



Taylor Primary School

Annual School Board Report 2018



Image: children reading together in the library

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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

Taylor Primary School continues to be underpinned by an incredibly strong community of teachers, parents, carers, and students. Under the visionary leadership of our principal Belinda Fenn, the school is embarking on a new journey following the External School Review process and the creation of the next five-year Strategic Plan (2019-2023).

The School Board was invited to participate in the External School Review process and provide feedback on the school's performance. The final report affirmed that our school has a strong sense of community and positive family-school partnerships that continue to grow. We are very fortunate to have such a dedicated and committed community which raises financial as well as social capital for the school.

I would like to acknowledge Belinda's ongoing commitment to strengthening parent engagement in family-led learning and family-school partnerships to improve the learning and wellbeing of all students. The introduction of Japanese and STEM enrichment classes in 2018 has also provided rich learning experiences and enhanced student outcomes.

2018 saw Taylor Primary School celebrate its 40th birthday. The school community enjoyed a range of festivities including a commemorative tree planting, birthday cake featuring our new Positive Behaviours for Learning (PBL) mascot, a whole school photo taken by a drone and every student received a 'Taylor Pride' wristband.

I look forward to another exciting year of working with Belinda to embed the strategic priorities of the new school plan to deliver positive outcomes for our students and families.

Melanie Selems

Taylor Primary School Board Chair 2019

School Context

At Taylor Primary School we are committed to developing the whole child, socially, emotionally, physically and academically. 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 350 students from preschool to year six.

Student Information

Student enrolment

In 2018 there were a total of 292 students enrolled at this school. Table: 2018 Student enrolment

Student type	Number of students
Male	170
Female	122
Aboriginal and Torres Strait Islander	13
LBOTE*	34

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	90.0
2	90.0
3	87.0
4	89.0
5	87.0
6	81.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	20.00
Teaching Staff: Full Time Equivalent Temporary	2.80
Non Teaching Staff: Full Time Equivalent	7.61

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. 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.

Our school was reviewed in 2018. A copy of the Review Report Summary 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 88% of parents and carers, 89% of staff, and 75% 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.

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.	96
Teachers give useful feedback.	89
Teachers at this school treat students fairly.	93
This school is well maintained.	96
Students feel safe at this school.	89
Students at this school can talk to their teachers about their concerns.	85
Parents at this school can talk to teachers about their concerns.	89
Student behaviour is well managed at this school.	74

Students like being at this school.	93
This school looks for ways to improve.	89
This school takes staff opinions seriously.	67
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	78
This school works with parents to support students' learning.	85
Staff get quality feedback on their performance	63
Staff are well supported at this school.	70

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 148 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.	91
Teachers give useful feedback.	83
Teachers at this school treat students fairly.	92
This school is well maintained.	97
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	70
My child likes being at this school.	89
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	73
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	84

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 39 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.	95
Teachers give useful feedback.	69
Teachers at my school treat students fairly.	54
My school is well maintained.	58
I feel safe at this school.	68

I can talk to my teachers about my concerns.	75
Student behaviour is well managed at my school.	18
I like being at my school.	69
My school looks for ways to improve.	86
Staff take students' opinions seriously.	68
My teachers motivate me to learn.	71
My school gives me opportunities to do interesting things.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Taylor Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	56	128	41	55
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Taylor Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	435	441	475	518
Writing	377	411	433	460
Spelling	400	410	474	494
Grammar & Punctuation	434	438	487	510

Numeracy	404	416	466	494
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Source: Analytics and Evaluation

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	187942.27	175135.46	363077.73
Voluntary contributions	2030.00	3620.00	5650.00
Contributions & donations	4410.00	9466.35	13876.35
Subject contributions	0.00	0.00	0.00
External income (including community use)	6116.36	20073.60	26189.96
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5402.20	6383.89	11786.09
TOTAL INCOME	205900.83	214679.30	420580.13
EXPENDITURE			
Utilities and general overheads	38337.34	40059.92	78397.26
Cleaning	33647.15	41447.33	75094.48
Security	169.00	0.00	169.00
Maintenance	8523.39	6290.69	14814.08
Administration	2755.75	634.05	3389.80
Staffing	0.00	0.00	0.00
Communication	3091.65	2666.51	5758.16
Assets	21561.43	-17598.67	3962.76
Leases	0.00	0.00	0.00
General office expenditure	23019.81	15042.57	38062.38
Educational	15662.62	41902.52	57565.14
TOTAL EXPENDITURE	146768.14	130444.92	277213.06
OPERATING RESULT	59132.69	84234.38	143367.07
Actual Accumulated Funds	250898.70	303204.15	303204.15
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	310031.39	387438.53	446571.22

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Nil	Nil	

Endorsement Page

Members of the School Board

Parent Representative(s):	Melanie Selems	Tamara Bursell	Sara Pike
Community Representative(s):	Sandy Morris		
Teacher Representative(s):	Byron Moore	Jenny Lambert	
Student Representative(s):			
Board Chair:	Melanie Selems		
Principal:	Belinda Fenn		

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

Board Chair Signature: Melanie Selems

Date: 27/05/2019

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: 27/5/19