



Chapman Primary School

Annual School Board Report
2016



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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.chapmanps.act.edu.au>.

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School Board Chair Report

The Chapman Primary School Board provides a formal mechanism for parents, carers, staff and students to participate in school decision-making and plays an active role in the governance of the school. The Board worked closely with the Principal and Executive to deliver positive outcomes for students and families. The Annual Operating Plan which emphasised the improvement of student outcomes from preschool to year 6 and the enhancement of parental engagement in student learning was ratified by the Board.

The school has high expectations of each student's achievement and there is a strong focus on providing a rigorous academic program. Chapman Primary has engaged staff and students who, along with a commitment from families, work together to make our school an exceptional learning environment.

In the past year voluntary contributions have remained high. The board settled the new budget and made allocations for the purchase of new playground equipment, Lego Technic as part of a new year 2 science and technology inquiry, new furniture and books. We were also able to approve the construction of a new sandpit. In addition, as we are an inclusive school, we have been able to continue to subsidise participation of children in activities who otherwise would be unable to attend. Some building modifications were also budgeted for and have been completed.

The working relationship of the Board and Executive and staff is very co-operative and we were delighted to have a smooth transition of new board members including our parent and community representatives.

Jane Alver

School Board Chair

Context

Chapman Primary School continues to be a school of choice in the South Weston region and takes its enrolments from the Priority Enrolment Area (PEA) of Chapman and shared zones of Rivett and Stirling. The school has increased its enrolments by five classes in the past five years and due to demands on space currently only enrolls children living in the PEA. In 2016 an increased demand for preschool places meant that our preschool was at capacity. Relocation of Defence Forces housing to Weston Creek has impacted on our EALD population and in 2016 EALD resourcing was reduced.

Student Information

Student enrolment

In 2016 there were a total of 553 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	274
Female	279
Indigenous	5
LBOTE	79

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	95.0
1	94.0
2	95.0
3	93.0
4	94.0
5	94.0
6	93.0

Source: Planning and Analytics, December 2016

Teacher attendance rolls are marked twice daily and all absences noted. Under the ACT Education Act 2004, it is the responsibility of parents/guardians to report their child's absences to the school. Parents are requested to notify the school on the day of the child's absence. Notification can be by phone to the front office or email to the school's email address. An absent form is also available from the website and front office to assist parents with supplying written notification on the child's return to school.

The school follows Directorate guidelines regarding student absence and parents are notified of their obligations at the term 1 information session and each term in the school newsletter, the Communicator.

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	39

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Chapman 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	36
Teaching Staff: Full Time Equivalent	32.2
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 are two indigenous staff members at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 8125.

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.

Chapman Primary School will be reviewed in 2019. 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, 95% of parents and carers, 100% of staff, and 94% 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 38 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.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	97
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	89
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	82
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	74
Staff are well supported at this school.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 117 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.	98
Teachers at this school provide my child with useful feedback about his or her school work.	94
Teachers at this school treat students fairly.	96
This school is well maintained.	97
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	92
My child likes being at this school.	96
This school looks for ways to improve.	97
This school takes parents' opinions seriously.	93
Teachers at this school motivate my child to learn.	98
My child is making good progress at this school.	95
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	90

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 145 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.	99
My teachers provide me with useful feedback about my school work.	88
Teachers at my school treat students fairly.	77
My school is well maintained.	92
I feel safe at my school.	91
I can talk to my teachers about my concerns.	75
Student behaviour is well managed at my school.	73
I like being at my school.	83
My school looks for ways to improve.	97
My school takes students' opinions seriously.	73
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	94

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: Chapman Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	56	131	49	121
Mathematics	40	54	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, no 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: Chapman Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	461	441	536	514
Writing	428	420	492	474
Spelling	433	421	495	490
Grammar & Punctuation	476	442	525	511
Numeracy	439	412	507	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

At Chapman Primary School teachers use the Inquiry approach to learning across a number of curriculum areas. Through our Inquiry units, students study the key learning areas of Science, History, Geography and Technology. Students have opportunities to examine the world around them by wondering, planning, analysing, creating and reflecting on their learning. They do this by engaging in units of work that are authentic and link with real world issues and allow learning to grow out of students' natural curiosity to question the world.

Sports and PE play a major role in developing the physical and social skills of our children from preschool to year 6. There are many elements and levels of involvement for the students. A specialist PE teacher has a lead role in the development and delivery of the PE curriculum and is supported by a PE/Sports committee to guide our programs at Chapman. Children from kindergarten to year 2 participate in a Fundamental Motor Skills Program which is planned and delivered by classroom teachers.

