



Calwell Primary School Board Report 2015



Figure 1: Exterior of Calwell Primary School Library, Computer Lab and Multipurpose room

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.



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

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School Board Chair Report

On behalf of the School Board, I'm pleased to introduce the 2015 annual report for Calwell Primary School. I would like to thank the members of the School Board for their valuable contribution over the year to ensure the continued success of the school.

Welcome to staff that have joined the school over the last year I trust they have settled in and are enjoying their new school. I would like to thank all staff for their efforts and thank those teachers and staff that left the school during 2015 for their contribution to Calwell Primary.

After celebrating our 25th anniversary year in 2014, last year has seen many important achievements including finalising the Strategic Plan. The Strategic Plan 2015-2019 outlines the priority of 'improving student outcomes' and the key improvement strategies for achieving this over the next four years. I encourage parents and carers to familiarise themselves with the contents of the plan, as it will guide the decision making of the school over the coming years.

In NAPLAN, the school made good progress, with our year 5 cohort showing good results, particularly with literacy and numeracy, but identified at the year 3 level that more work is required. As part of the ongoing response, the board and school executive are focusing on early intervention programs for children entering kindergarten, to identify learning gaps and make targeted improvements to learning foundations, essential in those early years of school. Continual assessment approaches and early intervention programs are also critical to ensuring every student is receiving the right support during the year. These strategies combined with other activities will ensure we continue to improve the learning outcomes for all our students.

The school made some long term investments in 2015 that will pay dividends into the future including solar panels and a commercial lawn mower. These investments, and others like it, will reduce the school's operating costs, allowing the money to be reinvested in other priorities areas in the coming years.

As always, community engagement is essential for success with any school and last year has seen a number of activities across the school involving the community. The board is appreciative of parents and community members that volunteer their time to run activities in the school, participate in school events and contribute to the Calwell Primary School Parent & Citizens Association (P&C). I see this as being fundamental to building a thriving community and underpinning each child achieving their best at Calwell.

The school has taken advantage of technology over the last year to engage families directly with the day-to-day learning activities being undertaken by their children. The use of the Seesaw app by teachers and students in class, continued use of Facebook and the launch of

the new website for the school are important tools for engaging parents and the community on what is happening at the school.

I'm looking forward to the new challenges and opportunities 2016 will bring for the school, in particular, the phasing in of the Student Resource Allocation (SRA) Program and the corresponding SRA Funding Model. This will see the school move to a needs based funding model with the rest of ACT government schools and more financial autonomy – exciting times!

I'm looking forward to more successes in 2016.

Matthew Johns

Board Chair

Introduction to School

Calwell Primary School, located in the Tuggeranong Valley, opened in 1989. As the suburb has aged enrolments have declined steadily in line with demographic predications. In 2015 the school commenced with an enrolment of 252 students from preschool to year six.

The school provides an inclusive educational program, recognising student individuality. It has a well-balanced educational program with a contemporary curriculum that is engaging and relevant for all learners. High expectations and a quality programs encourage and support students to reach their potential. Literacy and numeracy is a high priority with dedicated balanced literacy and numeracy blocks. These incorporate explicit teaching of fundamental skills while also providing the opportunity for extension and support. These core skills build the foundation for competence and success in Units of Inquiry which focus on the other key learning areas of Science, History, Geography, Technology, The Arts, Language and Health and Physical Education. By making expectations clear and setting high standards, Calwell Primary fosters a quality learning environment.

Working in partnership with parent/carers the school strives to develop students as inquiring, knowledgeable, caring and respectful young people, able to meet the challenges of the 21st Century and contribute positively to the community. Building positive relationships between all members of the school community students, teachers, parents/carers is promoted and valued, using Restorative Practices when required.

