



Caroline Chisholm School

Annual School Board Report 2018



Figure 1: Main entry into Caroline Chisholm School Junior Campus



Figure 2: Main entry into Caroline Chisholm School Senior Campus

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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

School Context

Caroline Chisholm School is a co-educational public school situated in Canberra's south-east Tuggeranong Valley overlooking the Brindabella Mountains. Caroline Chisholm School provides a continuous learning program for students from preschool to year 10 and has connections with regional senior secondary colleges and the Canberra Institute of Technology. The aim of the program is to develop successful students who are open to new ideas and challenged to participate in all areas of their learning. The school also offers a variety of programs to support student's social and emotional wellbeing. Caroline Chisholm School comprises three co-located but distinct campuses: The Pre-school the junior campus (kindergarten-year 5) and the senior campus (years 6-10). The senior campus operates separate Middle Years (years 6-8) and Senior Years (years 9-10) programs. The Middle Years program enables early adolescent students to gradually transition from primary to secondary school. The Middle Years and Senior Years programs at Caroline Chisholm School are unique to our region. Caroline Chisholm School offers a diverse range of educational experiences to cater for the breadth of students' strengths and needs. These experiences include - the Ignite Selective Academic Program, Ignite Sporting Program, a strong focus on the performing arts, Learning Support Units and the Study Centre. On the Senior Campus our elective programs focus on the Creative and Performing Arts as well as Technical and Vocational Education courses. On the junior campus we have a committed focus to the teaching of literacy and numeracy. Specialist programs implemented include 1st Steps Reading and Writing Programs as well as GO Maths, Count Me in Too and the Middle Years Mental Computation Programs. These programs have proven to improve individual students learning outcomes resulting in significant growth. Our Preschool programs are linked to our junior campus a connection which positively enhances the students' transition into our Kindergarten. Our school Values underpin our expectations of students' behaviour and performance. These Values are - respect for me, each other and our environment; freedom built through responsibility; positive relationships built through honesty and trust; doing our best and taking pride in our achievements. These Values form the core of our awards system which is based on learning participation and citizenship. Our P-10 house system is an integral part of the school culture further unifying our student body. It is through these values that we aim to develop students with a strong sense of purpose integrity and responsibility to others and self. By accessing all the school offers students leave Caroline Chisholm School ready and willing to embrace the next stage of their future and with a well-developed sense of community. Our school has been a focal point within our district since 1974. We take great pride in continuing to offer high-quality traditional and contemporary educational programs to families some of whom are in their second generation at the school.

Student Information

Student enrolment

In 2018 there were a total of 663 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	355
Female	308
Aboriginal and Torres Strait Islander	61
LBOTE*	129

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	91.0
2	92.0
3	90.0
4	92.0
5	91.0
6	91.0
7	89.0
8	85.0
9	85.0
10	80.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	44.70
Teaching Staff: Full Time Equivalent Temporary	13.00
Non Teaching Staff: Full Time Equivalent	24.75

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2020. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 82% of parents and carers, 85% of staff, and 70% 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 46 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.	89
Teachers give useful feedback.	86
Teachers at this school treat students fairly.	91
This school is well maintained.	83
Students feel safe at this school.	85
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	63
Students like being at this school.	87
This school looks for ways to improve.	93
This school takes staff opinions seriously.	74
Teachers at this school motivate students to learn.	89
Students' learning needs are being met at this school.	78
This school works with parents to support students' learning.	77
Staff get quality feedback on their performance	73
Staff are well supported at this school.	80

Source: 2018 School Satisfaction Surveys, August/September 2018
 *Prior to 2018, the item wording and placement was slightly different.

A total of 74 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	
Teachers at this school expect my child to do his or her best.	92
Teachers give useful feedback.	79
Teachers at this school treat students fairly.	83
This school is well maintained.	81
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	74
My child likes being at this school.	82
This school looks for ways to improve.	75
This school takes parents' opinions seriously.	70
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	80
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	74

Source: 2018 School Satisfaction Surveys, August/September 2018
 *Prior to 2018, the item wording and placement was slightly different.

A total of 319 students responded to the survey. Please note that not all responders answered every question.

Table: 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.	91
Teachers give useful feedback.	60
Teachers at my school treat students fairly.	58
My school is well maintained.	57
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.	30
I like being at my school.	57
My school looks for ways to improve.	70
Staff take students' opinions seriously.	62
My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	71

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Caroline Chisholm School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	42	118	33	52
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Caroline Chisholm School 2018 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	401	441	493	518	497	549	581	593
Writing	404	411	450	460	464	501	500	539
Spelling	378	410	488	494	482	540	567	582
Grammar & Punctuation	419	438	497	510	503	549	575	592
Numeracy	385	416	467	494	505	554	590	596

Source: Analytics and Evaluation

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-June	July-December	January-December
Self-management funds	475124.96	509182.34	984307.30
Voluntary contributions	9374.00	6335.10	15709.10
Contributions & donations	1725.00	4441.45	6166.45
Subject contributions	12685.00	6340.00	19025.00
External income (including community use)	6218.78	16063.63	22282.41
Proceeds from sale of assets	2500.00	0.00	2500.00
Bank Interest	17127.68	18484.16	35611.84
TOTAL INCOME	524755.42	560846.68	1085602.10
EXPENDITURE			
Utilities and general overheads	86780.77	130441.93	217222.70
Cleaning	127561.71	99350.86	226912.57
Security	1540.00	1048.86	2588.86
Maintenance	33838.65	33858.63	67697.28
Administration	21285.18	27418.55	48703.73
Staffing	0.00	13476.06	13476.06
Communication	32733.73	11248.16	43981.89
Assets	80402.51	83506.30	163908.81
Leases	0.00	0.00	0.00
General office expenditure	57204.88	36969.59	94174.47
Educational	50039.38	143296.83	193336.21
Subject consumables	5350.00	0.00	5350.00
TOTAL EXPENDITURE	496736.81	580615.77	1077352.58
OPERATING RESULT	28018.61	-19769.09	8249.52
Actual Accumulated Funds	1011013.59	293047.47	342758.79
Outstanding commitments (minus)	-74360.05	0.00	-74360.05
BALANCE	964672.15	273278.38	276648.26

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 2018.

The voluntary contributions received are as follows:

Preschool - \$1,800

Junior Campus - \$4,739

Senior Campus - \$8,325

Reserves

Name and Purpose	Amount	Expected Completion
School Bus Lease	\$10,000	2019
Canteen (Senior Campus) Upgrade	\$40,000	2020
Furniture	\$65,000	2019
Grounds	\$15,000	2019
ICT	\$105,000	2019
Maths (Senior Campus)	\$1,000	2019
PBL	\$10,000	2019
Physical Infrastructure	\$90,000	2019
Staffing	\$70,000	2020
Painting	\$72,000	2019-2021
Re-Carpet	\$117,000	2019
Staff toilets/Junior Campus Kitchen	\$78,000	2019-2021
Junior Campus Playground (& shade)	\$70,000	2019
Senior Campus Admin/Staff Kitchen upgrade	\$57,000	2020
Ampitheatre Shade	\$45,000	2020
Junior Campus Library Shelving	\$15,000	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Paul Van Campenhout	Caroline McNaught	Dianna Small
Community Representative(s):	N/A		
Teacher Representative(s):	Nathan Pepper	Jo Monteith	
Student Representative(s):	Connor McNaught	Wesley Phillips	
Board Chair:	Dianna Small		
Principal:	Kris Willis	Sally Alexander	

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

Board Chair Signature: Dianna Small

Date: 12 / 04 / 2019

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: Benjamin Hall

Date: 12 / 04 / 2019