



# Taylor Primary School

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## Annual School Board Report 2016



Front entrance to Taylor Primary School

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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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The school website is <http://www.taylorps.act.edu.au>.

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## School Board Chair Report

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The Taylor School Board is comprised of the School's principal and representation from parents, teachers, and the community.

It is the role of the School Board to provide strategic guidance for the school and to effectively oversee and review the school's management.

As Chair of the School Board it has been gratifying to witness continued growth in student numbers in 2016, testament to the healthy culture of the school. This has been built over many years by consistent strong leadership and a dedicated team of teachers and support staff.

One focus area of the School Board during 2016 was on the ICT program. In this the School Board supported the purchase of new devices which increased accessibility to many more students. This program will remain a focus moving forward.

Taylor Primary enjoys a strong connection to the community due largely to the tireless work of the many PPA and P&C volunteers, and I would like to acknowledge their contributions throughout 2016.

It is the collective of entities and activities that results in achieving our common goal of enhancing student outcomes. And on behalf of the School Board I would like to thank everyone for continually striving to make Taylor Primary School great.

## Context

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Taylor Primary School is a P-6 school located in Kambah. It forms part of the Tuggeranong Network. As a school it continues to move forward in a positive direction. Enrolments are increasing with particular growth in the P-2 setting. Our three preschool classes are at capacity and student numbers across the K-6 setting are healthy in number. There are ten classes in our K-6 structure.

## Student Information

### *Student enrolment*

In 2016 there were a total of 221 students enrolled at this school. (K-6). P-6 There are 287 students.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	122
Female	99
Indigenous	17
LBOTE	33

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	91.0
1	90.0
2	91.0
3	91.0
4	90.0
5	92.0
6	94.0

Source: Planning and Analytics, December 2016

In our school newsletter each term we remind parents of the need to provide formal notification of student absences. Teachers notify an executive member when an unexplained absence is more than three days in duration. Parents are contacted for follow-up and required to provide documented evidence for school record keeping.

We report on student absences at the end of each semester for example 'Days absent this semester: 3 days (of a possible 98 days)'.

## 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 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	30

Source: Teacher Quality Institute, 16 December 2016

At Taylor Primary School 30% of staff have postgraduate qualifications.

### *Workforce composition*

The 2016 workforce composition of Taylor Primary School 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	20
Teaching Staff: Full Time Equivalent	17.4
Non Teaching Staff: Head Count	3
Non Teaching Staff: Full Time Equivalent	2.7

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Due to growth in student numbers in 2015 additional teacher and non-teaching staff were employed. Mainstream classroom structure K-6 remained at ten classes.

## Volunteers

During 2016 volunteers from the school community contributed an estimated 1600 hours of their time through their participation in major school events such as, community BBQs, sporting events, coordination of Breakfast Club, regular work in classrooms and the school. The kinds of activities that parents, carers, and other family and community members engaged in were:

- active membership of the P&C, Preschool Parent Association and School Board through attendance at meetings and functions
- attendance at events such as swimming carnivals and athletics carnivals
- classroom assistance – literacy programs, gross motor program, craft and PE activities, maths groups, volunteering in the library
- excursions – attendance and support of activities
- sporting events – working as judges and officials at school and district carnivals and coaching and management of sporting teams
- mentoring programs through the local church congregation (Kids Hope, World Vision).

Staff at Taylor Primary value the ongoing support of the school community members who are able to assist with our class programs and special events. We appreciate the contribution that their time and effort makes to the success of our work.

We also acknowledge that the active participation of parents and carers in education enhances the engagement of students in their school programs and is a direct benefit of that voluntary work.

The estimated number of hours volunteers worked with the school during 2016 was 1600 hours.

## School Review and Development

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In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Taylor Primary School will be reviewed in 2018. A copy of the most recent validation 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 2016 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 2016, 96% of parents and carers, 92% of staff, and 73% 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.

The results for the 26 staff who took part in the survey are tabled below.

**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 at this school provide students with useful feedback about their school work.	96
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	100
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.	100
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	96
I receive useful feedback about my work at this school.	77
Staff are well supported at this school.	100

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 58 parents who took part in the survey are tabled below.

