



**Duffy Primary School  
Board Report  
2015**

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This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.duffyps.act.edu.au>.

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## School Board Chair Report

The values of Duffy Primary School are respect, responsibility and inclusivity. Every member of the school community contributes to bringing these values to life and making Duffy Primary School a vibrant and effective centre for learning. There were many special achievements in 2015 that highlighted our school values, and spanned across academic, sporting and music endeavours. Although too numerous to mention, some of these included: our Djembe drummers continuing to impress at numerous events, including Limelight; and one of our students receiving the University of NSW medal for mathematics (this is the top score in their year level across NSW/ACT).

Duffy Primary School's focus on quality learning and teaching continued throughout 2015 and was enhanced with the introduction of writing and STEM enrichment programs. With a stable and strong leadership team and the continuing determination to progress an agenda of school improvement, the school community can look forward to another exciting and productive year in 2016.

## Introduction to School

Duffy Primary School is a community school with a diverse student population and active parent involvement. The school values of respect, responsibility and inclusivity permeate student, staff and community relationships. The values assist in providing a safe, caring and nurturing learning environment within a culture of high expectations.

The school caters for learning across preschool through to year six and includes two Learning Support Units for students with Autism. The open plan design of the school ensures each classroom has flexible learning spaces to cater for all students' learning needs. The school curriculum offers a strong academic focus as well as incorporating creative arts, physical education and information and communication technologies (ICT). Other features of the school programs include Italian, environmental science and band.

In 2015, there was a particular focus on the implementation of enrichment programs for students identified as having gifts and/or talents in particular areas of the curriculum (Science, Technology, Engineering and Mathematics; and English).

The school works closely with the Australian Defence College to support students from various multi-cultural backgrounds. There were no significant changes in the demographic of student population in 2015.

### Student enrolment

In 2015 there were a total of 337 students enrolled at this school from kindergarten to year 6.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	190
Female	147
Indigenous	3
LBOTE	68

Source: Planning and Performance, December 2015

### Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

*Table: 2015 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	94.0
1	93.0
2	93.0
3	94.0
4	92.0
5	94.0
6	92.0

Source: Planning and Performance, December 2015

Duffy Primary School follows the guidelines outlined in the ACT Education Act 2004 in regards to attendance. Staff work in partnership with parents to encourage student attendance and participation in all school events.

The school facilitates monitoring of attendance through the use of a Short Message Service (SMS) for unexpected absences. In addition, teachers contact parents when a child has unexplained absences of more than three consecutive days. School executive staff support where necessary.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

*Table: 2015 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	31

Source: Teacher Quality Institute, 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Postgraduate qualifications relate to teaching and learning of particular areas such as the teaching of English to speakers of other languages (TESOL) and other related areas such as educational leadership.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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: 2015 Workforce Composition Numbers*

Staff Employment Category	Total
Teaching Staff :Head Count	24
Teaching Staff :Full time Equivalent Permanent	23.3
Teaching Staff :Full time Equivalent Temporary	0
Non Teaching Staff (Head Count)	10
Non Teaching Staff :Full time Equivalent	8.3

Source: Workforce Management, August census 2015

**Note:** This table includes pre-school staffing

There is one indigenous staff at this school.

**Note:** \* Indigenous staff are reported where the staff member has self identified.

Teaching staff include the school leadership team, non-teaching staff include administrative support staff and learning assistants working in classrooms with students and teachers.

## Volunteers

The parent community at Duffy Primary School donated many hours of their time to assist with teaching and learning programs across the school. The involvement of parents and other community members is an important aspect of the school.

The estimated number of hours in which volunteers have worked in the school during 2015 was in excess of 5000 hours.

Volunteer support included parental involvement in classrooms to support teachers and programs including reading programs and extra-curricula activities. Volunteers also assisted in the School Board and Parents and Citizens (P&C), community fete, sporting carnivals and excursions, school fundraising activities, school banking and within the school canteen which operated three days a week.

