



Learning Today Leading Tomorrow

Caroline Chisholm School

Annual School Board Report 2017



Figure 1: Main entry into Caroline Chisholm School Junior Campus



Figure 2: Main entry into Caroline Chisholm School Senior Campus

Figure 1: Main entry into Caroline Chisholm Junior Campus

This page is intentionally left blank.

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*'.

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, 2017

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

Contents

School Board Chair Report.....	1
School Context update.....	1
Student Information	1
Student enrolment.....	1
Student attendance	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	7
Performance in Other Areas of the Curriculum.....	7
Financial Summary.....	9
Professional Learning.....	10
Voluntary Contributions	10
Reserves	10
Endorsement Page.....	11
Members of the School Board	11

School Board Chair Report

It is with much excitement I can report on the School Board's pride in the completion, opening and use of the STEM building, now known as the Centre of Innovation and Learning (CIL). To be a part of this project from a time when it was only a suggestion to walking through the entrance has been an amazing journey. This would not have happened without the tireless effort of our previous Principal, Wendy Wurfel and our current Principal, Kris Willis who have strived for nothing but the best and it shows in the exceptional building we have today. I would like to extend this thanks to all who have been involved in this enormous project and the success of this building that is seen on the faces of the students who utilise this space. The School Board look forward to seeing the growth of the students as a result of this innovative building and it's learning direction.

Dianna Small
School Board Chair

School Context update

Caroline Chisholm (CCS) continues to attract a wide range of students from the local, interstate and international communities. While the greatest proportions of students come from within the school's priority enrolment area, a significant number of enrolments from interstate families attracted to the seamless preschool to year 10 educational programs available at CCS, has led to a recurrent diverse student cohort.

The Junior Campus (JC) comprises of twelve main stream classes made up of 2 classes per year level in years Kindergarten to year 5. Two additional classes catering for Learning Support Unit children in the Early Years and the Primary Years. Average class size in the mainstream was approximately 21 students. Thirty percent of staff on the JC were within their first 3 years of teaching.

The Senior Campus (SC) had an average of four classes per year group. The *Ignite* Selective program meant that mathematics and English had an extra class in years 7 to 10 for mathematics and English. A literacy targeted class was also created in English for all year groups. The average number of students per class is 19.5. Two Learning Support Units catered for fourteen students. Thirty one percent of staff on the SC were new educators, within their first 3 years of teaching.

Student Information

Student enrolment

In 2017 there were a total of 642 students enrolled at this school.

Table 1: 2017 Student enrolment

Student type	Number of students
Male	345
Female	297
Aboriginal and Torres Strait Islander	60
LBOTE*	114

*Language Background Other Than English: Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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 2: 2017 Attendance rates in percentages

Year level	Attendance rate
K	93.0
1	94.0
2	93.0
3	93.0
4	93.0
5	93.0
6	92.0
7	89.0
8	87.0
9	83.0
10	83.0

Source: Planning and Analytics, December 2017

Day to day attendance of Junior Campus students is managed by each student’s class teacher. Patterns of non-attendance and lateness are monitored on a weekly basis by the Deputy Principal.

Day to day attendance of Senior Campus students is managed by the Contact Class Teacher and the Rolls Officer who advises parents of an unexplained absence via short message service (SMS). The Student Wellbeing Team, led by the Student Relationships and Student Wellbeing Executives, work with families and as required, support agencies, and the Directorate to develop supportive structures for individual students.

Each year the role of the Year Coordinator cements the relationship with our families and students. Issues such as attendance and late arrivals are able to be addressed with respect and support which in turn increases a sense of partnership when working on such issues. Attendance data derived from the classroom rolls identifies students at risk of not achieving expected growth. Truancy checks, formal and informal discussion with both parents and students aim to increase the students’ sense of accountability and reconnect them to their academic programs.

Attendance patterns for the majority of students are close to or above the Directorate target. A few individuals with complex wellbeing matters are managed by executive and community agencies. These few individuals have significantly reduced the school’s overall attendance rate.

The data displayed above in table 2 reflects a similar attendance pattern over the past few years at the school. The attendance rates ranged from 83 to 94 percent per year level cohort and this year a new high of 94 percent was reached by the year 1 cohort. The attendance rate from 2016 to 2017 has made an incremental average increase by 0.18 percentage points from 90.09 to 90.27 average percentage points respectively.

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 2017.

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

Table 3: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	52

Source: Teacher Quality Institute, 16 December 2017

In addition to the teaching staff qualifications (see above in table 3), three teachers successfully completed the national Australian Institute for Teaching and School Leadership Certification. Two teachers completed the Lead Certification and one teacher completed the Highly Accomplished Certification.

