



Palmerston District Primary School

Annual School Board Report 2022



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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 School Board was actively involved in meetings with continuous discussions around preparing for School Review to be undertaken early 2023. Families were invited to be a part of the process and several families offered to represent their experiences with the school.

The School Board communicated with families around the requests for Voluntary Contributions and supported the principal with plans and the establishment of new buildings onsite to meet the growing rise of student enrolments.

Members of our school were able to focus on issues of importance for the school community which included managing community understanding and expectations with increased teacher absences, as a flow on effect from Covid 19.

The Board continued to drive and understand the impact this would have on improving student learning outcomes through teaching and learning programs. Our school was in a strong position to move to online learning during periods of teacher absenteeism, with sound understanding and practiced ways of working online. There was an increased awareness of the need for increased supports for students with new wellbeing needs.

Funds and resources continued to address building teacher capabilities, in the areas of student wellbeing and literacy. Collaboration and team planning is now the norm at Palmerston, with co-teaching models occurring in the majority of classrooms.

Our school's finances enabled programs and initiatives to take place – with discussion and decision to promote the desire for a higher take up of voluntary contributions for 2023. A new double story building arrived in term 4, for senior students and two wellbeing rooms for 2023. Additionally, outdoor spaces were revamped for flexible usage and outdoor grassed areas seeded to grow and become robust for future designs – with a strong cultural integrity aspect and student voice.

School Context

Palmerston District Primary School is situated at the entrance of the Gungahlin District and was opened in 1995. The school focus on inclusion and equity for all students, highlighting a large volume of multicultural families from diverse backgrounds and cultures. Our Priority Enrolment Area (PEA) includes Palmerston, Crace and a narrow patch of Nicholls. We have around 800 students from preschool to year 6. We comprise of six preschool classes, 35 mainstream classes, five Small Group

Programs. We are an established school that sets high expectations for all and upholds positive values that reflect our community. We model our school values of Palmerston PRIDE - Participation, Respect, Integrity, Determination, Empathy. Parents and teachers work together to be role models for our community through being lifelong learners and creating a harmonious environment that supports respect for all.

Palmerston District Primary School provides a wide range of learning opportunities in which students can gain new insights, feel a strong sense of belonging and belong in a place where everyone matters. We provide a band program with two bands and violin lessons with the IMP Lunchtime clubs, student voice/leadership program, additional external and internal academic opportunities and host sporting clinics. We provide a written report to families in terms 2 & 4 with an offer of parent/teacher interviews in terms 2 & 4. As part of our reporting to parents, we provide Learning Journeys in term 3 each year. This is an opportunity for our students to highlight their learning to family and friends. Our specialist program includes, Japanese, the Art, PE and Library. Our library is open every day from 8.30am and provides a calm environment during lunchtimes. A Before and After School Care program is on site for students from preschool to 6. As a whole school community, we facilitate an environment which fosters contributions by students, teachers, and parents.

The Palmerston District Primary School community lives by its motto of: Together, we learn from each other.

Student enrolment

In this reporting period there were a total of 705 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	363
Gender - Female	342
Aboriginal and Torres Strait Islander	33
LBOTE*	328
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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.

Table: Attendance rates in percentages

Year level	Attendance rate
1	84.0
2	85.0
3	84.0
4	88.0
5	86.0
6	85.0

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, 153 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	47.81
Teaching Staff: Full Time Equivalent Temporary	3.40
Non-Teaching Staff: Full Time Equivalent	26.52

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 2023.

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, 66.3% of parents and carers, 88.6% of staff, and 73.2% 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 70 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.	97
Teachers give useful feedback	97
Teachers at this school treat students fairly.	89
This school is well maintained.	81

Students feel safe at this school.	84
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	63
Students like being at this school.	84
This school looks for ways to improve.	86
This school takes staff opinions seriously.	66
Teachers at this school motivate students to learn.	90
Students' learning needs are being met at this school.	83
This school works with parents to support students' learning.	90
Staff get quality feedback on their performance	49
Staff are well supported at this school.	60

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 92 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 is making good progress at this school.	73
My child's learning needs are being met at this school.	65
This school works with me to support my child's learning.	61
Teachers at this school expect my child to do his or her best.	85
Teachers give useful feedback	68
Teachers at this school treat students fairly.	76
This school is well maintained.	69
My child feels safe at this school.	82
I can talk to my child's teachers about my concerns.	88
Student behaviour is well managed at this school.	59
My child likes being at this school.	80
This school looks for ways to improve.	70
This school takes parents' opinions seriously.	54
Teachers at this school motivate my child to learn.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 194 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

My teachers expect me to do my best.	84
Teachers give useful feedback	72
Teachers at my school treat students fairly.	70
My school is well maintained.	59
I feel safe at this school	60
I can talk to my teachers about my concerns.	56
Student behaviour is well managed at my school.	44
I like being at my school.	67
My school looks for ways to improve.	71
Staff takes students' concerns seriously	59
My teachers motivate me to learn.	78
My school gives me opportunities to do interesting things.	71

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: Palmerston District Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	62	127	40	56
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN (National Assessment Program Literacy and Numeracy)

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, 0.99 % of year 3 students and 0.00 % of year 5 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	436	450	518	522
Writing	414	427	504	492
Spelling	413	420	528	510
Grammar & Punctuation	416	439	510	503
Numeracy	405	409	500	496

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	484212.37
Contributions and Donations	43751.29
Subject Contributions	7329.00
Hire of Facilities	30621.19
External Revenue	14808.63
Sale of Assets	0.00
Interest Received	6931.25
Other School Revenue	4335.04
TOTAL INCOME	591988.77
EXPENDITURE	
Utilities and General Overheads	134846.58
Security and Caretaking	2942.64
Maintenance	72545.57
Administration	38844.97
Staffing Expenditure	6622.41
Communication	10441.45
Assets & Leases	106745.16
General Expenses	31561.96

Educational Resources	66571.80
Subject Consumables	272.00
Directorate Funded Payments	11158.38
Other Payments	15285.37
TOTAL EXPENDITURE	497838.29
OPERATING RESULT	94150.48
Accumulated Funds	181777.75
BALANCE	275928.23

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
Outdoor play spaces	\$30 000	2024/25

Endorsement Page

Members of the School Board

Parent Representative(s):	Christopher Bowyer	Kate Baron
Community Representative(s):	nil	
Teacher Representative(s):	Adam Chad	Trish Foster
Student Representative(s):	nil	
Board Chair:	Vikram Kulkarni	
Principal:	Kate Smith	

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

2022 Board Chair Signature: *CABowyer for VKulkarni* Date: 09/11/2023

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: *KLSmith* Date: 09/11/2023