



# Duffy Primary School

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## 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.duffyps.act.edu.au>

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## School Board Chair Report

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The values of Duffy Primary School are respect, responsibility and inclusivity. To support student wellbeing and promote these values in 2016, year six students participated in the Inspire Leadership programme and led Peer Support groups for students K-5.

Every member of the school community contributes to making Duffy Primary School a vibrant and effective centre for learning. There were numerous times that Duffy students proudly represented their school in creative pursuits including the Duffy Drummers performing at the South African High Commission, Duffy Choir, drummers and dancers in Limelight, the band at Bandstavaganza and the Tournament of the Minds. There were also many proud sporting moments at PSSA events and numerous team sports with a highlight being Duffy winning the inaugural Viva 7s championships.

All of Duffy's fabulous teachers did a great job in 2016 supporting student learning but a special congratulations to the nominees at the ACT Public Education awards who were Michelle Thompson Education Support Person of the Year, Nicole Bowen Early Childhood Teacher of the Year and Emma Parker Primary Teacher of the Year.

With a stable and strong leadership team and the continuing determination to progress an agenda of school improvement, the school community can look forward to another exciting and productive year in 2017.

## Context

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Duffy Primary School is a community school with a diverse student population and active parent involvement. The school operated nineteen classes, with approximately 390 students throughout the year from preschool to year six in 2016. The school works closely with the Australian Defence College to support students from various multi-cultural backgrounds who attend Duffy primary School from February through to early December. There were no significant changes in the demographic of student population in 2016.

## Student Information

### *Student enrolment*

In 2016 there were a total of 329 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	191
Female	138
Indigenous	9
LBOTE	60

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	94.0
1	96.0
2	94.0
3	93.0
4	93.0
5	94.0
6	93.0

Source: Planning and Analytics, December 2016

Duffy Primary School follows the guidelines outlined in the ACT Education Act 2004 in regards to attendance. Staff work in partnership with parents to encourage student attendance and participation in all school events.

The school facilitates monitoring of attendance through the use of a Short Message Service (SMS) for unexpected absences. In addition, teachers contact parents when a child has unexplained absences of more than three consecutive days. School executive staff support where necessary.

## 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	27

Source: Teacher Quality Institute, 16 December 2016

### Workforce composition

The 2016 workforce composition of Duffy primary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	25
Teaching Staff: Full Time Equivalent	24
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 two indigenous staff members at this school.

Teaching staff, include the school leadership team, non-teaching staff include administrative support staff and learning assistants working in classrooms with students and teachers.

### Volunteers

The parent community at Duffy Primary School donated many hours of their time to assist with teaching and learning programs across the school. The involvement of parents and other community members is an important aspect of the school.

The estimated number of hours in which volunteers have worked in the school during 2016 was in excess of 5000 hours.

Volunteer support included parental involvement in classrooms to support teachers and programs including reading programs and extra-curricula activities. Volunteers also assisted in the School Board and Parents and Citizens (P&C), community election stalls, sporting carnivals and excursions, school fundraising activities, school banking and within the school canteen which operated three days a week.

Other volunteers included our School Volunteers Program ACT, St John Ambulance and ACT emergency services.

The estimated number of hours volunteers worked with the school during 2016 was 3595.

## School Review and Development

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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.

Duffy Primary School was reviewed in 2015. 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 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year five and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2016, 84% of parents and carers, 100% of staff, and 83% 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 20 staff who took part in the survey are tabled below.



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

<b>National Opinion Item</b>	<b>(%)</b>
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.	95
This school is well maintained.	75
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	95
Students like being at this school.	95
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
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.	95
I receive useful feedback about my work at this school.	85
Staff are well supported at this school.	95

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 91 parents who took part in the survey are tabled below.

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

<b>National Opinion Item</b>	<b>(%)</b>
Teachers at this school expect my child to do his or her best.	87
Teachers at this school provide my child with useful feedback about his or her school work.	82
Teachers at this school treat students fairly.	86
This school is well maintained.	89
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	69
My child likes being at this school.	91
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	71
This school works with me to support my child's learning.	78

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 73 students who took part in the survey are tabled below.

**Table: Proportion of students in years 5 and 6 in agreement with each national opinion item**

National Opinion Item	(%)
My teachers expect me to do my best.	92
My teachers provide me with useful feedback about my school work.	73
Teachers at my school treat students fairly.	63
My school is well maintained.	73
I feel safe at my school.	71
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	46
I like being at my school.	76
My school looks for ways to improve.	84
My school takes students' opinions seriously.	64
My teachers motivate me to learn.	83
My school gives me opportunities to do interesting things.	85

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

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### 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: Duffy Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	48	111	49	121
<b>Mathematics</b>	37	51	39	54

Source: Planning and Analytics

### *NAPLAN assessment*

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

In 2016, 0.00 % of year 3 students and 3.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

**Table: Duffy Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	379	441	534	514
Writing	393	420	470	474
Spelling	368	421	491	490
Grammar & Punctuation	407	442	522	511
Numeracy	387	412	501	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*

In 2016 Duffy Primary School continued to focus on our academic program in English and Mathematics, while ensuring that student were exposed to a broader curriculum to develop their inquiry skills and understanding. The school uses the Australian Curriculum to inform the scope and sequence of learning across Kindergarten to Year 6 and the Early Years Learning Framework within the preschool learning environment.

