



Charles Conder Primary School Board Report 2015



The front of Charles Conder Primary School

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

Material in this publication may be reproduced provided due acknowledgement is made.

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

Inquiries about this publication should be directed to:

Charles Conder Primary School
Tom Roberts Ave.
Conder ACT 2905

General Enquiries:

Telephone (02) 61420177

School Board Chair Report

During the last 12 months the school beautification projects have provided establishment of community gardens, free range chicken coop, a new outdoor science learning space, various murals and children's artworks featuring school philosophy and friendly five values. This has improved the sense of community and pride in the school. The extra-curricular programs for the students including Active Afters sports program, Nutrilicious, Buoyed Up, Red Cap, Year 5 and 6 School Band and others are all contributing to strengthening the positive school and personalising learning for all students. A dedicated science classroom and teacher with an exciting program that involves all year levels has proved to be successful and a beginning to develop children's curiosity in the world. Transition programs for preschool to kindergarten including the establishment of a transition garden and mentoring program with the Year 5 students and preschool has provided stability and improved enrolments into Kindergarten.

The School Board is extremely impressed in the community engagement such as the Learning journeys and 3-way interviews providing opportunities for strong communication between school and families. In addition, the weekly assemblies celebrating success of students and the school as a whole and featuring a friendly five raffle for the many students who exhibit the values of the school. Above all, the strong, stable leadership of the school has provided the school community with certainty and a clear direction of school improvement. The improved financial planning has enabled the school to plan future infrastructure and ICT investments needed for the school.

Introduction to School

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.

Student enrolment

In 2015 there were a total of 261 students enrolled at this school from kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	112
Female	149
Indigenous	7
LBOTE	37

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.0
1	92.0
2	93.0
3	93.0
4	95.0
5	93.0
6	92.0

Source: Planning and Performance, December 2015

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.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	35

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it includes 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: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	24
Teaching Staff :Full time Equivalent Permanent	19.6
Teaching Staff :Full time Equivalent Temporary	4
Non Teaching Staff (Head Count)	13
Non Teaching Staff :Full time Equivalent	9.3

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school. The table indicates the staff employed at Charles Conder.

Note: * Indigenous staff are reported where the staff member has self identified.

Volunteers

Charles Conder Primary School has had a number of volunteers working in the school during 2015. The estimated total number of hours is approximately 1600. 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.

The estimated number of hours in which volunteers have worked in the school during 2015 was **1600**.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2017. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually 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 2015 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 2015, 76% of parents and carers, 92% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the 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 26 number of staff who took part in the survey are tabled below.

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

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.	96
Teachers at this school treat students fairly.	96
This school is well maintained.	85
Students feel safe at this school.	58
Students at this school can talk to their teachers about their concerns.	88
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	77
Students like being at this school.	85
This school looks for ways to improve.	96
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	92
I receive useful feedback about my work at this school.	65
Staff are well supported at this school.	77

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 49 number of parents who took part in the survey are tabled below.

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

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.	96
Teachers at this school treat students fairly.	78
This school is well maintained.	84
My child feels safe at this school.	77
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	65
My child likes being at this school.	83

Item (cont)	(%)
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	90

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 64 number of 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

Item	(%)
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	76
Teachers at my school treat students fairly.	56
My school is well maintained.	61
I feel safe at my school.	52
I can talk to my teachers about my concerns.	66
Student behaviour is well managed at my school.	47
I like being at my school.	70
My school looks for ways to improve.	89
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	90
My school gives me opportunities to do interesting things.	82

Source: 2015 School Satisfaction Surveys, August/September 2015

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 school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN 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 2015 mean scores achieved by our students compared to the ACT.

Table: Charles Conder Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	410	443	432	521
Writing	377	420	411	486
Spelling	380	410	453	500
Grammar & Punctuation	375	441	435	516
Numeracy	373	410	435	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

The focus on Numeracy with Action Learning has enabled the school to develop a shared language for key mental computation strategies and problem solving prompts. NAPLAN and school numeracy data illustrates the need to develop more consistent explicit teaching and development of capacity matrices (peer, self and teacher assessment) that reflects the schools' beliefs and practices in order to differentiate and maximise opportunities to improve student learning

The school NAPLAN results indicated the above targets were achieved in reading for years 3 but not in year 5, with year 3 mean of 410 and year 5 mean of 432. The schools' NAPLAN numeracy results indicate the above targets were achieved in year 3 but not in year 5 with year 3 mean of 373 and year 5 mean of 435.