Calwell Primary students are encouraged to think creatively, work collaboratively with others and have self-awareness and self-knowledge. This is supported through the Calwell CARES Culture Caring, Attitude, Resilience, Environment and Success. The CARES culture and school values guide students to become independent learners, to seek solutions to problems, form positive friendships, develop a sense of individual responsibility and develop a strong sense of self-worth. Students also benefit from developing resilience to enable them to deal with change and challenges effectively. The school strives to facilitate the

development of these core values through the KidsMatter Framework which assists students in becoming active, independent learners with a strong sense of self-worth and an enthusiasm for lifelong learning.

Student enrolment

In 2015 there were a total of 252 students enrolled at this school (K-6).

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	110
Female	142
Indigenous	5
LBOTE	41

Source: Planning and Performance, December 2015

Whilst 41 students are identified as coming from a Language Background Other Than English (LBOTE), few of these students were eligible to receive funding support. LBOTE students received in class support and were included in the Literacy & Numeracy learning support program delivered by a literacy specialist teacher and executive teachers on a needs basis.

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	95.0
1	92.0
2	95.0
3	91.0
4	94.0
5	95.0
6	91.0

Source: Planning and Performance, December 2015

The school maintains student attendance data. This includes students who have an excessive number of absences and those who arrive late to school on a regular basis. Staff contact families if a student is absent frequently or is absent for an extended period of time without explanation or notification to the school. The principal contacts the family if frequent absences continue. If it is deemed necessary a formal letter detailing the legal requirement for a student to attend school is sent by the principal, and the Network Leader notified.

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	25

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

The 2015 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	20
Teaching Staff :Full time Equivalent Permanent	17
Teaching Staff :Full time Equivalent Temporary	1
Non Teaching Staff (Head Count)	9
Non Teaching Staff :Full time Equivalent	6.9

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

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

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 12,500.

Volunteer support included:

- School Board and P&C membership
- Assistance in class
- Library support
- Assisting at sporting events and carnival transporting students to events/activities
- Fundraising including the Mother's day Stall, Easter Raffle, Christmas Market
- Gardening

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 2018. 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, 29 parents, 24 staff and 64 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2015, 86% of parents and carers, 95% of staff, and 86% 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 24 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.	95
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	95
This school is well maintained.	96
Students feel safe at this school.	91
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.	96
This school looks for ways to improve.	92
This school takes staff opinions seriously.	88
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.	95
I receive useful feedback about my work at this school.	75
Staff are well supported at this school.	75

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 29 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.	93
Teachers at this school provide my child with useful feedback about his or her school work.	90
Teachers at this school treat students fairly.	79
This school is well maintained.	97
My child feels safe at this school.	83
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	62
My child likes being at this school.	83
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	64
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	79

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.	97
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	78
My school is well maintained.	83
I feel safe at my school.	73
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	52
I like being at my school.	76
My school looks for ways to improve.	91
My school takes students' opinions seriously.	80
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	87

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.

The school regularly collects data and feedback regarding parent satisfaction to supplement the annual system School Improvement and School Climate Surveys. This is gathered through a range of means including Learning Journey Responses and feedback received from the School Board and the P&C.

In term 3, parent perception data was collected at the whole school learning journey. Parents were asked questions relating to:

- Learning in the classroom
- Communication
- SeeSaw Online Digital Portfolios
- Teaching
- Facilities
- General Comments

There were 81 parent responses received and the data indicated that:

- The curriculum provides a strong education for all students
- Classrooms are positive learning spaces that are well resourced
- Students are engaged and motivated in their learning
- There is effective communication between parents and teachers
- Events are well communicated in the school through the school website, FaceBook, newsletter, notes home and front school sign
- SeeSaw has been an overwhelmingly positive introduction that has increased engagement of parents. Parents are sharing in learning in the classroom through the use of this App
- Teachers are always friendly and approachable
- Teachers are caring, supportive and care for individuals
- The school has good facilities
- Parents are happy with the literacy and numeracy growth made by their children
- The school is friendly and welcoming and there is a positive feeling of community

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: Calwell Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	375	443	524	521
Writing	403	420	503	486
Spelling	348	410	494	500
Grammar & Punctuation	375	441	522	516
Numeracy	362	410	493	502

Source: Performance and Planning December 2015

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

The school's year 3 results in 2015 were below that of the ACT. These results are reflective of a relatively small cohort with a high proportion of students who required additional support. Longitudinal data has shown that the school has a sound understanding of areas requiring improvement and has implemented programs to address areas of need. Overall NAPLAN results over the past few years has demonstrated that the school has achieved pleasing student growth in a number of areas.