The school continued with their agreed practice documentation across reading, writing, spelling (word work), mathematics and inquiry. This will be further developed and implemented in 2017. Reader's and Writer's workshop (incorporating daily reading and writing habits) was a focus for our school to reinforce the teaching of reading and writing strategies. The EnVision mathematics program was used across the school for the first time that has direct links to the Australian Curriculum.

The school curriculum offers a strong academic focus as well as incorporating creative arts, Physical Education and Information and Communication Technologies (ICT). Other features of the school programs include Italian in 2016, environmental science and band.

In 2016, there was a particular focus on the implementation of enrichment programs for students identified as having gifts and/or talents in particular areas of the curriculum (Science, Technology, Engineering and Mathematics; and English).

In 2016, Duffy Primary School students represented the school at a wide range of events and competitions including the Instrumental Music Program (IMP), combined band performances, Tournament of the Minds, International Competitions and Assessments for Schools (ICAS) in reading, writing, and mathematics, sporting and community events.

## Progress Against School Priorities in 2016

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Below is Duffy Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	218310.27	84544.00	302854.27
Voluntary contributions	5365.00	875.00	6240.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	6485.00	18730.00	25215.00
External income (including community use)	10892.23	2984.16	13876.39
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3900.76	3170.05	7070.81
<b>TOTAL INCOME</b>	<b>244953.26</b>	<b>110303.21</b>	<b>355256.47</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	35842.14	48890.56	84732.70
Cleaning	28589.64	30099.62	58689.26
Security	566.72	806.88	1373.60
Maintenance	40694.33	47871.69	88566.02
Administration	4773.93	1664.59	6438.52
Staffing	-3875.00	-12107.95	-15982.95
Communication	8734.72	5191.09	13925.81
Assets	18977.53	6969.76	25947.29
Leases	0.00	0.00	0.00
General office expenditure	13502.47	12391.35	25893.82
Educational	23711.48	21818.71	45530.19
Subject consumables	6684.73	1050.56	7735.29
<b>TOTAL EXPENDITURE</b>	<b>178202.69</b>	<b>164646.86</b>	<b>342849.55</b>
<b>OPERATING RESULT</b>	<b>66750.57</b>	<b>-54343.65</b>	<b>12406.92</b>
<b>Actual</b> Accumulated Funds	95024.67	138030.08	138030.08
Outstanding commitments (minus)	-25046.29	0.00	-25046.29
<b>BALANCE</b>	<b>136728.95</b>	<b>83686.43</b>	<b>125390.71</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1219.50. The total expenditure was \$41 464.

## 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
Playground Markings 2016. Provide student engagement opportunities on preschool, junior and senior playgrounds. (9910-000-00)	10,072.27	Completed March 2016
Improvements 2016. 50/50 project with ACTETD to upgrade teacher staffrooms and two flexible learning areas (9912-000-00)	30,000.00	Completed June 2016
Furnishings 2016. Provide student engagement opportunities with flexible learning furniture (9914-000-00)	20,000.00	Completed March 2016
iPads 2016 Strategic planning of transition with students having access to a variety of devices across the school P-6 (9915-000-00)	4,100.00	Completed December 2016
WAPS Upgrade 2016. Upgrade of service to allow ICT equipment to work more efficiently (9917-000-00)	10,000.00	Completed July 2016
ICT Resources 2017. Implementation of the long term strategic plan of one to one device per student (9911-000-00)	15,000.00	June 2017
Teaching & Learning Resources 2017. Provide student engagement opportunities enrichment or response to intervention (9913-000-00)	15,000.00	December 2017
Staffing 2017 Provide student engagement opportunities enrichment or response to intervention (9916-000-00)	6,000.00	December 2017

## Endorsement Page

I declare that the Duffy 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

<b>Parent Representative(s):</b>	Claire Pearce	Julia Graczyk	Alicia Flack-Kone
<b>Community Representative(s):</b>	Cathy Clutton		
<b>Teacher Representative(s):</b>	Jessica Symonds	Jamie Walkden	
<b>Board Chair:</b>	Claire Pearce		
<b>Principal:</b>	Cindie Deeker		

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:

02 / 05 / 2017

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

Board Chair Signature:



Date:

02 / 05 / 2017