



Charles Conder Primary School



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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

The past year has again provided challenges to our school and community. The recommencement of home learning towards the end of 2021 provided some testing times as have other limitations to school activities such as mask mandates, restrictions on community access to the school and limited excursion and enrichment opportunities.

As always though, we have proudly watched as our school community has managed these testing and uncertain times with a positive, open approach that enables our school and community to become a joint force in delivery the best for our students.

Some items of particular note include the expanding use of data-driven decision making to ensure that planning, reflection and delivery is underpinned by a broad range of multi-modal data sources that ensure the school understands the students better and supports both their academic and personal wellbeing. The depth of these sources increase every year and we continue to see an increasing maturity across the school in ensuring this data underpins delivery.

Another highlight from the past year are the results of the school satisfaction survey. Even during uncertain times, we continue to see high family engagement with this survey and strong results.

Our school continues to grow and welcome new families. We look forward to their contributions to our school into the future.

School Context

This school's vision enables our community to work towards common goals ensuring children are our focus. The manifesto is embodied by **'Know the Child – Grow the Child'**. Charles Conder Primary School has a strong commitment to providing a safe and harmonious school environment where successful relationships thrive. The strength lies in the close partnership between students, staff, parents and the wider community which is highly valued to us all. We promote and develop positive and respectful relationships.

At Charles Conder Primary School we incorporate a holistic and collaborative approach to teaching and learning where students belong, feel safe and supported and have high expectations for success. Learning is student centred, differentiated, authentic and inquiry driven. Teachers analyse data to identify purposeful, personal learning goals allowing for targeted teaching and learning. Feedback and reflection facilitates ongoing learning, ensuring students feel empowered to take risks, extend their thinking and develop a growth mindset. At Charles Conder Primary school every student is learning

and achieving as part of a shared partnership between school and home. As a community we build healthy relationships through trust, respect, support and encouragement.

At Charles Conder Primary School, our framework embodies the 'Assets for life' by Kath Murdoch, 'when we consciously engage young people in inquiring into how they learn we are developing skills and dispositions that act as important assets to them as learners- across the curriculum in school and beyond (Murdoch K. 2015). The assets describe the broad skillset (or tool kit) required of the inquirer, thinking, collaborating, self-managing, researching and communicating. An inquiry model supports and guides our thinking and practice. Inquiry is a process of tuning, finding out, finding out, sorting out, going further and reflecting and evaluating. The inquiry cycle is about what learners do. It involves numerous skills, dispositions and processes. The process of inquiry is fluid and requires scaffolded, intentional and purposeful design. At Charles Conder Primary School, the inquiry lens is reflected across all key learning areas by considering the 'big ideas', in order to drive the teaching and learning cycle.

At Charles Conder Primary School, we are trauma informed and trauma sensitive. 'Trauma sensitive school interventions are based on the goals of supporting the quality and number of safe and secure relationships a child has; teaching the essential skills of social-emotional competence and increasing the opportunities children have to learn. The focus at Charles Conder is to foster and develop relationships between teachers and all students while 'building children's social and emotional competence in order to improve academic engagement and success'

Our Pedagogical Framework reflects the following core principles. At our school, they are evident in whole school practices from Preschool to year 6. These principles act as a guideline for all teachers in providing consistent high quality teaching and learning.

1. Social and Emotional Learning
2. Inquiry Approach
3. Purposeful collection and use of data
4. Consistent Practices
5. Capacity Building
6. Community Engagement

Student Information

Student enrolment

In this reporting period there were a total of 440 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	239
Gender - Female	201
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	15
LBOTE**	78

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	90.0
2	91.0
3	92.0
4	91.0

5	89.0
6	89.0

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	28.70
Teaching Staff: Full Time Equivalent Temporary	1.60
Non Teaching Staff: Full Time Equivalent	21.68

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 will be reviewed in 2022

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, 87.1% of parents and carers, 100.0% of staff, and 80.3% 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 40 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.	85
Student behaviour is well managed at this school.	93
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100

Teachers give useful feedback.	100
This school is well maintained.	95
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	98

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 124 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.	91
My child is making good progress at this school.	82
Student behaviour is well managed at this school.	75
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')	87
Teachers give useful feedback.	88
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	91
This school is well maintained.	86
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	64
This school works with me to support my child's learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 117 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')	58
I feel safe at this school.	68
I am happy to be part of this school.(Replaces 'I like being at my school')	84
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	73
My school is well maintained.	73
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	95

Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	88
Staff take students' concerns seriously.	74
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	87
Teachers give useful feedback.	77

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: Charles Conder Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	53	114	36	54
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	440	437	510	515
Writing	418	418	459	475
Spelling	404	409	480	502
Grammar & Punctuation	418	426	476	497

Numeracy	390	404	484	492
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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	324731.94
Contributions and Donations	10240.75
Subject Contributions	3545.00
Hire of Facilities	12209.00
External Revenue	3773.32
Sale of Assets	0.00
Interest Received	1264.78
Other School Revenue	23401.12
TOTAL INCOME	379165.91
EXPENDITURE	
Utilities and General Overheads	86715.76
Security and Caretaking	0.00
Maintenance	58339.16
Administration	9893.83
Staffing Expenditure	0.00
Communication	5564.02
Assets & Leases	72070.19
General Expenses	37199.53
Educational Resources	52850.37
Subject Consumables	0.00
Directorate Funded Payments	4278.97
Other Payments	40222.69
TOTAL EXPENDITURE	367134.52
OPERATING RESULT	12031.39
Accumulated Funds	82921.36
BALANCE	94952.75

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

Nil

Endorsement Page

Members of the School Board

Parent Representative(s):	Julie Gnjec	Michael Sutton
Teacher Representative(s):	Jane McAlpine	Sheree O'Donnell
Student Representative(s):		
Board Chair:	Ellen Samuels	
Principal:	Jason Walmsley	

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

2021 Board Chair Signature: Ellen Samuels Date: 01/07/2022

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: Jason Walmsley Date: 01/07/2022