

Theodore Primary School Hall

Theodore Primary School

Annual School Board Report 2016

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

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

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School Board Chair Report

The Theodore Primary School Board provides a formal platform for parents, carers, staff and students to participate in school decision-making. The board consists of an Executive Officer (Principal), Secretary (Business Manager), Teacher representatives, Parent/Carer representatives and a community representative.

The role of the Board is to maintain the school's strategic direction through constant review of the Annual Operating Plan, the school's annual budget, educational performance and school policies. The Board meets twice a term and minutes of their discussions and decisions are posted on the school's website for the community to refer to.

The School Board also liaises closely with the Theodore Primary Schools' Parents and Citizens Association to ensure that the educational outcomes for students at Theodore are optimal and that funds are raised for the continual improvement of student resources and school environment.

During 2016, the members of the School Board were able to approve initiatives for Theodore Primary School such as the purchase of chrome books for student use to enhance learning opportunities in the classroom; the partial contribution to the upgrade of the senior playground, including the sandpit and the update to the WIFI system in the school.

Context

Theodore Primary School is a P-6 school based in Tuggeranong. The student population in 2016 was 354 across year levels P-6 and includes students from EALD (English as a Second Language or Dialect) families, Aboriginal and Torres Strait Islander families and students with a range of special needs and learning difficulties. Theodore Primary School is situated in Canberra's culturally and historically significant Tuggeranong valley in South Canberra. The valley has been recognised as a significant area to the Ngunnawal people and contains a number of significant sites within the local area. Theodore Primary School recognises the important role that Aboriginal and Torres Strait Islander people and families have played in shaping our community and environment.

At the beginning of the 2016 school year 3 new staff members joined the teaching staff at Theodore. During first term, a staff member took leave for an injury sustained in her previous workplace and one of the executive teachers transferred to another ACT school. This necessitated the acquirement of a contract teacher and an additional executive teacher for the remainder of the school year.

Student Information

Student enrolment

In 2016 there were a total of 291 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	152
Female	139
Indigenous	30
LBOTE	45

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	92.0
1	92.0
2	90.0
3	93.0
4	93.0
5	94.0
6	92.0

Source: Planning and Analytics, December 2016

Non attendance is monitored by teachers, executive and the Principal. Parents/carers are required to account for non attendance through a written document once the student returns to school. Periods of invalidated non-attendance are followed up by the front office administrative staff in consultation with the Principal and in accordance with the Education Directorates' *Attendance at ACT Public Schools Procedure*.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	30

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Theodore 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	22.8
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

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

There are no indigenous staff members at this school.

Staff at Theodore Primary School predominantly work in a full time capacity with three classroom teachers working in part time roles. Our Physical Education and Science teachers hold part time positions with both providing non-contact teaching time for regular classroom staff.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 1000 hours.

At Theodore Primary we have many parents and community members who willingly volunteer their time in a variety of ways to assist our students. In 2016 we acknowledge our volunteer mentors who provided one on one mentoring to selected students as well as the members of our parent and citizens association who supported the school to run a range of carnivals, school discos and our end of year fete. We also acknowledge those members of the community who take on roles within our P&C and our School Board. In total the community contributed approximately 1000 hours of volunteer time to support our students in their learning.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Theodore Primary School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 85% of parents and carers, 100% of staff, and 79% 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 21 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	95
Teachers at this school provide students with useful feedback about their school work.	95
Teachers at this school treat students fairly.	100
This school is well maintained.	95
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.	100
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	95
Teachers at this school motivate students to learn.	95
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.	95
Staff are well supported at this school.	100

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 111 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	89
Teachers at this school provide my child with useful feedback about his or her school work.	84
Teachers at this school treat students fairly.	86
This school is well maintained.	89
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	79
My child likes being at this school.	87
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 68 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	96
My teachers provide me with useful feedback about my school work.	81
Teachers at my school treat students fairly.	75
My school is well maintained.	75
I feel safe at my school.	78
I can talk to my teachers about my concerns.	70
Student behaviour is well managed at my school.	47
I like being at my school.	72
My school looks for ways to improve.	82
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	79