Workforce composition

The 2017 workforce composition of Caroline Chisholm School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table 4: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	61
Teaching Staff: Full Time Equivalent Permanent	42.90
Teaching Staff: Full Time Equivalent Temporary	15.40
Non Teaching Staff: Head Count	23
Non Teaching Staff: Full Time Equivalent	20.29

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school. The permanent workforce has been stable with a number of part time staff employed to support specialised areas of student learning.

School Review and Development

In 2017, 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 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 2017 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 2017 this changed to a five-year cycle with an External School Review at the end.

Caroline Chisholm 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 2017 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 2017, 83% of parents and carers, 82% of staff, and 77% 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.

A total of 46 staff responded to the survey. Please note that not all responders answered every question.

Table 5: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers at this school expect students to do their best.	89
Teachers at this school provide students with useful feedback about their school work.	86
Teachers at this school treat students fairly.	84
This school is well maintained.	76
Students feel safe at this school.	78
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	59
Students like being at this school.	84
This school looks for ways to improve.	89
This school takes staff opinions seriously.	80
Teachers at this school motivate students to learn.	91
Students' learning needs are being met at this school.	86
This school works with parents to support students' learning.	86
I receive useful feedback about my work at this school.	65
Staff are well supported at this school.	74

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 54 parents responded to the survey. Please note that not all responders answered every question.

Table 6: 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.	93
Teachers at this school provide my child with useful feedback about his/her school work.	72
Teachers at this school treat students fairly.	69
This school is well maintained.	89
My child feels safe at this school.	72
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	55
My child likes being at this school.	87
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	70
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	77
This school works with me to support my child's learning.	72

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 262 students responded to the survey. Please note that not all responders answered every question.

Table 7: Proportion of students in years 5 to 10 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	73
Teachers at my school treat students fairly.	60
My school is well maintained.	66
I feel safe at my school.	61
I can talk to my teachers about my concerns.	55
Student behaviour is well managed at my school.	36
I like being at my school.	61
My school looks for ways to improve.	72
My school takes students' opinions seriously.	52
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	76

Source: 2017 School Satisfaction Surveys, August/September 2017

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.

Table 8: Caroline Chisholm School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	43	113	36	52
ACT	51	124	39	55

Source: Planning and Analytics

In reading, the school's PIPS data show a start result (43) which is 8 points below the ACT average (51). The school's end results show a growth point of 70, only 3 below the ACT (73). These results suggest a strong Kindergarten reading programs that cater for a diverse range of learning needs.

Mathematics results show a narrow margin between the school and that ACT. Starting scores vary by only 3 points, and the school’s growth rate is equal to the ACT, 16 points. Mathematics end result (52) is close to the ACT (55), just 3 points below. These results suggest a strong Preschool and Kindergarten mathematics program that meets the needs of learners.

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 2017, 8.00 % of year 3 students, 14.00 % of year 5 students, 0.00 % of year 7 students and 3.00 % of year 9 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 2017 mean scores achieved by our students compared to the ACT.

Table 9: Caroline Chisholm School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	393	442	510	517	517	554	574	590
Writing	406	412	470	475	463	512	495	550
Spelling	372	411	501	494	507	541	559	582
Grammar & Punctuation	408	441	505	503	505	545	549	580
Numeracy	391	417	499	496	519	552	575	591

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

Caroline Chisholm School continued to emphasise support and encouragement of students in their learning to achieve socially and academically. Teachers’ expectations and support facilitated personal growth and learning goals so that students were motivated and achieved at school. This was further enhanced by the Positive Behaviour for Learning whole school approach that redefined the school expectations. It was decided by all staff that three main values would be explicitly taught across the whole school: Respect, Responsibility and Learning. This also impacted positively on student wellbeing and continued as a recognised strength throughout the school, ensuring both preventative Social and Emotional Learning and intervention programs met student needs as required. Closely linked to wellbeing, student leadership programs provided authentic community participation and targeting student participation across the school and this helped confirm that the school context sustained relevance and meaningfulness for every student. Another example of support was the numerous diverse curriculum options offered to students such as Certificate Courses I & II and Work Experience. The CatchUP program offered to students at lunch time so they

could access teachers for additional teaching and advice relating to their learning. Rethink was continued on the Junior Campus at recess and lunch to provide reflection and a welling drop-in.

