



Ngunnawal Primary School

Annual School Board Report 2016



Front entrance of Ngunnawal 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.ngunnawalps.act.edu.au>.

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School Board Chair Report

This year at Ngunnawal Primary has been a year of growth. The school has again seen an increase in student numbers, meaning a greater focus on the use of the school's resources and space to deliver the very best outcomes for our students. Ngunnawal Primary made the decision at the end of 2017 to transition to multi-age classes in 2017 to allow our teachers to deliver a wider range of support programs and greater learning opportunities for students.

The School Board acted as the Enrolment Review Committee during 2016 reviewing several applications from prospective students during the year. The management of enrolments at the school via the 'Schools Enrolment Management Plan' ensures that students within the school's 'Primary Enrolment Area' were accommodated at the school as well as those that meet the enrolment criteria as outlined in the plan.

Community involvement has always been a strength of the Ngunnawal Primary School community. This year the school participated in events such as the 'Footy Colours Day' to help raise funds for research into childhood cancer, and the community kite flying and the family picnic during Children's Week. These events were very successful and continue the positive involvement of Ngunnawal Primary in our local community.

One of the major pieces of work this year by Ngunnawal Primary was the work around the development of the school's anti-bullying policy. The school community including the executive, teaching staff, the P&C, the School Board and parents were consulted throughout the process using workshops, meetings and seminars to develop and implement this important piece of work.

Parent involvement is critical in building a positive school environment for our students and the P&C should be congratulated with their ongoing support of the school community. The P&C this year were also recognised by the Directorate for the excellent service providing healthy food options in the canteen for our students.

Ngunnawal Primary continues to strive to deliver the very best learning and personal development opportunities for all of its students. The entire school community should be very proud of the environment that they create within the school and the positive affect that this has on the wellbeing of our children.

Context

Ngunnawal Primary School's enrolment continued to increase during 2016. The new students enrolling came from a range of different cultural backgrounds and added to the rich student diversity that already exists at the school. Approximately 30 percent of students at the school come from a language background other than English and approximately 7 percent of students identify as Aboriginal or Torres Strait Islander. By the end of 2016 student enrolments at Ngunnawal Primary School had reached 735 from Preschool - Year Six.

Student Information

Student enrolment

In 2016 there were a total of 592 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	290
Female	302
Indigenous	41
LBOTE	189

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	91.0
1	94.0
2	91.0
3	93.0
4	92.0
5	90.0
6	90.0

Source: Planning and Analytics, December 2016

Student attendance is monitored on a daily basis. Teachers mark their rolls at the start of each day and notify administrative staff with a list of students who are absent. The administrative staff contacts parents or carers to confirm the non-attendance of their child and authorise their absence. Where patterns of non-attendance occur executive staff work follow-up with families ensure that regular attendance for all students is maximised.

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	35

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Ngunnawal Primary School 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	43
Teaching Staff: Full Time Equivalent	40.5
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.2

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 is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 1042 hours to support learning, community events and the provision of a canteen service.

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.

Ngunnawal Primary School will be reviewed in 2017. 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, 81% of parents and carers, 94% of staff, and 71% 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 49 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.	96
Teachers at this school provide students with useful feedback about their school work.	96
Teachers at this school treat students fairly.	94
This school is well maintained.	82
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	65
Students like being at this school.	94
This school looks for ways to improve.	94
This school takes staff opinions seriously.	59
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	94
I receive useful feedback about my work at this school.	63
Staff are well supported at this school.	69

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 146 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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	83
This school is well maintained.	88
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	70
My child likes being at this school.	90
This school looks for ways to improve.	79
This school takes parents' opinions seriously.	77
Teachers at this school motivate my child to learn.	83
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	79

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 116 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

National Opinion Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	64
My school is well maintained.	57
I feel safe at my school.	70
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	36
I like being at my school.	68
My school looks for ways to improve.	75
My school takes students' opinions seriously.	51
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	72

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: Ngunnawal Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	48	116	49	121
Mathematics	37	50	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, 1.00 % of year 3 students and 1.00 % 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: Ngunnawal Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	410	441	466	514
Writing	420	420	450	474
Spelling	402	421	444	490
Grammar & Punctuation	410	442	460	511
Numeracy	381	412	450	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

2016 continued to be another busy year for staff and students. Ngunnawal Primary School's reputation for valuing raising awareness and much-needed funds for particular charities was exemplified through our ongoing bi annual participation in Jump Rope for Heart Foundation. The school raised an impressive \$16,199.83 which is the highest amount ever raised by an ACT school in the program's history. Footy Colours Day was also held in September and raised \$680.00 through gold coin donations. Students, parents and carers dressed in their favourite footy team colours to raise money for the Fight Cancer Foundation Canberra Raiders players, AFL ACT's GWS Auskick team and other attractions were all part of providing our community with the best of experiences.

Curriculum reform continued in 2016 through the alignment of HASS, The Arts, Science and Technology curriculum documents to the Australian Curriculum. Students celebrated children's week by flying kites and picnicking with family and friends in October. Students made the kites in their classrooms making important curriculum connections as they went. Chess enrichment sessions were introduced in 2016 and 50 year 5 and 6 students took the up the challenge.

