Florey Primary School

Annual School Board Report
2016

Central courtyard of Florey 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.floreyps.act.edu.au.

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School Board Chair Report

During 2016, the School Board monitored progress against the Florey Primary School Plan (2016-2020) and ensured that governance requirements were met. There have been regular discussions and review of the new Positive Behaviour for Learning (PBL) framework that was introduced during 2016, along with The Space. These initiatives are impacting positively on behaviour within the school community. A new student report process was also introduced and discussed by the board to ensure all understood how information about students was now being reported. The Board also did an extensive revision of the Uniform policy to ensure that the new policy is clear, incorporated feedback from across the school community and aligned with department policy.

Context

Over the past five years the demographics of Florey Primary School have shown a gradual increase in total numbers of students, with a slight decrease in the percentage of language background other than English (LBOT) students. The number of students in the bottom quarter of the Index of Community Socio-Educational Advantage (ICSEA) has increased.

Table: Student population changes in the primary school sector from 2012 to 2016

Group	2012	2013	2014	2015	2016
ICSEA value	1064	1065	1053	1054	1051
Female	190	212	212	222	223
Male	167	171	200	222	223
Indigenous	3%	2%	3%	3%	3%
LBOT	38%	42%	43%	39%	39%
Total	356	383	412	443	446

Source: myschool.edu.au April 2017

Table: Distribution of students by ICSEA

Quarter	2012	2013	2014	2015	2016
Bottom	9	14	16	17	18
Middle	17	22	21	22	21
Middle	29	27	26	27	29
Top	46	37	36	35	32

Source: myschool.edu.au April 2017

Student Information

Student enrolment

In 2016 there were a total of 446 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	223
Female	223
Indigenous	13
LBOTE	174

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	90.0
1	93.0
2	93.0
3	94.0
4	93.0
5	89.0
6	92.0

Source: Planning and Analytics, December 2016

Florey Primary School makes contact with all families immediately when a student is absent from school. When phone contact cannot be made and a student has been absent for more than six consecutive days, a letter is sent home to request immediate contact be made.

Where students are reluctant attendees, the school has organised gradual return to school with the families to assist with the readjustment of students to school life. The use of a sensory space has also been employed to assist students with anxiety to manage the school day.

In the case of EALD students, the EALD teacher may contact/visit the family when the EALD teacher has greater knowledge and understanding of the family.

Should these steps not be successful in returning the child to regular school attendance, a letter from the principal outlining the legal requirements for school attendance is sent home and the northside student engagement team (NSET) contacted. Should this not be successful the matter is then passed onto the network leader.

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	49

Source: Teacher Quality Institute, 16 December 2016

Florey Primary School values and supports ongoing professional learning for all staff.

Workforce composition

The 2016 workforce composition of Florey Primary 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	31
Teaching Staff: Full Time Equivalent	27.8
Non Teaching Staff: Head Count	17
Non Teaching Staff: Full Time Equivalent	11.8

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.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 650 hours.

School Review and Development

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.

Florey Primary School will be reviewed in 2020. 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, 79% of parents and carers, 93% of staff, and 79% 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 43 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.	98
Teachers at this school provide students with useful feedback about their school work.	95
Teachers at this school treat students fairly.	95
This school is well maintained.	79
Students feel safe at this school.	74
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	60
Students like being at this school.	100
This school looks for ways to improve.	90
This school takes staff opinions seriously.	86
Teachers at this school motivate students to learn.	98
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	88
I receive useful feedback about my work at this school.	70
Staff are well supported at this school.	84

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 67 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.	96
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	87
This school is well maintained.	82
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	85
Student behaviour is well managed at this school.	69
My child likes being at this school.	94
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	73
Teachers at this school motivate my child to learn.	81
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	80

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 106 students who took part in the survey are tabled below.

