



Arawang Primary School

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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.arawangps.act.edu.au>.

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School Board Chair Report

I've been involved with the Arawang Primary School Board since 2013 and it is pleasing to see the way the school continues to evolve as an exemplar of public education.

Our student cohort has grown significantly in that time, with almost 20 per cent of current students identifying as either Aboriginal or Torres Strait Islander descent, or from linguistically diverse backgrounds. This provides a wealth of different experiences and cultures that enrich our school community.

Opportunities are provided for students to express their identities through the music, kitchen garden and café programs and through the school's values and social emotional framework. The school's focus on the whole child has enabled students to demonstrate their skills in sport, music and language proficiency, as well as English, mathematics and science.

Our school satisfaction ratings indicate that 79 per cent of parents/carers, 80 per cent of staff and 90 per cent of students are satisfied with the education provided by Arawang and understanding the needs of each of these groups is an important step in continuing to deliver quality education pathways. For the future, further work will be done to ensure student behaviour is managed and clear expectations set, and that the opinions of students, staff and parents continue to be considered.

Context

Arawang Primary School is located in the suburb of Waramanga, in the Weston Creek area of Canberra. Students at the school are drawn from a wide range of cultural and socioeconomic backgrounds. The school has a current Index of Community Socio-Educational Advantage (ICSEA) of 1105. There are a high proportion of families at the school from linguistically diverse backgrounds. In 2016, 64 students classified as EALD and 16 Indigenous or Torres Strait Islander children were enrolled in the school.

The school's total student enrolment for 2016 was around 521 students, which included 88 preschool students enrolled at our Waramanga and Weston preschool sites. In 2016 there were 23 class groupings, including a composite K/1 class, from preschool to year 6. This is an increase of two classes from 2015.

The school will continue to expand as we move from two classes at each year level to three. In 2016 we had two classes in years 5 and 6, and three classes at every other year level. We also had a Kindergarten/year 1 composite to accommodate the large number of children in kindergarten and year 1. This growth will provide future challenges around school space and capacity.

Student Information

Student enrolment

In 2016 there were a total of 429 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	222
Female	207
Indigenous	17
LBOTE	80

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	92.0
1	92.0
2	95.0
3	94.0
4	92.0
5	94.0
6	94.0

Source: Planning and Analytics, December 2016

At Arawang student non-attendance is closely monitored and parents are contacted after extended or repeated absences without appropriate notification. Class teachers make the initial contact with parents / carers to ascertain the reason for absences. If attendance issues continue, then, further contact is initiated by a member of the executive team. This may include phone calls and letters to parents, and referral to the Network School Engagement Team.

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	45

Source: Teacher Quality Institute, 16 December 2016

All teaching staff at Arawang Primary School have appropriate teaching qualifications with 45 percent holding additional postgraduate qualifications.

Workforce composition

The 2016 workforce composition of Arawang 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	27
Teaching Staff: Full Time Equivalent	25.8
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	5.7

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.

In 2016 Arawang Primary School had 39 teaching staff, equalling 28.3 full time equivalent permanent positions and 7.4 full time equivalent temporary positions. The nine non-teaching staff hours equalled 7.3 full time equivalent positions. There is one Indigenous staff member at this school.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2016 was 2,103 hours.

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.

Arawang 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, 79% of parents and carers, 80% of staff, and 90% 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 25 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.	88
Teachers at this school provide students with useful feedback about their school work.	79
Teachers at this school treat students fairly.	88
This school is well maintained.	64
Students feel safe at this school.	80
Students at this school can talk to their teachers about their concerns.	84
Parents at this school can talk to teachers about their concerns.	84
Student behaviour is well managed at this school.	64
Students like being at this school.	88
This school looks for ways to improve.	88
This school takes staff opinions seriously.	64
Teachers at this school motivate students to learn.	92
Students' learning needs are being met at this school.	72
This school works with parents to support students' learning.	80
I receive useful feedback about my work at this school.	65
Staff are well supported at this school.	72

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 85 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.	94
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	85
This school is well maintained.	87
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	61
My child likes being at this school.	92
This school looks for ways to improve.	75
This school takes parents' opinions seriously.	62
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	71

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 98 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.	98
My teachers provide me with useful feedback about my school work.	83
Teachers at my school treat students fairly.	73
My school is well maintained.	71
I feel safe at my school.	73
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	46
I like being at my school.	72
My school looks for ways to improve.	84
My school takes students' opinions seriously.	56
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	74

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: Arawang Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	54	140	49	121
Mathematics	39	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, 2.00 % of year 3 students and 0.00 % 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: Arawang Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	449	441	541	514
Writing	426	420	466	474
Spelling	422	421	494	490
Grammar & Punctuation	458	442	528	511
Numeracy	418	412	502	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

The school continues to look for innovative ways to offer opportunities for learning to students. Teachers are providing a range of learning opportunities and educational challenges for their students in fields including sport, academics, the arts, linguistics and music.