In 2016 a number of opportunities were offered to our students to meet their potential as well as our high expectations. The music programme continued to attract students to experience extra curricula activities. Both the junior and senior choirs continued to grow and we continued to participate in the Limelight Massed Choir that is run every year across the ACT. Students in years 5 and 6 continued to be provided with the opportunity to participate in the year 5 or year 6 bands which are run by the Instrumental Music Program. NPS students make up the woodwind contingent of the combined band across our cluster schools. Students participated in combined band performances such as Floriade throughout 2016.

Of the 735 students at Ngunnawal Primary School and nearly 8% are Aboriginal and Torres Strait Islander, ranging from early childhood through to upper primary. These students, parents and community members have been involved in a variety of activities and extra-curricular programs within the school that celebrate the rich and continuing culture of the First Australians. Our endeavour has been focused on improving student engagement outcomes. We have an Aboriginal and Torres Strait Islander Education Officer who is engaged in all school wide activities as well as a very being an effective conduit with the wider community. Our vision continued to focus on improving the educational outcomes of our Aboriginal and Torres Strait Islander students, aligning with the ACT Education Directorate commitment to Closing the Gap in educational outcomes for Aboriginal and Torres Strait Islander students. This was achieved by providing opportunities for students to excel and participate in areas of interest and through a variety of experiences. This correlates with strategic priorities of the ACT Education Directorate, Ngunnawal Primary School Plan and with the National Quality Standard. By valuing, understanding and having high expectations of every student we facilitated and implemented the following in 2016:

- Ngunnawal Leadership group
- Girls weaving group
- Aspirations Program
- Didgeridoo program
- Targeted reading intervention
- Homework club: Mural unveiling
- One on one student mentoring
- Student leadership
- Royal Life Saving Society Swimming lessons (Koori Pre)

Progress Against School Priorities in 2016

Below is Ngunnawal 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	221895.45	200385.71	422281.16
Voluntary contributions	3830.00	13645.00	17475.00
Contributions & donations	1330.88	6266.24	7597.12
Subject contributions	4950.00	4235.00	9185.00
External income (including community use)	9298.25	20969.72	30267.97
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5558.39	4028.80	9587.19
TOTAL INCOME	246862.97	249530.47	496393.44
EXPENDITURE			
Utilities and general overheads	53793.99	78583.00	132376.99
Cleaning	69881.38	70056.42	139937.80
Security	60.00	2704.00	2764.00
Maintenance	43743.22	25712.84	69456.06
Administration	2005.86	1277.84	3283.70
Staffing	131618.00	0.00	131618.00
Communication	11441.27	2797.32	14238.59
Assets	6555.35	39809.62	46364.97
Leases	0.00	0.00	0.00
General office expenditure	11483.54	12030.94	23514.48
Educational	38308.15	42971.97	81280.12
TOTAL EXPENDITURE	368890.76	275943.95	644834.71
OPERATING RESULT	-122027.79	-26413.48	-148441.27
Actual Accumulated Funds	111445.64	151046.60	151046.60
Outstanding commitments (minus)	-36185.55	0.00	-36185.55
BALANCE	-46767.70	124633.12	-33580.22

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$680.00.

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
<p>School Review/Dev 2017</p> <ul style="list-style-type: none"> ▪ To support the school with the administrative costs of preparing for School Review in 2017 ▪ To provide administrative support for School review preparation ▪ To determine progress over the life of the Strategic Plan and to determine future directions for the school. 	\$2000.00	2017
<p>Staff Days 2017</p> <ul style="list-style-type: none"> ▪ To provide a buffer for any incurred staffing debt ▪ To ensure the school can provide an adequate and flexible staffing level 	\$7000.00	2017
<p>ETD Co-payment 2017</p> <ul style="list-style-type: none"> ▪ To save for school wide maintenance projects, that allowed for the school to be co-contributors with ED ▪ Maintains facilities to a safe level and provides an inclusive and rich learning environment for students 	\$50 000	2017
<p>Carpet for ICT and Music Rooms 2017</p> <ul style="list-style-type: none"> ▪ Facilities upgrade ▪ Maintains facilities to a safe level and provides an inclusive and rich learning environment for students 	\$20 000	2017
<p>Painting 2017</p> <ul style="list-style-type: none"> ▪ Facilities upgrade ▪ Maintains facilities to a safe level and provides an inclusive and rich learning environment for students 	\$15 430.00	2017
<p>Switchboard Upgrade</p> <ul style="list-style-type: none"> ▪ ED driven facilities upgrade of switchboard ▪ Brings the school up to what is required to comply with Australian Standards 	\$20 000	2018

Endorsement Page

I declare that the Ngunnawal 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):	Margreet Philp	Kelly Gourlay	Stephen Tokley
Community Representative(s):	Russel Smidt		
Teacher Representative(s):	Kristy Williamson	Wendy Lee	
Student Representative(s):			
Board Chair:	Stephen Tokley		
Principal:	Kristine Stewart		

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:

15 / 05 / 2017

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

Board Chair Signature:



Date:

15 / 05 / 2017