Other volunteers included our Rotary School Mentoring Program, St John Ambulance, ACT emergency services and the Salvation Army.

## School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school was validated in 2015. A copy of the validation report can be found on the school website.

## School Satisfaction

Schools continually 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 2015 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 2015, 89% of parents and carers, 100% of staff, and 79% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the 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 25 staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	88
Teachers at this school treat students fairly.	96
This school is well maintained.	88
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	92
Students like being at this school.	92
This school looks for ways to improve.	96
This school takes staff opinions seriously.	92
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	100
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	64
Staff are well supported at this school.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 92 parents who took part in the survey are tabled below.

*Table: Proportion of parents and carers in agreement with each national opinion item*

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 or her school work.	83
Teachers at this school treat students fairly.	96
This school is well maintained.	90
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	79
My child likes being at this school.	96
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	81

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 75 students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	83
Teachers at my school treat students fairly.	65
My school is well maintained.	67
I feel safe at my school.	64
I can talk to my teachers about my concerns.	69
Student behaviour is well managed at my school.	48
I like being at my school.	82
My school looks for ways to improve.	82
My school takes students' opinions seriously.	57
My teachers motivate me to learn.	83
My school gives me opportunities to do interesting things.	74

Source: 2015 School Satisfaction Surveys, August/September 2015

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 school plan and the development of annual operating plans. The school plan is available on the school website.

## Learning and Assessment

### NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, 0.00 % of year 3 students and 2.00 % 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 NAPLAN 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 2015 mean scores achieved by our students compared to the ACT.

*Table: Duffy Primary School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	457	443	530	521
Writing	424	420	487	486
Spelling	408	410	503	500
Grammar & Punctuation	436	441	485	516
Numeracy	416	410	507	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

Each year the school is provided performance targets for reading and numeracy in NAPLAN by the ACT Education Directorate. The school achieved all of the targets set in 2015.

Students at Duffy Primary School achieved greater than the ACT average in the areas of Year 3 and Year 5 reading, writing and numeracy; and Year 5 spelling. In the area of Year 3 spelling the school was 2 points below the mean. In the area of Year 3 grammar and punctuation the school was 5 points below the mean and in the area of Year 5 grammar and punctuation the school was 31 points below the mean. The results (along with the individual

growth data for students) inform priorities and areas to continue to develop in 2016 and beyond.

### **Performance in other areas of the curriculum**

In 2015 Duffy Primary School continued to focus on our academic program in English and Mathematics, while ensuring that student were exposed to a broader curriculum to develop their inquiry skills and understanding. The school uses the Australian Curriculum to inform the scope and sequence of learning across Kindergarten to Year 6 and the Early Years Learning Framework within the preschool learning environment.

The school developed agreed practice documentation across reading, writing, spelling (word work), mathematics and inquiry. This will be further developed and implemented in 2016. Reader's and writer's workshop (incorporating daily reading habits and dispositions) was a focus for our school to reinforce the teaching of reading and writing strategies. The Nelson mathematics program was used across the school to give students opportunities to engage with mathematical concepts.

Primary Connections and environmental sustainability was the core of our program for Science, embedded across the school with students engaged in hands on science learning. The school has an environmental centre with guinea pigs, chickens, a rabbit and a variety of seasonal plants which are harvested and sold to the school community.

Students identified with particular gifts and/or talents were given enrichment opportunities in Writer's Workshop and a Science, Technology, Engineering and Mathematics class. Connections with the Mount Stromlo High School community have been established to further enhance this learning for students. This is linked to the ongoing work in relation to the Gifted and Talented guidelines at Duffy Primary School.

In 2015, Duffy Primary School students represented the school at a wide range of events and competitions including the Instrumental Music Program (IMP) combined band performances, Tournament of the Minds, International Competitions and Assessments for Schools (ICAS) reading, writing, and mathematics competitions, sporting and community events. A Duffy Primary School student (in Year 4) received the NSW University Medal (the highest score in the NSW/ACT) in the ICAS assessment for mathematics.

