



Palmerston District 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.palmdps.act.edu.au>.

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School Board Chair Report

It has been a pleasure to hold the position of School Board Chair in 2016. The School Board continues to work positively and collaboratively with the school executive, staff and the parent and carer community to assist in various facets of the work of Palmerston District Primary School. It has been a year of living the new school vision to empower, engage and achieve.

Palmerston Primary School values the collaboration and contribution of the Board as it is the policy-making body of the school. The roles of a School Board include maintaining the School Strategic Plan, monitoring and reviewing the performance of the school, and approving the school's budget.

Changing times necessitate progressive and proactive thinking. At present, the board is currently reviewing an evacuation plan policy and procedure to maximise the safety of students and staff in an emergency or other unforeseen circumstance. This important document is in the final stages of development and will be implemented shortly.

This year was a milestone year for Palmerston District Primary School in the joyful celebration of our 21st Birthday. As such, it was celebrated as a theme throughout 2016 and was enjoyed by the community in many different ways.

The School focused on three priority areas this year. These were to Improve English outcomes for all students, Improve mathematics outcomes for all students and Improve student engagement implementing many strategies across the year to meet and improve in these identified areas.

We have seen an ongoing commitment to the professional development of our teachers ensuring they have professional support to deliver a quality education to all of our students. We have seen an overall continuation of quality improvement in all areas of our school and many activities have contributed to successful outcomes for our school. Some of these included:

- Staff professional learning in Maths and English
- Staff professional development in spelling
- Continuation and enhancement of the successful mentoring and coaching program
- Successful participation in the Tournament of the minds which saw our school represented in the finals
- Continued beautification of our school in a number of areas
- The installation of a new preschool room
- A very successful twilight fair representing the strength of our Palmerston Community
- The official opening of the defence garden
- Excellent leadership from our students in particular through our peers support programs and buddies

The school has continued to see growth in our numbers and is continuously working towards accommodating this within the school and wider community. The outstanding parent satisfaction data received in 2016 is to be celebrated by all. The committed teachers and staff, parents, family and carers and leadership team all contribute to making our school the wonderful place that it is for our students, our children.

I have enjoyed my first year as Palmerston Primary School Board Chair, and I would like to thank the other parent, teacher and community representatives for their ongoing dedication and contributions to the Board. I look forward to all that we achieve in 2017.

Julian Fior

Context

Palmerston District Primary School is situated at the entrance of the Gungahlin District and was opened in 1995. The school is a harmonious mixture of families from different backgrounds and cultures. In 2016 the school has approximately 560 students in classes from preschool to year 6. The school consists of four preschool classes, mainstream classes, a Learning Support Unit and an integrated Learning Support Centre. Three of the mainstream classes are dedicated to students who are identified as Intellectually Gifted, these classes are known as Challenging Academic Performance (CAP) classes. In late 2014 Palmerston School was identified to host the Gungahlin Introductory English Centre for 2015 and 2016. Approximately 50 percent of the school's population speak English as a second language. The school has large proportion of families whose parents are in the defence forces and we provide a Defence Assistant.

Our school vision is: Engage, Empower, Achieve and our school mission is: Empowering all students to become successful learners and valuable citizens. We model our school values of Palmerston PRIDE - Participation, Respect, Integrity, Determination, Empathy.

Our preschool statement of philosophy states that, "At Palmerston Preschool we believe in the importance of developing strong family and community connections. These connections should ensure that students feel as though they belong in our school community. Palmerston Preschool is part of a multicultural diverse community that acknowledges the Ngunnawal people as the traditional custodians of the land on which the preschool stands.

We embrace the Early Years Learning Framework "Belonging, Being and Becoming". The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school."

Student Information

Student enrolment

In 2016 there were a total of 432 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	219
Female	213
Indigenous	12
LBOTE	202

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	93.0
2	95.0
3	94.0
4	94.0
5	92.0
6	93.0

Source: Planning and Analytics, December 2016

Staff at Palmerston District Primary School support student attendance by making student engagement a priority in the school's Strategic Plan. We also monitor attendance and work with families to engage the students and have community involved in the whole school community.