Performance in other areas of the curriculum

The school provides a specialised P.E and Health curriculum from Preschool to year 6 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 has developed and implemented an Integrated Inquiry Scope of Learning. 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 2015

Methodology in evaluating progress

The school Leadership team reviews the school improvement cycle and the annual operation plan at the completion of each term to evaluate progress and develop improvement agendas for the following terms ahead. The principal reports this progress at school board meeting each term. At the completion of each semester the whole school staff reflect on key data within the school strategic plan including NAPLAN, Public Perception data, National school Improvement tool, safe school audit tool and key school based data (Literacy and numeracy benchmark and social and emotional well-being surveys), enabling the school to evaluate key actions for each key improvement strategy in a timely manner and make the necessary adjustments required.

Priority

Ensure success and improvement for all students in each learning area, in particular literacy and numeracy

Targets

By the end of 2015

The school achieves the Education and Training Directorate's NAPLAN mean score targets in reading and numeracy

Year 3 Reading: 391 ± 22

Year 3 Numeracy: 365 ± 18

Year 5 Reading: 472 ± 18

Year 5 Numeracy 463 ± 18

75% of students achieving at or above their respective year level School PM Reading benchmarks

Progress

Strategy 1 Embed a culture of analysis and discussion of data to inform teaching

This key strategy of embedding a culture of analysis and discussion of data to inform teaching has been employed across the school P – 6 and there has been an improvement in PLT (Professional Learning Teams) focus on student learning. The school has an online database and a consistent Assessment for Learning schedule which has been successful in centrally collating data and teams using this evidence to track, identify and analyse needs in classrooms, year cohorts and particular groups of students. This year all class teachers have been involved in developing literacy data walls utilising the discipline dialogue framework to analyse data sets and have an evidence base to inform the next teaching and learning cycle. This has also enabled the leadership team and teachers to have a thorough informed process to make strategic resourcing decisions in particular with improving literacy and numeracy outcomes for all students.

The focus on analysis of data has enabled teachers to provide authentic explicit teaching practices in literacy and numeracy. The use of formative assessment and diagnostic tools in

reading such as CARS (Comprehensive assessment of Reading Strategies), formative traffic lights, ABCD framework and MYMC (Middle Years Mental Computation) provides on-going assessment that informs practice enabling the school to strengthen differentiated teaching and learning across the school. As a result of this consistent use of diagnostic and formative assessment tools 100% of teachers' literacy and numeracy planning indicates assessment for learning practices. In addition satisfaction data illustrates 92% of teachers use results from testing to inform planning.

The school has implemented an improved Response to Intervention model. Whereby we have developed processes for all teachers to use class adjustment matrices, teacher interviews with student support team and school case conferencing model throughout specific times in the year to identify students at risk and students requiring extension programs.

Strategy 2 Develop an expert teaching team

The school has an evidence based coaching and mentoring model working as a key action to build an Expert Teaching Team. The Executive Teacher Professional Practice works in conjunction with SLC's (School Leaders C) which have led an approach to build teacher capacity with a successful Professional Learning Team model. There has been a P-2 team and a year 3-6 team. The professional learning has been guided by the research identified through PALL's (Principal's as Literacy Leaders), evidenced based literature and the Lanyon Cluster focus on formative assessment and differentiated learning practices. All classroom teachers' have had individual goals developed that align with whole school priorities and this provides the focus for coaching sessions regularly each week whereby the literacy and numeracy coach works alongside teachers and discusses student data to inform future planning and teaching and learning. As a result of this coaching and mentoring model the school satisfaction data indicated that 90% of teachers believe they receive constructive feedback about their practice and 90% believe there are processes in place to support their practice.

The school has a strong focus on professional learning that is aligned with whole school goals. This is evident in the focus of Action Learning as part of the Lanyon Cluster whereby each PLT have used this evidence based approach to inquiry for improving numeracy outcomes. All teachers from Preschool to year 6 have completed an Action Inquiry into numeracy with a particular focus on mathematical language and problem solving skills which is aligned to their professional pathways goals.