**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.	98
Teachers at this school provide my child with useful feedback about his or her school work.	95
Teachers at this school treat students fairly.	93
This school is well maintained.	100
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	86
My child likes being at this school.	96
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	91
Teachers at this school motivate my child to learn.	93
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	95
This school works with me to support my child's learning.	93

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 41 students who took part in the survey are tabled below.

**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
My teachers provide me with useful feedback about my school work.	68
Teachers at my school treat students fairly.	73
My school is well maintained.	73
I feel safe at my school.	68
I can talk to my teachers about my concerns.	54
Student behaviour is well managed at my school.	37
I like being at my school.	78
My school looks for ways to improve.	83
My school takes students' opinions seriously.	44
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	80

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Taylor Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	53	129	49	121
<b>Mathematics</b>	41	58	39	54

Source: Planning and Analytics

### *NAPLAN assessment*

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 2016, 0.00 % of year 3 students and 4.00 % of year 5 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 2016 mean scores achieved by our students compared to the ACT.

**Table: Taylor Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	388	441	444	514
Writing	353	420	420	474
Spelling	377	421	425	490
Grammar & Punctuation	379	442	444	511
Numeracy	363	412	442	497

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*

At Taylor Primary School students have the opportunity to participate in a range of curriculum areas in line with the continued implementation of Australian Curriculum and ACT Education Directorate initiatives. The Fresh Tastes program and the Ride and Walk to School program have remained the platform for engaging curriculum for students in the use of the school garden and the Bike Program. These initiatives provide authentic opportunity for teachers to deliver rich curriculum in the area of health and well-being for students. The Bike Program is also integrated into student break time as a form of alternative lunchtime activity for students. This supports their skill development and knowledge of bike education, fitness and safety.

Taylor Primary continued with an ICT program focus. A one to one ration of student to device was maintained across the school in Years 3-6. Students P-2 had continued access to the use of devices (laptops/ iPad). The Google platform has continued as a focus area for teaching and learning.

## Progress Against School Priorities in 2016

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Below is Taylor Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
  
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	131262.00	133390.00	264652.00
Voluntary contributions	260.00	416.50	676.50
Contributions & donations	9715.00	500.00	10215.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	7442.82	21673.57	29116.39
Bank Interest	3563.10	3716.37	7279.47
<b>TOTAL INCOME</b>	<b>152242.92</b>	<b>159696.44</b>	<b>311939.36</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	37706.72	62679.89	100386.61
Cleaning	38564.08	40113.91	78677.99
Security	537.29	0.00	537.29
Maintenance	8064.18	10563.85	18628.03
Administration	3375.14	1668.95	5044.09
Staffing	0.00	0.00	0.00
Communication	7311.40	1317.33	8628.73
Assets	334.00	0.00	334.00
General office expenditure	7695.39	7671.85	15367.24
Educational	26483.82	46002.87	72486.69
<b>TOTAL EXPENDITURE</b>	<b>130072.02</b>	<b>170018.65</b>	<b>300090.67</b>
<b>OPERATING RESULT</b>	<b>22170.90</b>	<b>-10322.21</b>	<b>11848.69</b>
<b>Actual</b> Accumulated Funds	136559.11	136559.11	136559.11
Outstanding commitments (minus)	-2045.47	-6639.25	-8684.72
<b>BALANCE</b>	<b>156684.54</b>	<b>119597.65</b>	<b>139723.08</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1288.73

## 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 2016.

## Endorsement Page

I declare that the Taylor Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
  - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### Members of the School Board

<b>Parent Representative(s):</b>	Gerard Sweeney,	Kim Paton,	Steve Pendrich
<b>Community Representative(s):</b>	Jo Lewis		
<b>Teacher Representative(s):</b>	Amy Clark	Melissa Dent	
<b>Board Chair:</b>	Gerard Sweeney		
<b>Principal:</b>	Simon Smith		

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 2016.

Principal Signature:  \_\_\_\_\_ Date: 03 / 05 / 2017

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

Board Chair Signature:  \_\_\_\_\_ Date: 03 / 05 / 2017