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Theodore Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	42	91	49	121
Mathematics	39	55	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: Theodore Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	385	441	463	514
Writing	396	420	444	474
Spelling	396	421	452	490
Grammar & Punctuation	399	442	477	511
Numeracy	389	412	468	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

Student learning in other curriculum areas is highlighted by the learning in the areas of science, health, physical education and music. Physical education learning has been enhanced through the work of a physical education and health curriculum development program run at our school by a specialist teacher.

In science, the students in K-6 are taught by a specialised science teacher. Science learning is enhanced by learning through a variety of science based programs; Primary Connections, Sustainable Schools program, Waste Wise and the school garden.

The music program encompasses playing, reading and appreciation of music and is offered to Year 5 and 6 students through the ACT Instrumental Music Program. The students at Theodore Primary School play the ukulele.

In addition Theodore is a 'Trauma sensitive school' giving recognition to the importance of the impact of the social and emotional wellbeing of students on their educational progress. Students are explicitly taught about social skills through the 'Bounce Back' program and emotional self-regulation and mindfulness through the school based 'MindUP' program.

During 2016 selected students from Preschool to Year 2 were involved in an inter-school enrichment program which focused on the curriculum areas of science and the arts. A group of 5/6 students were involved in a science enrichment day at the Australian National University.

Progress Against School Priorities in 2016

Below is Theodore 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

INCOME	January to June	July to December	January to December
Self management funds	168100.60	163857.96	331958.56
Voluntary contributions	3500.00	1645.00	5145.00
Contributions & donations	11046.50	864.84	11911.34
Subject contributions	3100.00	0.00	3100.00
External income (including community use)	2947.10	5517.93	8465.03
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2843.13	2378.76	5221.89
TOTAL INCOME	191537.33	174264.49	365801.82
EXPENDITURE			
Utilities and general overheads	29982.84	38153.87	68136.71
Cleaning	36318.70	31355.15	67673.85
Security	0.00	0.00	0.00
Maintenance	30478.26	40960.75	71439.01
Administration	15936.89	4874.43	20811.32
Staffing	0.00	0.00	0.00
Communication	9303.86	2070.30	11374.16
Assets	22782.00	4400.00	27182.00
Leases	0.00	0.00	0.00
General office expenditure	11464.91	8658.72	20123.63
Educational	6812.41	18642.19	25454.60
Subject consumables	3900.00	0.00	3900.00
TOTAL EXPENDITURE	166979.87	149115.41	316095.28
OPERATING RESULT	24557.46	25149.08	49706.54
Actual Accumulated Funds	65233.50	70033.50	70033.50
Outstanding commitments (minus)	-27254.55	0.00	-27254.55
BALANCE	62536.41	95182.58	92485.49

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$392.00.

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
Informational Technology Reserves. Reserve has been created in line with the School Action Plan for 2016	\$1,100.00	December 2017
Playground improvements. To enhance the student environment	\$4,450.00	December 2017
WiFi upgrade as directed by the Education Directorate	\$5,892.00	December 2017

Endorsement Page

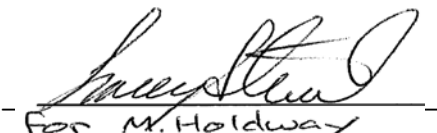
I declare that the Theodore Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Ms Alison Hosking	Mr Ray Haley
Community Representative(s):	Ms Beverley Blatch	
Teacher Representative(s):	Mrs Sharon Swift	Ms Jennifer Lonergan
Board Chair:	Ms Kirsten Baker	
Principal:	Mr Matthew Holdway	

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: 10 / 04 / 2017
 For Mr. Holdway

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

Board Chair Signature:  Date: 07 / 04 / 2017