Strategy 3 Embed differentiated teaching and learning across the school

In 2015 the school has strengthened learning across the school with the 1:1 daily teacher/student conferencing model as a system allowing teachers to personalise learning and develop a differentiated approach in particular with reading, writing and numeracy. As a result of such measures, 100% of teachers have indicated they cater for the different needs of students. This is evident with all teachers using assessment for learning practices to collect a range of data for literacy and numeracy to inform their future planning, however

there are areas for improvement into 2016 as key school base data suggests some inconsistencies with meeting needs and improving student outcomes in literacy and numeracy. In addition, all teachers planning emphasizes formative assessment practices that inform daily, how teachers scaffold, differentiate and adjust learning in order to improve outcomes for each child. As a result, the school satisfaction data indicated that 96% of teachers and 86% of parents surveyed believe that students learning needs are being met at Charles Conder.

The focus on Numeracy with Action Learning has enabled the school to develop a shared language for key mental computation strategies and problem solving prompts. NAPLAN and school numeracy data illustrates the need to develop more consistent explicit teaching and development of capacity matrices (peer, self and teacher assessment) that reflects the schools' beliefs and practices in order to differentiate and maximise opportunities to improve student learning

The school NAPLAN results indicated the below targets were achieved in reading for years 3 but not in year 5, with year 3 mean of 410 and year 5 mean of 431. The schools' NAPLAN numeracy results indicate the below targets were achieved in year 3 but not in year 5 with year 3 mean of 373 and year 5 mean of 434.

Table: NAPLAN Performance Targets: Charles Conder Primary School

Test domain	Year3 Target	Year 3 Actual	Year 5 Target	Year 5 Actual
Reading	391 ± 22	410	472 ± 18	431
Numeracy	365 ± 18	373	463 ± 18	435

Source: SMART Data, December 2015

Also the Reading benchmark data, tabled below indicates that % of students K – 6 are reading at the system benchmark for each year level.

Table: Percentage of students achieving appropriate year level PM benchmark K-6

Year level	2013 Results	2014 Results	2015 results
K	29	67	62
1	50	63	38
2	43	73	70
3	36	63	70
4	61	76	65
5	75	72	80
6	45	80	90
Overall	50%	70%	68%

Source: School Data December 2014/2015

In 2015 the approach to analysing school based and system data has enabled the school to have an informed process to identify areas of improvement for the future. This close analysis indicates the on-going focus will be the analysis and discussion of data, targeted use

of school resources, an expert teaching team, systematic curriculum delivery, and differentiated teaching and learning and effective pedagogical practices. In addition, the focus for 2016 will be on

- (i) improvements in writing and numeracy student outcomes,
- (ii) embed formative assessment practices K - 6,
- (iii) embed systematic delivery of Australian Curriculum with an Integrated Inquiry focus and consistent moderation K - 6
- (iv) strengthen the PLC model and develop capacity matrices
- (v) refine coaching and mentoring model for teacher accountability with student learning data
- (vi) build high quality teachers with whole school consistent teaching practices P – 6 and
- (vii) embed a targeted support teaching model as a part of intervention

Strategy 4 Ensure systematic delivery of Australian Curriculum

The teaching and learning action team has developed and classroom teachers have implemented a scope of learning for Inquiry learning for a range of key Australian Curriculum areas. The team has developed reading and writing rubrics enabling teachers to effectively moderate and inform teaching and learning and reporting. All classroom teachers have explicitly planned for all areas of the Australian Curriculum in 2015 according to the developed scope and sequence. There will be a review and a new scope of sequence implemented in 2016.

Strategy 5 Embed learning technologies in a variety of curriculum areas

The school has invested a large portion of funds to equip teachers and students with current ICT (Information and Communication Technologies) enabling teaching and learning to be flexible and interactive. The school has an equitable approach to digital technologies and has created an effective ICT policy with a focus on Google Apps for Education and acceptable use providing opportunities for learning to collaborative, online and in the home environment. The school is developing teacher capacity in digital technologies to inform teaching and learning throughout 2015 and as a result the school satisfaction data illustrates that 92% of teachers and 83% of parents believe that computer technology is an integral part of learning and teaching at Charles Conder.

The school has created a Lead Teacher position with a focus on ICT to build an effective strategy to strengthen teacher capacity and collaboration in order to inform the integration of ICT into teaching and learning across the school.