Calwell Primary 2015 NAPLAN results show positive areas of growth when compared to the 2014 NAPLAN Mean Scores. In year three writing, students received a score of 403 which is an increase from the score of 394 in 2014. However, despite an intensive early intervention program being provided to a significant number of students, scores in reading, spelling, grammar & punctuation and numeracy did not reach the ACT mean.

It is pleasing to note however that year 5 Calwell students achieved scores higher than the ACT mean scores in reading, writing and grammar & punctuation. In reading, Calwell achieved a score of 524 an increase from the 484 scored in 2014. Growth was also demonstrated in writing with an increase from 465 in 2014 to 503 in 2015. Growth was also demonstrated in the areas of grammar & punctuation with an increase from 498 to 522 and in numeracy with 483 in 2014 and 493 in 2015.

Performance in other areas of the curriculum

The school continues to focus on implementing the Australian Curriculum in all key learning areas, developing new units to meet the achievement standards, guided by the indicators and elaborations outlined in these curriculum documents. An updated version of the

Australian Curriculum was launch at the end of 2015 and staff started examining the changes in preparation for planning for 2016.

Summative assessment tasks informed teachers of student achievement in the key learning area. Assessment for Learning continues to be a strong focus across the school and teachers started working with marking and feedback guides to enhance feedback to students.

The Physical Education program taught by a specialist teacher and the Environmental Education Program continued to be highly valued by the school community. These promote an active healthy lifestyle. Students are enthusiastic about participating in competitive sport activities, sport clinics as well as growing vegetables, collecting eggs and looking after the chickens.

Progress against School Priorities in 2015

Methodology in evaluating progress

Progress against the priorities and targets set in the 2015 Annual Operating Plan were reviewed at the end of each term by the leadership team, progress noted and actions identified for the coming term. The School Board was provided with progress reports against the Annual Operating Plan. The School Board and all staff also reviewed and analysed the 2015 School Improvement/School Climate Surveys. In addition, using the National School Improvement Tool, the leadership team mapped current school practice and achievement.

In undertaking the 2015 self-evaluation, a range of evidence/data was examined including PIPS, NAPLAN, data held on the school's data base, teacher and parent/carer feedback. Parent/carer feedback was primarily gained through parent Board members, the P&C and parent carers who regularly attend the school or have contacted members of staff.

Priority

Improve Student Outcomes

Target/s

- 65% or more, preschool children demonstrate expected oral literacy
- 70% of students achieve expected growth or better in PIPS Reading and Maths.
- 75% of students achieve PM reading benchmark in Years K-3
- 65% of students increase writing performance based on the Writing Marking Guide
- 65% of Yrs 4-6 students achieving reading and comprehension growth
- 65% of year 5 'within school matched' students show expected growth in NAPLAN in reading, writing and Numeracy
- 65% of years 1 & 2 students achieve year level benchmark based on 'I Can Do Maths' A & B

- 65% of years 3-6 students achieve year level benchmark based and PAT Maths Assessment
-

Progress

- The level of oral literacy demonstrated by the preschool children at the end of the year was not assessed comprehensively due to a number of factors. The data collected indicated that this is still an area of concern which will need to be further investigated and addressed in 2016.
- PIPS Reading and Maths. 92% of students achieved average or better than average growth in PIPS reading. 95% of students achieved average or better than average growth in PIPS maths.
- 75% of students from Kindergarten to Year 3 achieved at or above PM Benchmark Reading level
- 79% of students achieved expected growth in their writing between end of year 2014 and end of year 2015 using the Calwell Writing Marking Guide. Note: *Growth was not measured within 2015 due to a change in text type.*
- 95% of students achieved reading comprehension growth based on PM Benchmark and/or Fountas and Pinnell levels.
- 'within school matched' - 77% of students in reading, 82% in writing and 91% in Numeracy achieved expected or greater than expected growth in NAPLAN.
- 'I Can Do Maths' A & B will be implemented for kindergarten in 2016
- PAT Maths growth. 70.8% of students in years 3-6 achieved expected growth.