### **Progress against School Priorities in 2015**

#### **Methodology in evaluating progress**

In 2015, Duffy Primary School was externally validated and the recommendations informed the direction of the next strategic plan. To engage staff within the validation process the National School Improvement Tool (NSIT) was used to self-reflect as a community of practitioners. Each domain within the tool (an explicit improvement agenda; analysis and discussion of data; a culture that promotes learning; targeted use of school resources; an

expert teaching team; systematic curriculum delivery; differentiated teaching and learning; effective pedagogical practices; and school-community partnerships) was used to highlight achievements and identify opportunities.

In addition to the validation process, five areas of agreed practice were identified: reading, writing, word work (spelling), mathematics and social and emotional learning. Professional learning visits to schools aligned with these areas of practice and working parties came together at the end of the year to articulate what we know about the research, what this looks like in action at Duffy Primary School and what assessment/response to intervention processes will be used to support implementation. These areas of agreed practice will inform future decisions and implementation at Duffy Primary School.

To further evaluate progress towards identified goals, professional learning teams reviewed their targets in relation to their assessment data (reading levels etc.) and the leadership team considered other data such as satisfaction surveys. This complete view of data was then used in our professional learning communities model to reflect as a staff on our 2015 Annual Operating Plan.

### **Priority**

Improve literacy and numeracy outcomes for all students.

### **Target/s**

- 80% of students achieving PM Benchmarks across the school (K-6).
- 85% of students achieving at or above the National Minimum Standard in NAPLAN for reading and numeracy.

### **Progress**

Key improvement strategies for this priority included implementation of whole school numeracy teaching approach, continue improvement of whole school literacy teaching approach, develop whole school assessment, tracking and data collection and implement a process of reflection through the introduction of instructional leadership.

In 2015, the school implemented a consistent approach to the teaching of mathematics using the Nelson mathematics resources with Mathletics used as a supporting resource, in planning, assessment, differentiation and alignment of home tasks. A review of assessment and collection tools such as GradeXpert ensured the school evaluated resources in terms of cost effectiveness and value-add to the teaching and learning process. Professional learning visits to selected ACT public schools aligned with this review of teaching resources and assessment practice. A statement of agreed practice for mathematics teaching at Duffy Primary School was developed in November 2015 which incorporates a review of current use of resources and a direction to the enVisionMATHS teaching and learning program.

The development of whole school literacy teaching was strengthened through access to high quality professional learning through the Principals' as Literacy Leaders (PALLs) program. The improved teacher content knowledge and understanding of reading instruction provided a common structure and language across the school, including the implementation of daily reading. This will be strengthened in 2016 with the school developing a statement of agreed practice in reading, writing and word work (spelling) and the implementation of evidence (research) based coaching approach to literacy and literacy development.

Gifted and talented guidelines were developed in consultation with staff and the community to support the implementation of a case management approach. The guidelines will be finalised in 2015 for implementation in 2016 and will include individual learning plans for identified students. The response to intervention structure was used to identify students requiring additional assistance and literacy intervention programs/strategies were implemented. This included intervention programs (MiniLit), guided reading groups and a scaffolded literacy approach in small group targeted instruction.

To support whole school data and tracking a focus on learning intentions, success criteria and descriptive feedback was used. This was implemented through professional learning teams and is a focus for professional learning in 2016. Moderation was completed on all key learning areas throughout the school year; feedback from staff was they were effective in ensuring consistency of decision-making in regards to assessment and reporting. A review of current assessment practice and common assessment incorporated into the agreed practice statements will be further implemented in 2016.