Strategic Priority 2: Strengthen the school culture and values through positive partnerships with all stakeholders**Targets**

By the end of 2015:

- 10% point increase in the proportion of parents who indicate satisfaction related to community partnerships are valued and maintained and the school takes parents' opinions seriously compared to 2014.
- 10% point increase in the proportion of students who indicate an overall satisfaction of a good education at the school compared to the previous year.
- 10% point increase in the proportion of students who indicate satisfaction in related to my school takes students' opinions seriously compared to the previous year.
- 10% point increase in the proportion of parents who indicate satisfaction related to student behaviour being well managed and that their child feels safe at school compared to the previous year.

Progress**Strategy 1 systematically strengthen the positive school culture**

The school has implemented the Kidsmatter framework during the last two years with a key focus on component 1 positive school community and component 2 social and emotional learning. In addition, the school satisfaction data indicated a focus required to improve student safety. Therefore, the school developed a project called Trust (trauma sensitive schools) with ANU (Australian National University), implementing a professional learning suite and mentoring system to develop trauma sensitive strategies in classroom learning. During 2015 all staff developed a toolkit of strategies to assist learning for trauma affected children and for all student wellbeing. Although huge gains have been made in student wellbeing there are only 65% of parents and 47% of students believe that student behaviour is well managed at Charles Conder and that I feel safe at school improved slightly to 60%. This informed two school actions teams that there was more improvement required thus' the teams reviewed and refined the student wellbeing and relationships policy and procedures for implementation in 2016.

Strategy 2 Embed a focus on Social and Emotional learning P – 6

Within the Trust project the school implemented whole school social and emotional data check in walls at the beginning of each day. This action provided all classroom teachers of their class' social and emotional status to make informed decisions and quality circle times at the start of each day. In addition, the Student Representative Council was strengthened with the years 3-6 leaders of the school representing the school with actions such as a refined Code of Cooperation, playground structured play opportunities planned creating an

informed student voice in the school. As a result, the student satisfaction data illustrates a 10% point increase in the proportion of students who indicated my school takes students' opinions seriously compared to the previous year.

The school also implemented student wellbeing surveys for classes from years 3 – 6 so that all S.E.L (social and emotional learning) programs are evidence based and focused on relevant and current student needs. This formative assessment of social and emotional wellbeing has provided data for six key which include; Self Esteem, Student Safety, Connectedness to peers, Connectedness to teachers, Connectedness to school and Motivation to learn. The data illustrates over the last two years that students have a high motivation to learn, strong connectedness to teachers and relative strong self-esteem however, student safety is an area for development in all year levels.

Table: Year 3 2014 Cohort

Progression	Self-esteem	Student Safety	Connectedness-Peers	Connectedness - Teachers	Connectedness - School	Motivation to Learn
Year 3 2014	4.34	3.6	4.16	4.46	4.17	4.6
Year 4 2015 March	3.97	3.57	4.05	4.2	3.97	4.28
Year 4 2015 Oct	4.21	4.08	4.16	4.35	4.06	4.49

Table: Year 4 2014 Cohort

Progression	Self-esteem	Student Safety	Connectedness-Peers	Connectedness - Teachers	Connectedness - School	Motivation to Learn
Year 4 2014	4.25	3.41	3.93	4.43	4	4.68
Year 5 2015 March	3.92	3.81	3.96	4.17	3.72	4.24
Year 5 2015 Oct	3.9	3.42	3.91	4.13	3.41	4.05

Table: Year 5 2014 cohort

	Self-Esteem	Student Safety	Connectedness - Peers	Connectedness - Teachers	Connectedness - School	Motivation to Learn
Year 5 2014	4.06	3.73	4.11	4.29	3.59	4.28
Year 6 2015 March	4.19	3.85	3.99	3.92	3.79	4.36
Year 6 2015 Oct	3.81	3.37	3.79	3.85	3.4	4.17

The close analysis of this data indicates the focus for 2016 for SEL includes;

- (i) improving whole school practices for student safety,
- (ii) development of a scope of learning for a SEL program,
- (iii) strategies for connectedness to school,
- (iv) embed the social and emotional data check ins,
- (v) TRUST mentors in the school
- (vi) Embed the new student wellbeing and relationships procedures and
- (vii) develop a wellness centre to implement key trauma sensitive school strategies.