Table: Proportion of students in years 6/ 5 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	92
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	68
My school is well maintained.	61
I feel safe at my school.	65
I can talk to my teachers about my concerns.	68
Student behaviour is well managed at my school.	38
I like being at my school.	69
My school looks for ways to improve.	82
My school takes students' opinions seriously.	56
My teachers motivate me to learn.	79
My school gives me opportunities to do interesting things.	70

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: Florey Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	**End**	**Start**	**End**
Reading	51	117	49	121
Mathematics	41	55	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, 0.04 % of year 3 students and 0.00 % 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: Florey Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	421	441	481	514
Writing	413	420	459	474
Spelling	405	421	480	490
Grammar & Punctuation	413	442	487	511
Numeracy	403	412	475	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

All areas of the Australian curriculum are taught at Florey Primary School. The school has developed integrated units of learning around a conceptual framework that provides differentiation at a minimum of three levels in every classroom. A combination of the arts, science and technology, history, civics and citizenship, economics and robotics are incoorporated as appropriate in each integrated unit. Subjects not suited to these units of work are taught as stand alone units. Health and PE are also provided to all students and incoorporate fundamental movement skills. Indonesian is the langauge taught at the school and all students K-6 participate in Indonesian language lessons provided by an Indonesian specialist teacher.

All subject areas are moderated against work samples provided by the Australian Curriculum Assessment and Reporting Authority (ACARA) and across all classes in a given year level.

The school provides the opportunity for interested students to participate in the International Competitions and Assessments for Schools (ICAS) annually. In 2016, 190 ICAS tests were sat in the areas of digital technologies, science, spelling, mathematics, English and writing by interested students from years 3 to 6. Of the tests sat, (noting that some students participated in more than one test), 44.7 per cent achieved a merit award or above.

Progress Against School Priorities in 2016

Below is Florey 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

INCOME	January to June	July to December	January to December
Self management funds	189981.60	172516.00	362497.60
Voluntary contributions	19574.00	808.00	20382.00
Contributions & donations	100.00	0.00	100.00
Subject contributions	5167.50	2217.50	7385.00
External income (including community use)	10600.91	8840.91	19441.82
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	12229.10	7880.50	20109.60
TOTAL INCOME	237653.11	192262.91	429916.02
EXPENDITURE			
Utilities and general overheads	30398.93	70212.00	100610.93
Cleaning	44161.04	46185.48	90346.52
Security	222.42	352.57	574.99
Maintenance	43040.35	57210.47	100250.82
Administration	2643.65	3939.51	6583.16
Staffing	0.00	0.00	0.00
Communication	6224.09	1903.08	8127.17
Assets	4597.40	7318.80	30122.88
Leases	0.00	0.00	0.00
General office expenditure	16178.45	16070.47	32248.92
Educational	31627.65	10031.82	40779.47
Subject consumables	6256.32	880.00	7136.32
TOTAL EXPENDITURE	185350.30	231430.88	416781.18
OPERATING RESULT	52302.81	-39167.97	13134.84
Actual Accumulated Funds	217671.75	178503.78	165368.94
Outstanding commitments (minus)	-16726.73	0.00	-5360.61
BALANCE	200945.02	126200.97	173143.17

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was $1,288.

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.

Reserves

Name and Purpose	Amount	Expected Completion
9915-000-00 Painting Interior 2017 – Painting of remaining units	$30,000	2017
9916-000-00 Staffing 2017 – extra teaching and non-teaching staff to support student learning	$20,000	End of 2017
9918-000-00 Furniture 2016 – updating of furniture in the library	$20,000	End of 2016

Endorsement Page

I declare that the Florey 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

Parent Representative(s):	Petrina Olds	Cath McCallum	Michael Piotrowicz
Community Representative(s):	Nil		
Teacher Representative(s):	Kate Whitford	Aaron Foy	
Student Representative(s):	Nil		
Board Chair:	Petrina Olds		
Principal:	Felicity Bruce		

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.
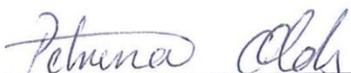
Principal Signature: _____   Date: 28 / 04 / 2017

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

Board Chair Signature: _____   Date: 01 / 05 / 2017