



Ngunnawal Primary School

Annual School Board Report 2017



Front entrance of Ngunnawal Primary School

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.ngunnawalps.act.edu.au>.

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School Context

Ngunnawal Primary School's enrolment continued to stay stable during 2017. Any new students enrolling came from a range of different cultural backgrounds and added to the rich student diversity that already exists at the school. Approximately 30 percent of students at the school come from a language background other than English and approximately 7 percent of students identify as Aboriginal or Torres Strait Islander. By the end of 2017 student enrolments at Ngunnawal Primary School had reached 570 from Kindergarten - Year Six.

Student Information

Student enrolment

In 2017 there were a total of 570 students enrolled at this school on the Kindergarten – Year Six site.

Table: 2017 Student enrolment

Student type	Number of students
Male	288
Female	282
Aboriginal and Torres Strait Islander	40
LBOTE*	172

*Language Background Other Than English

Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
K	92.0
1	92.0
2	93.0
3	93.0
4	91.0
5	92.0
6	91.0

Source: Planning and Analytics, December 2017

Student attendance is monitored on a daily basis. Teachers mark their rolls at the start of each day and notify administrative staff with a list of students who are absent. The administrative staff

contacts parents or carers to confirm the non-attendance of their child and authorise their absence. Where patterns of non-attendance occur executive staff work follow-up with families ensure that regular attendance for all students is maximised.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	42

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Ngunnawal Primary School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	49
Teaching Staff: Full Time Equivalent Permanent	34.00
Teaching Staff: Full Time Equivalent Temporary	8.60
Non Teaching Staff: Head Count	12
Non Teaching Staff: Full Time Equivalent	9.90

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

Note: This table does not include pre-school staffing.

There is one Aboriginal and Torres Strait Islander staff member at this school.

School Review and Development

In 2017, 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 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Ngunnawal Primary School was reviewed in 2017. A copy of the Review 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 2017 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 2017, 75% of parents and carers, 85% of staff, and 66% 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.

A total of 47 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers at this school expect students to do their best.	96
Teachers at this school provide students with useful feedback about their school work.	87
Teachers at this school treat students fairly.	94
This school is well maintained.	89
Students feel safe at this school.	83
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	47
Students like being at this school.	87
This school looks for ways to improve.	85
This school takes staff opinions seriously.	62
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	77
This school works with parents to support students' learning.	77
I receive useful feedback about my work at this school.	57
Staff are well supported at this school.	55

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 123 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
Teachers at this school expect my child to do his or her best.	91
Teachers at this school provide my child with useful feedback about his/her school work.	76
Teachers at this school treat students fairly.	76
This school is well maintained.	81
My child feels safe at this school.	72
I can talk to my child's teachers about my concerns.	84
Student behaviour is well managed at this school.	50
My child likes being at this school.	80
This school looks for ways to improve.	70
This school takes parents' opinions seriously.	67
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	70
My child's learning needs are being met at this school.	70
This school works with me to support my child's learning.	71

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 109 students responded to the survey. Please note that not all responders answered every question.

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.	86
My teachers provide me with useful feedback about my school work.	63
Teachers at my school treat students fairly.	63
My school is well maintained.	53
I feel safe at my school.	58
I can talk to my teachers about my concerns.	59
Student behaviour is well managed at my school.	29
I like being at my school.	62
My school looks for ways to improve.	68
My school takes students' opinions seriously.	53
My teachers motivate me to learn.	79
My school gives me opportunities to do interesting things.	65

Source: 2017 School Satisfaction Surveys, August/September 2017

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.

Table: Ngunnawal Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	48	120	39	53
ACT	51	124	39	55

Source: Planning and Analytics

NAPLAN

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 2017, 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 2017 mean scores achieved by our students compared to the ACT.

Table: Ngunnawal Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	408	442	479	517
Writing	411	412	435	475
Spelling	417	411	468	494
Grammar & Punctuation	420	441	459	503
Numeracy	391	417	464	496

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

Ngunnawal Primary School has a proud tradition in the performing arts, and in 2017 the school held two very successful end of year concerts, where students performances were outstanding. The highlight of the year was the school being selected to open the Education Directorate's annual performing arts showcase, *Step Into the Limelight*. Approximately seventy students from years three to six performed an original song that celebrated the rich and continuing culture of the Ngunnawal people, together with dancing and musical accompaniment.

The school continues to build the profile of physical education and health. Students participated in a variety of sporting clinics throughout 2017, included but not limited to, were tennis, AFL and soccer clinics. In addition to this the school continued to increase the participation rate of swimmers at the annual swimming carnival and had one student selected to swim at the Pacific Games that were held in Adelaide.

The school made huge inroads in the purchasing of resources to build a Science, Technology, Engineering, Arts and Mathematics (STEAM) program during 2017. A dedicated space was created in the library and students were able to build their coding skills by using robotics such as Spheros and Ozobots. In addition to this, students in years three and four participated in a STEAM evening where they applied their STEAM knowledge and skills to create bridges out of straws and functioning parachutes. This evening was ended with a STEAM showcase presented by Questacon.

Many opportunities were provided throughout the year to allow students to experience learning outside the school. The year five and six students travelled to Mogo for a visit to the goldfields. This excursion allowed students to have hands on experience of what life could have been like during the 1800s Australian gold rush, this was an important part of their History Inquiry Unit. Students from years one and two visited QUESTACON, where they extended their science learning to further explore the forces of Push and Pull.

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	238255.55	218918.99	457174.54
Voluntary contributions	8330.00	9055.00	17385.00
Contributions & donations	3198.00	1896.32	5094.32
Subject contributions	6655.00	1947.50	8602.50
External income (including community use)	9444.50	17056.01	26500.51
Proceeds from sale of assets	3451.03	0.00	3451.03
Bank Interest	3906.82	4007.62	7914.44
TOTAL INCOME	273240.90	252881.44	526122.34
EXPENDITURE			
Utilities and general overheads	44966.27	80928.02	125894.29
Cleaning	63407.48	68373.60	131781.08
Security	1686.69	2595.96	4282.65
Maintenance	40294.39	12055.06	52349.45
Administration	5473.88	1192.48	6666.36
Staffing	0.00	0.00	0.00
Communication	11704.61	4647.45	16352.06
Assets	32526.24	8063.64	40589.88
General office expenditure	7003.87	15102.81	22106.68
Educational	24377.85	21675.98	46053.83
TOTAL EXPENDITURE	231441.28	214635.00	446076.28
OPERATING RESULT	41799.62	38246.44	80046.06
Actual Accumulated Funds	16052.70	119352.52	94437.52
Outstanding commitments (minus)	-402.14	0.00	-402.14

BALANCE	57450.18	157598.96	174081.44
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Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1007.

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
Painting This reserve is part of an ongoing maintenance plan. This plan assists in maintaining the learning environment and building facilities	\$27,130	12/2018
Switchboard Upgrade This reserve was created due to a commitment made to the Education Directorate to repay the upgrade of RCD's across the school.	\$8215	10/2018
Furniture This reserve is part of an ongoing plan to update classroom furniture. We hope to use this reserve to update the Kindergarten furniture that is now 20 years old.	\$20,000	08/2018

Endorsement Page

Members of the School Board

Parent Representative(s): Margreet Philp, Kelly Gourlay.

Community Representative(s): Russell Smidt.

Teacher Representative(s): Wendy Lee, Emma Boyle.

Board Chair: Stephen Tokley

Principal: Kristine Stewart

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

Board Chair Signature:



Date: 30/05/ 2018

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 2017.

Principal Signature:



Date: 30/05/ 2018