The following shows progress against our identified targets for this priority:

- 78.5% of students achieving PM reading level benchmarks, this is 1.5% below the school target. The school is addressing this through data tracking to identify students below benchmark and targeted literacy support programs.
- 94.7% of students achieved at or above minimum standard in NAPLAN reading. This is 9.7 percentage points above the school target.
- 96.9% of students achieved at or above minimum standard in NAPLAN numeracy. This is 16.9 percentage points above the school target.

### **Priority**

Strengthen whole school student wellbeing program.

### **Target/s**

- An increase of 20 percentage points to 55% of students agree or strongly agree student behaviour is well managed at my school.
- 86% of parents/carers are satisfied with the education provided by the school (an increase of 10%).
- An increase of 10% in student survey responses to 'I like being at my school' (up to 61%) and 'my school gives me opportunities to do interesting things' (up to 79%).

**Progress**

Key improvement strategies for this priority included building a positive student learning culture. This was through the implementation of the Friendly Schools Plus social and emotional learning program, lunchtime support for students at need, improved communication with families and the response to intervention model to identify need.

All staff undertook professional learning within the Friendly Schools Plus program to support implementation. Two staff members and an executive teacher attended the facilitator's program for Friendly Schools Plus and the Everyone Every day inclusion program. In 2016, the social and emotional learning working party will continue to meet as a community of practice to further embed the program across the school. The two programs will be aligned to create a depth in regards to inclusion as this is a priority area for our Learning Support Units and the Inclusion Support Program within mainstream settings. The working party has established an agreed practice statement detailing the research and implementation at Duffy Primary School.

Lunchtime clubs have been coordinated throughout 2015 with students reporting interest in them. The focus has been teacher driven and the next steps are to include student voice in the selection of clubs in 2016. Other programs implemented in 2015 included a peer mentoring, special project class and multi-age enrichment classes to foster partnerships and friendships across year levels. The leadership team have also been providing structured programs (with small groups of students) for targeted students to increase their social learning and to provide opportunities for one-on-one focus in regards to social development.

With a focus on student wellbeing, Duffy Primary School partnered with Woden Community Services to establish a 'Wrap-around' youth support small group session. This program assists young people improve their emotional wellbeing, build resilience and increase confidence and self-esteem. The program ran for eight weeks from August to November 2015. The students built a rapport quickly with the youth worker and feedback was that the activities and progression was effective in the primary school context.

Communication and engagement with parents and carers was a focus in 2015. Parents have reported an appreciation for timely and effective communication including consistently contacting families in regards to issues or achievements. The school newsletter was reduced to a fortnightly focus on sharing teaching and learning and the alternate fortnight focus of community news. The school Facebook page and School App has been useful in communication, particularly sharing events such as school camps and excursions.

The following shows progress against our identified targets for this priority:

- 48% of students believe student behaviour is well managed at the school. This is 7 percentage points below the school target, however still represents an increase of

over 37% improvement from 2014. We believe with continued focus and further improvements to the playground environment through the social and emotional learning grant in 2016 this will continue to rise.

- 89% of parents/carers are overall satisfied that students are getting a good education at Duffy Primary School in 2015. This is 3% more than the school target.
- 82% of students agreed or strongly agreed in response to the statement 'I like being at my school'. This is 21 percentage points more than the target and is a significant achievement for the staff at the school.
- 74% of students agreed or strongly agreed in response to 'the school gives me opportunities to do interesting things'. This is 5 percentage points less than the school target. The school believes with continued focus on gifted and talented and social and emotional wellbeing this will continue to improve in 2016.

### **Priority**

Embed learning technologies.

### **Target/s**

- 100% of planning documents show integration of learning technologies.
- 100% of students (year's four to six) have capacity to create content using a range of digital devices and/or software.

### **Progress**

Key improvement strategies for this priority included the development of a whole school ICT plan; and coaching and mentoring to build capacity amongst staff. The school utilised the Google Apps for Education platform, implemented one-to-one devices for year five and six students and reviewed the capacity of the WiFi network across the school.