The Café kitchen program has continued in 2016 and has become more integrated into classroom programs to enrich and enhance learning and provide students with opportunities to demonstrate transferability of skills.

Music achievements at Arawang Primary school were notable with the Instrumental Band Program continuing to be popular and competitive with students auditioning to win a spot in the program. All students from kindergarten to year 6 participate in weekly music lessons.

Technology, and in particular Information Communication Technology, has been a significant focus in 2016 with chrome books purchased to allow every student in years 3 to 6 a designated device to enhance their learning and facilitate the development of computer skills particularly around the Google suite of programs.

Arawang Primary School provided opportunities for students to participate in a range of national competitions and experiences across 2016. International Competitions and Assessments for School (ICAS) testing in mathematics, science, digital technology and English was offered to students in years 3-6 in 2016.

Students performed well in the ACT Rostrum competition for public speaking in 2016. Arawang Primary School also fielded two teams in Tournament of the Mind where students harnessed their creativity and problem solving skills to compete against schools from across the ACT.

To support the focus on learning the school has developed a comprehensive suite of beliefs around school culture. The school values clearly articulate what we believe to be important at Arawang for all members of the school community. The introduction of You Can Do It has provided a narrative and common language for supporting the development of a school culture of learning.

Progress Against School Priorities in 2016

Below is Arawang 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	211546.40	173971.60	385518.00
Voluntary contributions	10288.00	4405.50	14693.50
Contributions & donations	9209.09	5508.91	14718.00
Subject contributions	5766.00	1925.00	7691.00
External income (including community use)	21538.22	23007.82	44546.04
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3771.64	4001.16	7772.80
TOTAL INCOME	262119.35	212819.99	474939.34
EXPENDITURE			
Utilities and general overheads	36233.65	49370.89	85604.54
Cleaning	44373.75	54171.80	98545.55
Security	2214.66	1242.00	3456.66
Maintenance	38109.72	32156.59	70266.31
Administration	11475.61	1743.82	13219.43
Staffing	0.00	0.00	0.00
Communication	19734.69	14607.88	34342.57
Assets	12242.09	1687.18	13929.27
Leases	6505.56	0.00	6505.56
General office expenditure	23848.45	23114.30	46962.75
Educational	4553.67	46075.80	50629.47
Subject consumables	5800.00	243.64	6043.64
TOTAL EXPENDITURE	205091.85	224413.90	429505.75
OPERATING RESULT	57027.50	-11593.91	45433.59
Actual Accumulated Funds	155339.02	142652.69	138591.41
Outstanding commitments (minus)	-35691.76	0.00	-35691.76
BALANCE	176674.76	131058.78	148333.24

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$2,720.00.

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
Joint Funding Projects 2016 This money has been allocated to support school based initiatives to support the school strategic plan.	\$10,000.00	31/05/2017
Joint Funding Project – Knowledge Plaza Development of alternate learning space under the <i>Schools for All</i> initiative. The reserve has been created as the school has to match Government funding dollar for dollar under the initiative. This space will enhance inclusive learning in the school by providing alternate learning spaces to the traditional classrooms. It will be a sensory space with an outdoors environment and will enhance learning particularly for students who have difficulty in a traditional classroom setting.	\$50,000.00	31/05/2017

Endorsement Page

I declare that the Arawang 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):	Stephen Armitage	Julie Christie	
Community Representative(s):	Lois Cooper		
Teacher Representative(s):	Louise McKellar	Vicky Bresnan	Judy Moore
Board Chair:	Sarah Nattey		
Principal:	Jennifer Page		

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.

Ag/Principal Signature:

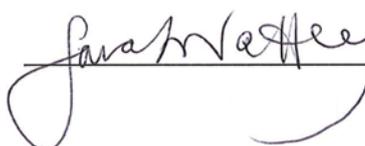


Date:

28 / 04 / 2017

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

Board Chair Signature:



Date:

28 / 04 / 2017