



Charles Conder 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.conderps.act.edu.au>.

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School Board Chair Report

The school beautification project has continued to be implemented with the completion of The Farm - community gardens that allow the students to grow and tend to a variety of fruits and vegetables alongside the free range chicken coop where students are able to interact with the chickens and care for their needs. Two large sandpits have been constructed to encourage play and learning opportunities in the junior school as well as discovery gardens that surround the back of the learning houses. A major project for the school has been developed resulting in a Sensory Garden to be completed in 2017 which will allow students to fully engage all of their senses in a dedicated outdoor space.

Extra-curricular programs for the students include Active Afters sports program, Red Cap, Kids Hope, Girls Group, Year 5 and 6 School Band, School Choir, Student Representative Council(SRC), optional religious education program and numerous opportunities for students to be involved and represent the school in a wide variety of sports. Of particular note was the school's colourful and engaging Wakakirri dance and drama performance that provided the senior students the opportunity to work together with teachers to produce a quality production number.

A strong focus on Inquiry Learning is highlighted through the use of chrome books in the classrooms and Google classroom. Students create individual learning projects and are able to share their findings and interests with their families in a Science Expo. There is a continued focus on science for all years with a dedicated teacher and classroom. As always, the Learning Journeys and 3-way interviews provide valuable opportunities for families to communicate with teachers and engage with their child's learning and development.

The establishment of Year 5/6 Committees has seen the senior students take on a variety of responsibilities and roles within the school community. The School Buddies mentoring program between Year 5 and Preschool helps to create a successful transition as does the visits between Preschool and Kindergarten classes. The mentoring program between Year 6 and Lanyon High School is also very worthwhile. Dedicated P-2 assemblies as well as the fortnightly whole school assembly has created numerous opportunities to celebrate success in the school and a sense of belonging for the wider school community. There is a continued focus on the Friendly 5 Values and the Code of Cooperation underlying the school and positively influencing the students throughout.

The Fresh Tastes Committee has a positive influence on healthy food choices and activities, The Reading Cafe continues to provide an environment for students and families to relax and make time for literacy as well as other opportunities for the school community to come together including Reading in Pyjamas and a Maths puzzle solving evening. Above all, the dedicated and caring staff and strong, stable leadership of the school continues to provide the school community with certainty and a clear direction for school improvement.

Context

Charles Conder Primary School is situated in the Southern region of the Australian Capital Territory. It caters for students from Preschool through to year six incorporating preschool programs at both Tharwa and Conder Preschools. *The school is in the final year of the school improvement cycle with both preschool settings being assessed and rated in 2015 with both receiving the **exceeding rating** under the National Quality Standards.* The school's strategic plan is focused on ensuring success and improving outcomes for students in particular with literacy and numeracy and to strengthen the school culture and values through positive partnerships with all stakeholders. The key improvement strategies have been reviewed with the National School Improvement tool twice each year in this planning cycle ensuring the school has evidence and measurable actions to sustain improvement. In all of the nine key areas (An explicit improvement

agenda, Analysis and discussion of data, A culture that promotes learning, Targeted use of school resources, An expert teaching team, Systematic curriculum delivery, Differentiated teaching and learning, Effective pedagogical practices and School-community partnerships) the school remains focused.

Following a change in leadership during 2013 the school plan was not endorsed by the board. The original plan has been revised and modifications have been made to align with system and network priorities that reflect the self - assessment process utilising the National School Improvement tool and the journey taken in 2014 and into the future.

The school has seen a significant increase in transition enrolments from preschool to kindergarten during 2015- 2016 with a retention rate approximately 75%.

