



Aranda Primary School

Caring, Striving, Learning Together

Aranda Primary School

Annual School Board Report 2018



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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, 2018

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

Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	2
Student Information	3
Student enrolment.....	3
Student attendance	3
Supporting attendance and managing non-attendance.....	3
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition	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	Error! Bookmark not defined.
Outcomes for College Students	Error! Bookmark not defined.
Post School Destination	Error! Bookmark not defined.
Financial Summary	8
Voluntary Contributions	9
Reserves	9
Endorsement Page	10
Members of the School Board	10

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

2018 was a wonderful year for Aranda Primary. It began with the grand opening by the Minister of Education of our hard-won demountable classrooms in the second week of the year and culminated with a school concert that showcased the hard work put in by our teachers and students and was an exceptionally well attended end of year celebration.

Throughout the year we saw changes to our landscape with new grass and extensive ground works, we saw a re-imagined hall and gym space come to fruition and other quality of life changes that have really helped our students, teachers and the community feel proud of our local school.

Aranda Primary remains an academically high-performing school and continues to be a sought after choice of many new parents. We consistently show growth in target areas and with exceptionally good leadership stemming from Phil Gray and Lisa Kingham right through to the mentors at each year level and every individual contributor at the school we should all feel like our children are in safe hands at the school.

In everything the school does the main focus at Aranda Primary continues to be the children. From the new single loop multi-purpose track that circuits most of the school to the incredibly detailed action plan produced by the executive team it is clear that the number one focus is always firmly directed at our children.

The school continues to have close working relationships with many sections of the community. From the P&C committee led by Petra Cole, the Aranda Afters team, the Aranda Music Program and many other groups that are all involved at our school. All of these programs would not be as successful without the wonderful support of our Business Manager, Alex Wrigley and her team's consistent efforts together with the ongoing support of all the volunteer hours put in by so many family and friends.

I would like to personally thank the Principal, teaching staff, executive staff, fellow Board members and the parents of the P&C, Aranda Afters Association, Aranda Music Association and other committees for all their hard work and support during my time here.

Looking forward, 2019, is our 50th anniversary and there are celebrations planned throughout the year. 2019 also sees our biannual School Fete return. See you all there.

School Context

Aranda Primary School opened in 1969. The school is situated in the northern suburbs of Canberra close to the city and two universities. It provides education from preschool to year 6. The preschool sits in a leafy setting overlooking the primary site. It comprises of two teaching units and offered long day sessions for three preschool classes in 2018. The Primary School consisted of 24 classes from Kindergarten to Year 6. 66 children attended Preschool and 558 children attended the Primary School from Kindergarten to Year 6 during 2018. Thirty percent of Aranda families come from English as an additional language or dialect background.

Student Information

Student enrolment

In 2018 there were a total of 558 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	267
Female	291
Aboriginal and Torres Strait Islander	7
LBOTE*	194

*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	94.0
2	93.0
3	94.0
4	93.0
5	93.0
6	90.0

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	35.40
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	8.31

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 will be reviewed in 2019. A copy of the most recent validation report 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, 95% of parents and carers, 100% of staff, and 93% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 staff, 13 parent, and 9 student items which are described as the national opinion items. 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 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	Aranda	ACT (P-6)
Teachers at this school expect students to do their best.	97	96
Teachers give useful feedback.	100	N/A in 2018
Teachers at this school treat students fairly.	97	95
This school is well maintained.	97	85
Students feel safe at this school.	97	89
Students at this school can talk to their teachers about their concerns.	97	96
Parents at this school can talk to teachers about their concerns.	97	97
Student behaviour is well managed at this school.	97	78
Students like being at this school.	97	94
This school looks for ways to improve.	97	94
This school takes staff opinions seriously.	87	82
Teachers at this school motivate students to learn.	97	96
Students' learning needs are being met at this school.	94	88
This school works with parents to support students' learning.	97	93
Staff get quality feedback on their performance	93	N/A in 2018
Staff are well supported at this school.	90	82

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 429 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	Aranda	ACT (P-6)
Teachers at this school expect my child to do his or her best.	98	92
Teachers give useful feedback.	88	N/A in 2018
Teachers at this school treat students fairly.	95	88
This school is well maintained.	98	90
My child feels safe at this school.	97	92
I can talk to my child's teachers about my concerns.	96	94
Student behaviour is well managed at this school.	94	77
My child likes being at this school.	95	92
This school looks for ways to improve.	95	85
This school takes parents' opinions seriously.	89	77
Teachers at this school motivate my child to learn.	95	89
My child is making good progress at this school.	93	86
My child's learning needs are being met at this school.	93	83
This school works with me to support my child's learning.	86	83

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 153 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	Aranda	ACT (P-6)
My teachers expect me to do my best.	96	94
Teachers give useful feedback.	83	N/A in 2018
Teachers at my school treat students fairly.	77	69
My school is well maintained.	95	70
I feel safe at this school.	89	N/A in 2018
I can talk to my teachers about my concerns.	74	68
Student behaviour is well managed at my school.	73	51
I like being at my school.	85	75
My school looks for ways to improve.	94	83
Staff take students' opinions seriously.	81	N/A in 2018
My teachers motivate me to learn.	86	83
My school gives me opportunities to do interesting things.	93	81

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: Aranda Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	55	127	41	56
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: Aranda Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	498	441	531	518
Writing	450	411	483	460
Spelling	439	410	516	494
Grammar & Punctuation	483	438	519	510
Numeracy	470	416	508	494

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	228076.90	203886.41	431963.31
Voluntary contributions	17190.00	7950.00	25140.00
Contributions & donations	51895.71	91270.37	143166.08
Subject contributions	0.00	0.00	0.00
External income (including community use)	23484.44	34218.55	57702.99
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6628.96	5227.20	11856.16
TOTAL INCOME	327276.01	342552.53	669828.54
EXPENDITURE			
Utilities and general overheads	34772.21	69346.71	104118.92
Cleaning	53327.61	50452.17	103779.78
Security	3983.36	300.00	4283.36
Maintenance	256940.46	191394.55	448335.01
Administration	11450.68	10911.23	22361.91
Staffing	724.14	15034.77	15758.91
Communication	7733.77	3945.76	11679.53
Assets	29737.05	25071.85	54808.90
General office expenditure	20217.50	16997.31	37214.81
Educational	52753.61	37832.41	90586.02
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	471640.39	421286.76	892927.15
OPERATING RESULT	-144364.38	-78734.23	-223098.61
Actual Accumulated Funds	423824.80	361163.52	434745.89
Outstanding commitments (minus)	-29519.22	0.00	-29519.22
BALANCE	249941.20	282429.29	182128.06

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
Staffing Purchase additional Teacher or Admin Days	\$10,000	Dec 2018
Capital Works Upgrades to the School Gymnasium	\$68,582.37	Dec 2018
Information Communication Technology Purchase Chromebooks for Year 3/4 classrooms	\$2,150	Dec 2018

Endorsement Page

Members of the School Board

Parent Representative(s):	Ilona Horvath,	Bronwyn Dunn.
Community Representative(s):	Ian Harding.	
Teacher Representative(s):	James Harrison,	Dugald Stranger.
Student Representative(s):	NONE	
Board Chair:	Troy Heland	
Principal:	Phil Gray	

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

Board Chair Signature: Troy Heland

Date: 08/05/2019

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: Phil Gray

Date: 08/05/2019