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	132674.00	130510.45	263184.45
Voluntary contributions	2272.50	2475.00	4747.50
Contributions & donations	10.00	0.00	10.00
External income (including community use)	8788.65	5763.65	14552.30
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4838.26	3941.71	8779.97
TOTAL INCOME	148583.41	142690.81	291274.22
EXPENDITURE			
Utilities and general overheads	31855.69	62035.08	93890.77
Cleaning	36844.00	37564.10	74408.10
Security	635.00	644.00	1279.00
Maintenance	18350.31	48760.45	67110.76
Administration	798.91	1859.12	2658.03
Staffing	0.00	62790.00	62790.00
Communication	2024.77	4651.35	6676.12
Assets	9679.13	27041.37	36720.50
Leases	0.00	0.00	0.00
General office expenditure	5058.12	4793.35	9851.47
Educational	11600.98	13937.06	25538.04
TOTAL EXPENDITURE	116846.91	264075.88	380922.79
OPERATING RESULT	31736.50	-121385.07	-89648.57
Actual Accumulated Funds	53844.26	269195.26	146445.26
Outstanding commitments (minus)	-10406.20	0.00	-10406.20
BALANCE	75174.56	147810.19	46390.49

Professional learning

Professional learning for staff in 2015 centred on the Australian Curriculum, Literacy and Numeracy, Assessment for Learning and student welfare and management. Staff were involved in a range of professional development activities including:

- Supporting students with reading difficulties and dyslexia
- Focussed reading strategies – Debbie Miller
- English as an Additional Language or Dialect teaching strategies (EAL/D)
- Australian Literacy Educators Australia (ALEA) national conference
- The teaching of poetry
- National Teacher Professional Standards
- Supporting Primary & Secondary Teachers to thrive in mixed ability classrooms

Staff extended their professional learning through attending a range of professional development throughout the year including:

- Using SMART to analyse NAPLAN data
- PIPS Data Analysis
- Embedding ICT into teaching and learning – Smart Schools Conference in Sydney (ICT team)
- Classroom teacher recruitment panel training
- Coaching & Mentoring

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1,000.00.

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

Name and purpose	Amount	Expected Completion
<p>Photocopier Replacement 2020</p> <p>This reserve was set up with the intention of it being a savings fund and each year add to it to enable the purchase a new device. The school's main photocopier requires many functions in order to do all our printing internally. Estimated cost of replacement is \$7,000</p>	\$1,250	2020
<p>IT Equipment 2017</p> <p>This reserve was set up to enable the purchase of a range of ICT devices. At the end of 2105 89 devices (iPads, Chromebooks, laptops) were marked as obsolete and needing replacement. d to purchase more electrically devices for our students. This area is now included as part of the Australian Curriculum.</p>	\$44,000	2017
<p>Building Maintenance 2016</p> <p>As the school is aging, our maintenance needs are increasing. This reserve was created to have some additional funds aside for any maintenance issues we were unable to allocate enough funds for in our maintenance ledger.</p>	\$15,000	2016
<p>Playground & Grounds Enhancement 2016</p> <p>This reserve was created as we planned to install/enhance our playground for our students. This includes some additional shade structures and seating areas. To promote an enjoyable and safe outdoors environment for free play</p>	\$5,900	2016

Endorsement Page

I declare that the Calwell 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: Megan Fox, Samantha Donnelly
Community Representative Paul Henson
Teacher Representative Margaret Doykas, Caroline McNamara
Board Chair: Matthew Johns
Principal: Linda Neeson

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: 30/5/2016

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

Board Chair Signature: _____

Date: 30/5/2016