Student Information

Student enrolment

In 2016 there were a total of 262 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

| Group | Number of Students |
|------------|--------------------|
| Male | 118 |
| Female | 144 |
| Indigenous | 9 |
| LBOTE | 41 |

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 | 90.0 |
| 3 | 93.0 |
| 4 | 93.0 |
| 5 | 92.0 |
| 6 | 90.0 |

Source: Planning and Analytics, December 2016

The school follows the Education and Training Directorates' policy and procedures for non-attendance. 'Attendance at Government Schools policy.' Parent(s) are required to notify the school, by phone or in person, of student absences by 9.30 am on the day of absence. Teachers mark attendance rolls in accordance with the Directorate's codes at 9.10am and 1.50 pm on each school day. Any student who is absent from roll call at 9.10 am has their name recorded on a Class Absence List specifying whether parent

notification has been received or not. The list is then sent to the Front Office by 9.30 am on each school day.

Front Office staff record all student absences in the Student Absence Register. The parent of any student who is recorded as absent without notification is contacted by phone to ensure the whereabouts of the student is accounted for on each school day.

Teachers contact parent(s) in writing of any student who is absent for five days without parent notification. Parent(s) are required to make contact with the class teacher or school in response to written contact. If the teacher or school receives no response to written contact the principal will contact parent(s) in writing.

The school utilises a digital V pass sign process to enable the school to have an accountable identification process that supports non-attendance practices.

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 | 30 |

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Charles Conder 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 | 22 |
| Teaching Staff: Full Time Equivalent | 20.8 |
| Non Teaching Staff: Head Count | 11 |
| Non Teaching Staff: Full Time Equivalent | 7.9 |

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 no indigenous staff members at this school.

Volunteers

Charles Conder Primary School has had a number of volunteers working in the school during 2016. The estimated total number of hours is approximately 2400. The programs that the volunteers have assisted with this year are many and varied. These include: listening to students read, helping out in small group work within the classroom during the Literacy Block, assisting at sports carnivals, whole school events, Year 6 Graduation, gardening, fundraising events, canteen, P&C, working Bees, School Banking and School Fete.

In addition, this year we have a partnership with KidsHope whereby they have mentors that support up to ten individual students at the school each week and the Red Cap Program from the Salvation Army which is run for an eighth week program each term. These two initiatives have had a significant impact on our students accessing these programs

The estimated number of hours in which volunteers have worked in the school during 2016 was 2400.

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.

Charles Conder 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 86% 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 19 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. | 74 |
| Students feel safe at this school. | 68 |
| Students at this school can talk to their teachers about their concerns. | 94 |
| Parents at this school can talk to teachers about their concerns. | 94 |
| Student behaviour is well managed at this school. | 63 |
| Students like being at this school. | 89 |
| This school looks for ways to improve. | 100 |
| This school takes staff opinions seriously. | 89 |
| Teachers at this school motivate students to learn. | 100 |
| Students' learning needs are being met at this school. | 100 |
| This school works with parents to support students' learning. | 94 |
| I receive useful feedback about my work at this school. | 79 |
| Staff are well supported at this school. | 84 |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 73 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. | 96 |
| Teachers at this school provide my child with useful feedback about his or her school work. | 85 |
| Teachers at this school treat students fairly. | 85 |
| This school is well maintained. | 90 |
| My child feels safe at this school. | 81 |
| I can talk to my child's teachers about my concerns. | 99 |
| Student behaviour is well managed at this school. | 68 |
| My child likes being at this school. | 85 |
| This school looks for ways to improve. | 87 |
| This school takes parents' opinions seriously. | 85 |
| Teachers at this school motivate my child to learn. | 90 |
| My child is making good progress at this school. | 88 |
| My child's learning needs are being met at this school. | 78 |
| This school works with me to support my child's learning. | 85 |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 64 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. | 97 |
| Teachers at my school treat students fairly. | 78 |
| My school is well maintained. | 84 |
| I feel safe at my school. | 68 |
| I can talk to my teachers about my concerns. | 88 |
| Student behaviour is well managed at my school. | 43 |
| I like being at my school. | 84 |
| My school looks for ways to improve. | 89 |
| My school takes students' opinions seriously. | 83 |
| My teachers motivate me to learn. | 86 |
| My school gives me opportunities to do interesting things. | 97 |