Ukulele instruction for all students in years 3 and 4 is now embedded into the school's music curriculum and ukulele players have had opportunities to perform at school events. The Chapman Primary music program now enables a sequenced explicit teaching of musical concepts from preschool to year 6 through singing, recorder, ukulele, and the Instrumental Music programs.

Every class teacher is a leader of the visual arts curriculum and art is integrated into aspects of Integrated Inquiry units. The annual Alkira Art show again showcased artworks by all students from preschool to year 6.

In responding to the gifts and talents of students in years 5 and 6, one third of students had the opportunity to participate in the Maths Olympiad and the Da Vinci Decathlon. Thirty ACT schools participated in an academic gala day with Chapman again being highly successful, being one of the top five schools in every category.

Environmental education is an integral part of our school culture. It is our belief that by being informed citizens and by acting for an environmentally sustainable future with opportunities for positive action, the school improves and protects the long term health and wellbeing of all its participants and our environment. Chapman Primary played host to schools across Canberra, demonstrating our commitment to reducing, recycling, reusing.

Indonesian is the schools Language Other Than English (LOTE). All children from kindergarten to year 6 participated in the program which provides an introduction to Indonesian language and culture. The school was fortunate to receive the expertise of two language interns, sponsored by the Indonesian Government.

Progress Against School Priorities in 2016

Below is Chapman 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	213631.00	208990.91	422621.91
Voluntary contributions	57673.21	1636.35	59309.56
Contributions & donations	18738.65	1930.00	20668.65
Subject contributions	2631.00	4457.50	7088.50
External income (including community use)	11811.19	13726.49	25537.68
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4176.78	4007.71	8184.49
TOTAL INCOME	308661.83	234748.96	543410.79
EXPENDITURE			
Utilities and general overheads	47390.47	56673.65	104064.12
Cleaning	41743.20	59999.99	101743.19
Security	701.51	619.00	1320.51
Maintenance	68607.06	26314.77	94921.83
Administration	6208.74	4923.25	11131.99
Staffing	3814.45	-3109.77	704.68
Communication	8946.16	1579.23	10525.39
Assets	14366.20	5445.80	19812.00
Leases	0.00	0.00	0.00
General office expenditure	12019.99	9005.03	21025.02
Educational	25059.67	20609.03	45668.70
Subject consumables	6366.36	389.10	6755.46
TOTAL EXPENDITURE	235223.81	182449.08	417672.89
OPERATING RESULT	73438.02	52299.88	125737.90
Actual Accumulated Funds	75895.32	52898.71	62034.71
Outstanding commitments (minus)	-610.36	0.00	-610.36
BALANCE	148722.98	105198.59	187162.25

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1181.22.

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
Outdoor Performance Area 2017/18 <ul style="list-style-type: none"> ▪ Provide a place for outdoor performances to be held. ▪ Enables the parent community to comfortably view outdoor performances. 	\$25680	12/2018
Kitchen and Amenities 2016 <ul style="list-style-type: none"> ▪ Improve staffroom and staff courtyard environment. ▪ Outdoor courtyard provides extra room for staff during breaks and attendance at meetings. 	\$3864	01/2017
Photocopier 2018 <ul style="list-style-type: none"> ▪ Originally created to replace old photocopier/printer. ▪ Education Directorate have advised all schools that photocopiers/printers will be replaced in the near future. 	\$2000	No longer required

Endorsement Page

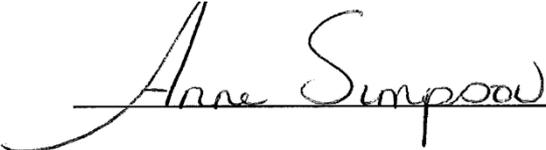
I declare that the Chapman Primary School Board has operated in accordance with the provisions of the *ACT Education Act 2004* including the following sections.

- 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:
- the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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:
- be present when the board considers the issue or
 - 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.

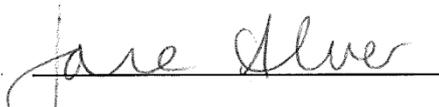
Members of the School Board

Parent Representative(s):	Jane Alver	Deborah Lovatt	Bronwyn Madge
Community Representative(s):	Helen Harrington		
Teacher Representative(s):	Priscilla Reyenga	Dean Howell	
Board Chair:	Jane Alver		
Principal:	Anne Simpson		

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: 26 / 04 / 2017

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

Board Chair Signature:  Date: 26 / 04 / 2017