The ICT committee reviewed current implementation and developed a change management to transition the school towards the Google Apps for Education platform. This identified objectives of building staff capacity, integration into classrooms (teacher driven), teacher/student shared use and student driven use (e-portfolios) and connections with community. This plan will continue into 2016. Ten staff accessed the Google Apps for Education professional learning and the ICT permissions were reviewed and re-issued in accordance with Directorate policy. 100% of students from year's three to six have permission to use the platform and implementation in classrooms is evident.

The school released an ICT directions overview to the community outlining device strategy, connectivity (WiFi), learning and engagement with outside agencies and local high schools. In addition, a Duffy Primary School digital citizenship website contained supportive information for parents, carers and teachers. This supported communication with our community and ensured we transition our learners into using new devices such as Chromebooks. All students in year's five and six have access to an individual Chromebook for learning.

Next steps are to continue building staff capacity to ensure consistency of practice across the school. In addition, the WiFi upgrade will ensure that by 2017 capacity will be two devices for every student. The school will also continue to use the iPad and associated applications where relevant across the school. iPad configurator is used to manage the mainstream iPads and next steps will be to incorporate the learning support unit iPads within this system and create user groups to allow ease of purchasing and management of applications.

The following shows progress against our identified targets for this priority:

- 100% of teaching teams had planning documents showing integration of learning technologies. This will be further enhanced with the continued focus of Google Apps for Education across the school.
- 100% of students in year's five and six have capacity to create content using a range of digital devices and/or software; particularly with Google Apps for Education.

### **Priority**

To provide preschool education that aligns with the National Quality Standard.

### **Target/s**

- Successful National Quality Framework assessment rating of 'Meeting' or 'Exceeding' in Quality Area 1: Educational program and practice.

### **Progress**

Key improvement strategies for this priority included ensuring a curriculum linked to the approved learning framework implemented across the preschool. This was a consistent focus throughout 2015 and included a review of current practice; strategic resource allocation to the preschool; communication and engagement with parents and families; and professional engagement with external professional learning opportunities and embedding practice within the professional learning communities model of the school.

The school prioritised professional learning in Quality Area 1: Educational program and practice. All preschool staff attended workshops provided by the Directorate and engaged with other ACT public schools to view and learn from effective practice. Strategic policies were reviewed (and created) in alignment with the National Quality Standard and approved by the School Board in October 2015.

The preschool was assessed in September to October by the Directorate which provided useful feedback to consider in 2016 and beyond.

Highlights of the report included:

- Children were able to engage in a wide variety of adult led and child led experiences that consistently provided opportunities for learning and development outcomes in

relation to each child's identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

- Educators consistently document children's interests and ideas observed in play and discussed using this information when developing learning intentions and planning experiences.
- Educators use visuals to identify each aspect of the routine and use these to support the children in understanding when transitions will occur and what to expect. Educators have transformed the routine through a reflective journey exploring opportunities for the children to choose between the indoor and outdoor environment.
- Educators support children to participate in the program through ensuring their presence in individual, small and large group play. Educators also stood back at times to enable children engaging in play with their peers to do so independently. Educators are aware of children who need additional support to become engaged in activities or play with their peers.
- Educators promote children's agency through consistent opportunities for them to make choices between participating in the indoor or outdoor environment.
- Learning environments in the indoor and outdoor spaces have been organised by educators to promote choice and support children to access the resources they need for their play.
- Intentional teaching was evident within planning through an identification of concepts, skills and dispositions listed after planned activities to demonstrate what educators intend for children to learn about or develop.
- Children's interests and ideas are used by educators when developing ideas to extend learning.
- Reflection is promoted through team meetings using questions from the professional learning team guidelines that are in place. Through these questions, educators are supported to discuss how they will organise pedagogical practice and identify learning.
- Educators have started recording reflections in a notebook which includes examples of how educators reflect on how their practices impact on the children and changes that could be made to promote a different outcome.