Strategy 3 Strengthen a culture of mutual trust and maximise opportunities for students and parents to participate as partners in learning

In 2015 the school implemented highly effective and interactive communication systems to build partnerships with all stakeholders. The school implemented a new PLC model for professional learning which included three different action teams with parental involvement and two PLT's focusing on different components of the strategic plan. The school also embedded the use of an interactive communication tool on the shared network providing a clear pathway for operational communications. As a result of these two new systems the school is developing highly effective and interactive communication systems to build partnerships within the school and with the parent body. Although there have been improvements with systems and communication strategies the 2015 satisfaction data illustrates that effective communication amongst staff is at 50% which will remain a key area of development to strengthen the culture of mutual trust in 2016.

Social Media has been an important communication tool utilised regularly by the school. The function of the School App and Facebook page has seen a large increase in community use and feedback about programs from P – 6. Parents have been involved in formal and informal action teams in the school throughout the year including the Fresh Tastes and the school has developed a strong partnership with the Lanyon YWCA providing programs to parents and children during school hours such as; Circle of Security Parent program, Every Girls program and the Nutrilicious year 4 program. This partnership with the YWCA will continue in 2016 by engaging with Lanyon High in the implementation of a mentoring program for year 6 students. In addition, the school has developed an Active After's schools sports program in conjunction with School Sports Australia providing twice a week lessons in a range of sports for children from K – 6 promoting a healthy lifestyle. As a result of these

initiatives parents who indicated satisfaction related to community partnerships are valued and maintained is at 84% and the school takes parents' opinions seriously is at 79% which are both slight increases from the previous year.

Furthermore, the school has engaged parents in development of a Reading Breakfast Café. This provides a nutritious start with a reading of a book prior to classes. Throughout 2015 this has been a successful strategy which needs to be improved so we can involve more parents before school. The school implemented the Fresh Tastes and Ride and Walk to School Program whereby parent representatives formed a working committee with teachers to develop an annual plan for implementation. This program formulated components of the Physical Education and Health Curriculum.

In summary, the vision of 'know the child grow the child' has provided the strategic plan with an emotional connection to ensure we educate the whole child from preschool to year 6. The focus on building high quality education with high quality teachers remains the focus and has improved learning outcomes in 2015. The parents who indicated their satisfaction relation to their child's learning needs were being met resulted at 86% and that 81% of children surveyed indicated that they had an overall satisfaction of a good education at the school.

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	173035.00	191585.25	364620.25
Voluntary contributions	6030.00	1900.00	7930.00
Contributions & donations	665.00	2196.80	2861.80
Subject contributions	3177.50	1860.50	5038.00
External income (including community use)	5215.51	30746.67	35962.18
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2795.52	2726.05	5521.57
TOTAL INCOME	190918.53	231015.27	421933.80
EXPENDITURE			
Utilities and general overheads	36024.81	56924.90	92949.71
Cleaning	52130.77	52732.48	104863.25
Security	278.18	0.00	278.18
Maintenance	20232.77	21429.99	41662.76
Administration	2293.64	2695.88	4989.52
Staffing	0.00	11363.64	11363.64
Communication	7769.75	-2426.05	5343.70
Assets	17780.40	27477.28	45257.68
Leases	1153.27	-1389.10	-235.83
General office expenditure	8743.35	15831.18	24574.53
Educational	11535.85	16087.44	27623.29
Subject consumables	0.00	5700.00	5700.00
TOTAL EXPENDITURE	157942.79	206427.64	364370.43
OPERATING RESULT	32975.74	24587.63	57563.37
Actual Accumulated Funds	44327.97	46989.71	46989.71
Outstanding commitments (minus)	-5709.79	0.00	-5709.79
BALANCE	71593.92	71577.34	98843.29

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1,316.00

Voluntary contributions

These 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 2015.

Reserves

Nil

Endorsement Page

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

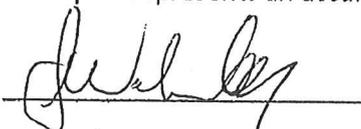
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without 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: Libby Mackie Chris Payne
Community Representative
Teacher Representative Emily Spratt Alannah Rei Castledine
Student Representative:
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 2015.

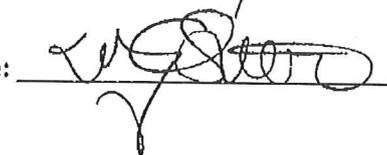
Principal Signature:



Date: 25/5/16

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

Board Chair Signature:



Date: 25/5/16