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	41

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Palmerston District 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	33.5
Non Teaching Staff: Head Count	12
Non Teaching Staff: Full Time Equivalent	7.7

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.

There is one indigenous staff member at this school

Volunteers

One of Palmerston District Primary School's priorities is to increase the number of volunteers in our school. We initiated a volunteers program and began a writing procedural document to meet Directorate policy. We continued with parents working with children in the classrooms on reading and writing tables in the junior school as part of our Quality Literature Program. Volunteers for carnivals, canteen and special events have increased in 2016.

The estimated number of hours volunteers worked with the school during 2016 was approximately 2000.

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.

Palmerston District 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, 90% of parents and carers, 100% of staff, and 80% 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 44 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.	100
Students feel safe at this school.	98
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	91
Students like being at this school.	98
This school looks for ways to improve.	100
This school takes staff opinions seriously.	93
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	95
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	82
Staff are well supported at this school.	93

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 78 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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	86
Teachers at this school treat students fairly.	90
This school is well maintained.	91
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	73
My child likes being at this school.	96
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 73 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.	96
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	68
My school is well maintained.	72
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.	42
I like being at my school.	76
My school looks for ways to improve.	71
My school takes students' opinions seriously.	59
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	76

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>).

An analysis of the School Satisfaction Data is outlined later in this report. It includes school based data from the Student Voice Survey. The school recognised the outstanding performance on whole school community satisfaction. Through staff consultation and reflection, it has been identified that we need to explore the

concept of student wellbeing in a more detailed way through our Kids Matter program. This commenced in the second semester of 2016 and the student Voice data indicates the improvement in student wellbeing.

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: Palmerston District Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	49	141	49	121
Mathematics	39	53	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, 0.00 % of year 3 students and 8.00 % 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: Palmerston Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	461	441	516	514
Writing	431	420	468	474
Spelling	446	421	496	490
Grammar & Punctuation	472	442	532	511
Numeracy	446	412	496	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

Palmerston District Primary School teachers plan their lessons in all the Key Learning Areas using the Australian Curriculum. Our programs involve modelled, guided and independent learning experiences to develop our student's skills in literacy across other key areas such as History, Geography and Science. Indonesian is the language taught to years 3-6 and in 2016 we had a fluent Indonesian speaker from the Indonesian embassy volunteer to work in classrooms with the Indonesian teacher.

Our Junior school students undertake a Gross Motor program and the senior students participate in Fundamental Motor Skills. Each year we participate as a whole school in Swimming, Athletics and Cross Country carnivals.

Students have many opportunities to participate in out of school events such as:

- Rostrum, Palmerston student went into the ACT finals
- Tournament of the Minds, Palmerston students went into the ACT finals
- Interschool sport,
- Singing with the community and other schools as part of our Music in Schools Program with the School of Music,
- Construction Project
- Canberra Theatre visits
- Bike program, Healthy Schools initiative and lunchtime clubs and
- Science Fair Introduced a School App, now has over 300n downloads and has improved communication.
- Everyone Everyday Program in classes as part of KidsMatter, with Palmerston teacher lessons and student interviews being filmed for teacher training across the ACT,
- Parent information workshops on spelling and maths
- Children's Week, students evaluated the advertisements created by senior students
- K-2 Nutrition Magician
- Professors from East China Normal University visit
- Big Gig with other schools across the ACT
- Penguins created for the Antarctic Festival in Hobart
- Remembrance Day Memorial Garden was opened by the Gungahlin RSL, Defence Club students worked with a ceramic artist to create family designs for the garden
- Annual Father's Day Breakfast and Mother's Day breakfast with Grandparent's day introduced and students performing for families