The following shows progress against our identified targets for this priority:

- Standard 1.1: an approved learning framework informs the development of a curriculum that enhances each child's learning and development was rated 'Exceeding National Quality Standard'.
- Standard 1.2: educators and coordinators are focused, active and reflective in designing and delivering the program for each child was rated as 'Working Towards National Quality Standard'. The preschool was provided feedback in relation to greater consistency in assessment and evaluation of learning and to improve the ongoing cycle of planning, documenting and evaluation within the educational program. This feedback will be incorporated into the next strategic plan for the 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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	134263.00	151817.00	286080.00
Voluntary contributions	6253.00	-2440.00	3813.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	5460.00	2920.00	8380.00
External income (including community use)	7677.94	8148.39	15826.33
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5098.19	3965.21	9063.40
<b>TOTAL INCOME</b>	<b>158752.13</b>	<b>164410.60</b>	<b>323162.73</b>
EXPENDITURE			
Utilities and general overheads	44720.23	46431.23	91151.46
Cleaning	27596.16	28424.06	56020.22
Security	2548.75	316.86	2865.61
Maintenance	11199.54	25934.25	37133.79
Administration	3735.36	5531.35	9266.71
Staffing	19680.00	-9718.08	9961.92
Communication	2327.05	4818.40	7145.45
Assets	14101.11	18697.58	32798.69
Leases	0.00	0.00	0.00
General office expenditure	21361.56	20080.11	41441.67
Educational	51257.55	27095.81	78353.36
Subject consumables	6100.34	1981.93	8082.27
<b>TOTAL EXPENDITURE</b>	<b>204627.65</b>	<b>169593.50</b>	<b>374221.15</b>
<b>OPERATING RESULT</b>	<b>-45875.52</b>	<b>-5182.90</b>	<b>-51058.42</b>
<b>Actual</b> Accumulated Funds	189686.05	43422.85	146486.05
Outstanding commitments (minus)	-234.10	0.00	-234.10
<b>BALANCE</b>	<b>143576.43</b>	<b>38239.95</b>	<b>95193.53</b>

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1792.15. The total expenditure was \$41 757.18.

### Voluntary contributions

These 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 2015.

### Reserves

Name and purpose	Amount	Expected Completion
<b>Playground Markings.</b> Provide student engagement opportunities on preschool, junior and senior playgrounds. (9910-000-00)	10,072.27	March 2016
<b>ICT Resources 2017.</b> Implementation of One to One device per student (9911-000-00)	15,000.00	June 2017
<b>Improvements 2016.</b> 50/50 project with ACTETD to upgrade teacher staffrooms and 2 learning areas (9912-000-00)	30,000.00	June 2016
<b>Teaching &amp; Learning Resources 2017.</b> (9913-000-00)	15,000.00	December 2017
<b>Furnishings 2016.</b> Adjustable student desks and work hutches for staff (9914-000-00)	20,000.00	March 2016
<b>iPads 2016</b> (9915-000-00)	4,100.00	December 2016
<b>Staffing 2017</b> (9916-000-00)	6,000.00	December 2017
<b>WAPS Upgrade 2016.</b> (9917-000-00)	10,000.00	July 2016

### Endorsement Page

I declare that the Duffy Primary School Board has operated in accordance with the provisions of the 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:** Debbie Noble-Carr, Claire Pearce, Andrew Izatt

**Community Representative** Cathy Clutton

**Teacher Representative** Jamie Walkden, Jessica Symonds

**Student Representative:**

**Board Chair:** Debbie Noble-Carr

**Principal:** Cindie Deeker

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 2015.

**Principal Signature:** \_\_\_\_\_

*C Deeker*

**Date:** \_\_\_\_\_

*25/5/16*

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

**Board Chair Signature:** \_\_\_\_\_

*Debbie Noble-Carr*

**Date:** \_\_\_\_\_

*25/5/16*