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: Charles Conder Primary School PIPS 2016 mean raw scores

| | School | | ACT | |
|--------------------|--------|-----|-------|-----|
| | Start | End | Start | End |
| Reading | 42 | 121 | 49 | 121 |
| Mathematics | 38 | 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: Charles Conder Primary School 2016 NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|----------------------------------|---------------|------------|---------------|------------|
| Reading | 447 | 441 | 493 | 514 |
| Writing | 404 | 420 | 445 | 474 |
| Spelling | 409 | 421 | 461 | 490 |
| Grammar & Punctuation | 429 | 442 | 462 | 511 |
| Numeracy | 388 | 412 | 457 | 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 provides a specialised P.E and Health curriculum from Preschool to year 6 that follows the Australian Curriculum whereby the A.C.T Education Directorate Initiatives Fresh Tastes and Ride and Walk to school are actioned. The school has implemented these two programs for the last two years building knowledge and understandings in key areas of Healthy Food and Drink Guidelines, Classroom Learning,

Food for Sale, Cooking Food and food for Home. The school also implements an additional Specialised Science release program where all classes meet the Australian Curriculum requirements for Science. The school has developed and implemented an Integrated Inquiry Framework for learning based on the Australian Curriculum requirements and the evidence based of the Assets for Life (Kath Murdoch). This provides detailed learning for all other Australian Curriculum areas within the Inquiry model of learning. In addition there are integrated cross curriculum perspectives and General Capabilities.

Progress against School Priorities in 2016

Below is Charles Conder'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 | 193044.00 | 150666.00 | 343710.00 |
| Voluntary contributions | 1980.00 | 2694.00 | 4674.00 |
| Contributions & donations | 5054.54 | 5079.67 | 10134.21 |
| Subject contributions | 4708.00 | 99.00 | 4807.00 |
| External income (including community use) | 18954.64 | 29717.39 | 48672.03 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 2579.84 | 1643.65 | 4223.49 |
| TOTAL INCOME | 226321.02 | 189899.71 | 416220.73 |
| EXPENDITURE | | | |
| Utilities and general overheads | 43232.40 | 52720.10 | 95952.50 |
| Cleaning | 54110.13 | 55974.88 | 110085.01 |
| Security | 0.00 | 113.00 | 113.00 |
| Maintenance | 69735.29 | 35706.19 | 105441.48 |
| Administration | 9653.67 | 7401.76 | 17055.43 |
| Staffing | 0.00 | 29880.00 | 29880.00 |
| Communication | 14893.80 | 9362.98 | 24256.78 |
| Assets | 30966.82 | 115.06 | 31081.88 |
| Leases | 5558.73 | 5219.73 | 10778.46 |
| General office expenditure | 7198.57 | 7436.74 | 14635.31 |
| Educational | 18231.21 | 12604.50 | 30835.71 |
| Subject consumables | 5582.73 | 360.91 | 5943.64 |
| TOTAL EXPENDITURE | 259163.35 | 216895.85 | 476059.20 |
| OPERATING RESULT | -32842.33 | -26996.14 | -59838.47 |
| Actual Accumulated Funds | 107179.55 | 96635.34 | 96635.34 |
| Outstanding commitments (minus) | -39773.30 | 0.00 | -39773.30 |
| BALANCE | 34563.92 | 69639.20 | -2976.43 |

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$567.28.

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 |
|-------------------------|---------------|----------------------------|
| Not applicable | | |

Endorsement Page

I declare that the Charles Conder 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): | Peter Macleod | Chris Payne | |
| Teacher Representative(s): | Emily Spratt | Alanah Rei Castledine | Diane Edwards (Business Manager) |
| Board Chair: | Michael Sutton | | |
| Principal: | Jason Walmsley | | |

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: 04 / 05 / 2017

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

Board Chair Signature:  Date: 04 / 05 / 2017