Progress Against School Priorities in 2016

Below is Palmerston District 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	231238.00	155055.00	386293.00
Voluntary contributions	0.00	0.00	0.00
Contributions & donations	6164.55	-5000.00	1164.55
External income (including community use)	27450.02	27238.99	54689.01
Bank Interest	4086.61	3228.72	7315.33
TOTAL INCOME	268939.18	180522.71	449461.89
EXPENDITURE			
Utilities and general overheads	41053.76	50957.97	92011.73
Cleaning	52649.90	54127.73	106777.63
Security	614.14	2392.00	3006.14
Maintenance	39333.80	18423.17	57756.97
Administration	22370.99	34783.15	57154.14
Staffing	1424.61	4059.39	5484.00
Communication	10209.40	2198.65	12408.05
Assets	35590.67	15024.70	50615.37
Leases	0.00	0.00	0.00
General office expenditure	8024.06	15182.05	23206.11
Educational	17187.50	32908.73	50096.23
TOTAL EXPENDITURE	228458.83	230057.54	458516.37
OPERATING RESULT	40480.35	-49534.83	-9054.48
Actual Accumulated Funds	40024.24	100024.24	60024.24
Outstanding commitments (minus)	-29124.26	0.00	-29124.26
BALANCE	51380.33	50489.41	21845.50

Professional Learning

Professional Learning at Palmerston is highly valued as teachers are our greatest asset. We target our professional learning to our Annual Action Plan (AAP) and to beginning teachers. Each year we give teachers a skill audit where they self identify their priority learning against the AAP. In 2016 we took 7 teachers to the AATE/ALEA National Conference in Adelaide for three days of Professional Learning on literacy and current practice. We also had two teachers present at this conference. 2016 also saw us have 5 teachers attend the Canberra Maths conference with teachers presenting. We also had teachers attending the Google Classroom conference and the Gifted and Talented workshops provided by the Directorate. Our Leadership Team attended Hawker Brownlow conference in Melbourne on implementing Professional Learning Communities.

Other professional learning for staff included:

Pre and Post tests PL for whole school- All staff utilising pre and post tests in the classroom and a recognised need for a standardised maths test, introducing PAT maths

Chris Killey- Spelling Stars for Life whole day professional learning and spelling strategies being implemented across the school. Chris came into the school every term for two days to spend time in the classroom with teachers and work side by side.

- Preschool team attended Kids at Play
- Held induction sessions for new staff
- Data Day initiated to teach in-depth use of data for informing teacher practice
- Sent six staff to Gifted and Talented teaching workshop
- Provided First Aid training for a large amount of staff
- Provided new educators with Protective Behaviours and Everyone Everyday training
- Trained staff in intervention program Macq Lit

The average professional learning expenditure at the school level per full time equivalent teacher was \$7 000.

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
Staff Support Staff support is for additional resources that may arise unexpectedly to meet varying student needs	\$1000	December 2018
Preschool Play Equipment This money is to support and enhance the play based learning program in preschool	\$10,000	January 2018
WiFi This money was put aside to support the infrasturcture in the school	\$14,000	December 2016
Staffing This money is to support programs that will support student learning	\$17,000	December 2018
Staff Professional Learning Teacher professional learning is a priority at Palmerston District Primary school. This money is to support new educators needs and the needs of a growing school.	\$10,000	December 2016
Operational Plan This money assists in student engagement throughout the school. This is priority three in the School Strategic Plan.	\$2000	December 2017
LED Replacement This is part of managing our enviornmental impact at Palmerston and keep costs down.	\$20,000	December 2018
Bubbler Replacement This is part of our waste management plan and suporrting our enviornmental impact .	\$10,000	April 2018
Security Upgrade 2017 Palmerston is building on this reserves to meet the changing needs of the school with security as we increase our engagemnt with community and rent out our facilities.	\$7,500	December 2017

Endorsement Page

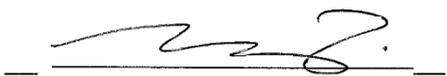
I declare that the Palmerston Primary School Board has operated in accordance with the provisions of the *ACT Education Act 2004* including the following sections.

- 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.

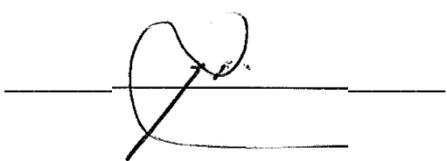
Members of the School Board

Parent Representative(s):	Julian Fior	Shelley Penyu	George Villaflor
Teacher Representative(s):	Katherine Wilson	Rebecca Newton	
Board Chair:	Julian Fior		
Principal:	Melissa Travers		

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