The school's aim is to develop students with a strong sense of purpose, integrity and responsibility to self, others and the environment. We provide opportunities for students to be ready and willing to embrace the next stage of their future and with a well-developed sense of community. To this end, CCS provided multiple opportunities for students to engage in a range of activities, including sport and the arts, and we encourage the concepts of participation, inclusion and personal challenge. A major highlight in 2017 was the P&C Twilight Fete that brought our community and the wider community together as well providing leadership opportunities for students in the planning phase and on the night. Other highlights on the Junior Campus include:

- Second place in the ACT Primary Girls Chess Finals
- KidFit Leadership House Leaders and year 5 students
- Special programs such as gymnastics and gross motor, library, Music, Digital Technology
- Lunchtime clubs including wheels, craft, board games, Gymbaroo, STEM
- Athletics, swimming and cross country carnivals, year 3-6 Oz Tag Gala days, Back Yard League (years 3-5), LSU Sports Days
- National Sorry Day Bridge Walk, Bully no Way Day
- Combined annual ANZAC Day Commemoration with Gilmore Primary School on Simpson Hill
- Instrumental Band program from years 5
- Cross-aged school choir participated in Step into Limelight
- Biennial year 4 and 5 school Camp to Cooba Sports and Education Centre, Birrigai excursion
- Numerous incursions including Cameron Stelzer author visit, Kenny Koala
- Grand Friends Day and P&C Discos.

Some of the highlights in 2017 on the Senior Campus were:

- Taiwanese students join CCS for 3 weeks
- Swimming and athletics carnivals, Touch Football Gala Days
- Broadened Science Water Watch program
- English and SOSE continued with a strong focus on balanced literacy and explicit skill building. The Middle Years Reading program, explicit teaching of drafting and editing skills and analysis of complex texts strengthened. Reading program extended into the Senior Years.
- Ignite Mathematics, Science and English Programs continued based on student achievement and potential. Various enrichment opportunities were offered to them such as the Erindale College Mathematics and Science Enrichment.
- Community Big Night Out extravaganza held at the Erindale Theatre where the students showcased their talents in band, music, dance and drama as well as the impressive displays of visual arts, digital photography, woodwork, metalwork and hospitality.
- Battle of the bands participation and Combined Band rehearsals with other P-10 schools.
- Dance Fest participation and the Senior Band performed in the community often and entered into the National Eisteddfod.
- Deepening the Indonesian program across the whole school.

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 10: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	460763.52	391954.73	852718.25
Voluntary contributions	10189.90	5866.55	16056.45
Contributions & donations	364.65	4872.60	5237.25
Subject contributions	14147.00	6298.00	20445.00
External income (including community use)	2845.46	7638.19	10483.65
Proceeds from sale of assets	4210.13	913.64	5123.77
Bank Interest	15422.46	16431.16	31853.62
TOTAL INCOME	507943.12	433974.87	941917.99
EXPENDITURE			
Utilities and general overheads	67396.07	141090.60	208486.67
Cleaning	105084.72	85466.95	190551.67
Security	1760.00	2381.15	4141.15
Maintenance	21130.49	34935.53	56066.02
Administration	5079.16	4233.27	9312.43
Staffing	0.00	0.00	0.00
Communication	26824.89	8765.83	35590.72
Assets	38085.86	31470.90	69556.76
Leases	0.00	0.00	0.00
General office expenditure	12952.19	27981.19	40933.38
Educational	90097.13	83432.67	173529.80
Subject consumables	5385.13	-172.02	5213.11
TOTAL EXPENDITURE	373795.64	419586.07	793381.71
OPERATING RESULT	134147.48	14388.80	148536.28
Actual Accumulated Funds	809913.72	860528.81	809913.72
Outstanding commitments (minus)	-11705.02	0.00	-11705.02
BALANCE	932356.18	874917.61	946744.98

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,285.

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
School Bus	10,000	2019
Furniture	30,000	2019
Grounds Mower replacement	10,000	2019
IT Upgrade	75,000	2019
Maths Resources Snr	3,900	2019
Physical Infrastructure	50,000	2019
Staffing Reserve	20,000	2018

Endorsement Page

Members of the School Board

Parent Representative:	Kevin O'Hanlon	Caroline McNaught	Dianna Small
Community Representative:	Glenys Patulny		
Teacher Representative	Sally Alexander	Joanne Monteith	Nathan Pepper
Student Representative:	Connor McNaught	Maddison Cheng	
Board Chair:	Dianna Small		
Principal:	Kris Willis		

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

Board Chair Signature:  Date: 2/7/18

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 2017.

Principal Signature:  Date: 2/7/18