted growth, disruption and change with enthusiasm and energy continuing to achieve strong results, strong partnerships and strong community.

School Context

Fraser Primary School opened in 1979. It is situated in the North-West region of Canberra and includes students from the suburb of Fraser and areas of Dunlop, Flynn and Charnwood. Fraser Primary School provides education for students from preschool to year 6 and has an enrolment of around 606 students. The school motto Learning Together Achieving Together underpins all our activities and interactions. The school motto reflects the dedication and professionalism of the staff, the support of the parents/carers and the enthusiasm of the students all of which creates a successful combination and a school that makes a positive difference to the lives of our whole community.

With everyone working together we provide our students with a wide range of high-quality educational experiences in a supportive and caring environment. Fraser Primary School provides quality education for all students. We implement a relevant and innovative curriculum that develops the whole child. Students are engaged in a range of learning experiences that actively develop skills and understandings and allow students to achieve success. Our school values underpin a safe friendly and supportive environment that encourages students to become lifelong learners. Our students are given opportunities to be active and effective citizens in their local and global community. Fraser Preschool is located on site and is an integral part of our school.

The Fraser Preschool program provides the foundation for successful early childhood learning and we provide a rich variety of learning experiences for all our students. The rich Fraser Preschool curriculum is guided by the Early Years Framework and the National Quality Standards. Fraser Primary School prides itself on high expectations and is constantly striving to improve student outcomes.

The Australian Curriculum is implemented from Kindergarten to year 6. National and school based assessment provides parents/carers with ongoing information on their child's progress. School improvement strategies have included whole school approaches to all aspects of the curriculum with a strong focus on differentiated literacy and numeracy and integrated inquiry programs. The school is committed to ensuring that every child has the best possible opportunity to achieve a standard of excellence in all academic pursuits. High quality instruction from classroom teachers along with intensive short-term support for students from specialist staff when required provides a platform for successful student outcomes.

At Fraser we use the inquiry approach to learning. Our integrated inquiry units provide a valuable context for students to display their understanding, knowledge and skills through performance on trans-disciplinary activities that are intellectually demanding and are connected to the world beyond the classroom. Students are provided with the opportunity to negotiate their inquiry-based quest. This gives students a sense of ownership of their learning and the opportunity to utilise their preferred individual learning styles.

Fraser Primary School is committed to ensuring ICT is integral to all aspects of learning. We provide an inclusive environment where all students have opportunities to succeed and offer a diverse range of programs for all students. In years unimpacted by cohorting and COVID-19, a performing arts specialist implements a developmental performing arts program for years K-6. The school also has a year 5 and 6 instrumental band program. The school offers a comprehensive STEM (Science, Technology, engineering and Maths) program as well as specialist programs incorporating Science, literacy, dance and physical education. The school promotes a healthy lifestyle through active participation in sporting teams, the explicit teaching of fundamental motor skills and a health promoting curriculum. Students engage with environmental sustainability programs and learning activities.

We recognise students who act as positive role models and citizens in our community through displaying our school values and whole school Positive Behaviours for Learning program (PBL). The

school values: support, cooperation, acceptance, respect and friendliness are explicitly taught to students and students displaying these values are acknowledged at school assemblies and across the school community. The school offers a safe learning environment promoting respectful relationships across the whole school. Fraser Primary School is a community-based school that prides itself on the quality of its partnerships with the school community. We believe that the partnership between home and school is the most important relationship of all and we do all we can to ensure the strength of this partnership. The school community is actively involved in celebrating the learning of our students throughout the year.

Student Information

Student enrolment

In this reporting period there were a total of 530 (Kindergarten – Year 6) students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	264
Gender - Female	266
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	29
LBOTE**	90

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

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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	94.0
2	95.0
3	92.0
4	93.0

5	91.0
6	91.0

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, 135 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	31.60
Teaching Staff: Full Time Equivalent Temporary	0.75
Non Teaching Staff: Full Time Equivalent	14.83

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 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, 91.8% of parents and carers, 97.4% of staff, and 88.4% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 39 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.	98
Staff get quality feedback on their performance.	70
Student behaviour is well managed at this school.	80
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	97

Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	97
This school is well maintained.	100
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 134 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	
My child feels safe at this school.	93
My child is making good progress at this school.	92
Student behaviour is well managed at this school.	81
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	88
Teachers give useful feedback.	89
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	94
This school is well maintained.	96
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	69
This school works with me to support my child's learning.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 199 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	71
I feel safe at this school.	81
I am happy to be part of this school.(Replaces 'I like being at my school')	82
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	67
My school is well maintained.	85
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	97

Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	93
Staff take students' concerns seriously.	78
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	90
Teachers give useful feedback.	86

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: Fraser Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	58	123	39	55
ACT	58	125	38	56

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, no 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	446	437	513	515
Writing	459	418	481	475
Spelling	437	409	496	502
Grammar & Punctuation	457	426	487	497
Numeracy	421	404	491	492

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	314629.79
Contributions and Donations	27605.96
Subject Contributions	9458.23
Hire of Facilities	11374.53
External Revenue	2527.31
Sale of Assets	0.00
Interest Received	2791.27
Other School Revenue	65349.86
TOTAL INCOME	433736.95
EXPENDITURE	
Utilities and General Overheads	104323.78
Security and Caretaking	0.00
Maintenance	40053.69
Administration	18091.00
Staffing Expenditure	7467.24
Communication	3765.47
Assets & Leases	46420.80
General Expenses	42460.87
Educational Resources	43442.96
Subject Consumables	6704.54
Directorate Funded Payments	17329.32
Other Payments	44683.80
TOTAL EXPENDITURE	374743.47
OPERATING RESULT	58993.48
Accumulated Funds	208482.73
BALANCE	267476.21

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
Nil	N/A	N/A

Endorsement Page

Members of the School Board

Parent Representative(s): Joe Lynch, Chiara McNabb.

Community Representative(s):

Teacher Representative(s): Melanie Bezear.

Student Representative(s):

Board Chair: Rebecca Jeffery.

Principal: Mark Deeker.

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

2021 Board Chair Signature: Rebecca Jeffery

Date: 20/06/2022

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: Mark Deeker

Date: 20/06/2022