



Evatt Primary School

Annual School Board Report 2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/Annual Action Plan Reports
- newsletters
- other sources such as My School.

School Context

Evatt Primary School, opened in 1974, is located in one of Canberra's northern suburbs and set amongst a beautiful landscape ranging from native trees to vegetable gardens. We believe in making learning a very explicit process. Students know and can articulate the learning intention for their lessons and the criteria needed to make learning successful. We want all students to succeed, so we ensure that our curriculum engages all students. We use the Australian Curriculum as an overarching driver for planning an enriching, exciting curriculum where all students are provided with opportunities for extension, consolidation and support. The school has demonstrated real growth in student attainment over the last few years. In particular, according to the most recent NAPLAN data, our students demonstrate the most growth in year 5 for reading and by comparison with statistically similar schools this growth was substantial and above the state average. This demonstrates that our teaching and learning strategies are having a real impact on learning and student progress.

We value the opportunity to share student learning. Parents are invited to attend a Learning Journey in term three as a celebration and sharing of learning. Learning is also celebrated fortnightly at whole school assemblies. Assemblies are run by our senior students and are well attended by our parents. Assemblies are celebrations of achievement, respect and kindness.

Our school was reviewed in 2017 and received many affirmations and commendations. The recommendations helped to frame our next cycle of school improvement. Our professional and collegial staff is committed to professional learning to continually enhance our skills as we strive towards excellence in everything we do. Teachers are provided with opportunities to learn and to demonstrate their learning within the school and the education community. We offer a wide range of activities to ensure that break times are fun, safe and give students the opportunity to learn a broad range of new skills. These include sporting activities, chess, origami, arts, music and other areas of student interest.

We live in an environment where technology is a part of our lives. All teachers use interactive white boards and all students have access to technology to support learning whether it be chrome books, tablets and/or robots to program. We believe that technology can increase engagement in the learning process and increase skills. Information Technology is taught from Kindergarten so that students are taught to synthesize, analyse and be discriminatory about available information. The importance of teaching students about on-line safety is critical and technology is carefully managed by our teachers.

Our Student Representative Council has a strong decision-making role in our school. Over the last few years, they have helped to determine the new school uniform, our SOAR values

and the rules determining elections of SRC members as well as fund raising for a variety of charities.

We believe passionately in the education of whole child. Music is an integral feature of our school. Singing and music activities take place regularly throughout the school. We have a school choir and produce an end of year concert. We offer opportunities for students who enjoy music to participate in external programs, including the annual ACT-wide Limelight Festival. We offer an instrumental music program for students in years 5 and 6, who learn to play woodwind instruments as part of a cluster band program. We teach our students about the importance of maintaining a sustainable lifestyle by composting our daily food waste, using water from our own tanks to maintain our vegetable gardens, harnessing energy from the sun to power our hot water and being active recyclers.

We are a community minded school, passionate about building strong links with our parents and carers and their extended families. We continually strive to improve.

Student Information

Student enrolment

In 2018 there were a total of 274 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	142
Female	132
Aboriginal and Torres Strait Islander	17
LBOTE*	58

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	92.0
2	91.0
3	90.0
4	91.0
5	90.0
6	92.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	21.60
Teaching Staff: Full Time Equivalent Temporary	3.40
Non Teaching Staff: Full Time Equivalent	9.62

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2022. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 92% of parents and carers, 93% of staff, and 84% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 40 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback.	95
Teachers at this school treat students fairly.	90
This school is well maintained.	80
Students feel safe at this school.	85
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	85

Students like being at this school.	98
This school looks for ways to improve.	98
This school takes staff opinions seriously.	83
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	90
Staff get quality feedback on their performance	86
Staff are well supported at this school.	83

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 53 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect my child to do his or her best.	94
Teachers give useful feedback.	92
Teachers at this school treat students fairly.	90
This school is well maintained.	88
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	86
My child likes being at this school.	92
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	85
Teachers at this school motivate my child to learn.	92
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	90
This school works with me to support my child's learning.	85

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 70 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	92
Teachers give useful feedback.	71
Teachers at my school treat students fairly.	65

My school is well maintained.	88
I feel safe at this school.	74
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	57
I like being at my school.	69
My school looks for ways to improve.	88
Staff take students' opinions seriously.	65
My teachers motivate me to learn.	76
My school gives me opportunities to do interesting things.	73

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Evatt Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	46	106	35	50
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Evatt Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	402	441	516	518
Writing	396	411	464	460

Spelling	375	410	487	494
Grammar & Punctuation	419	438	489	510
Numeracy	412	416	488	494

Source: Analytics and Evaluation

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	197965.15	145481.73	343446.88
Voluntary contributions	5425.00	3107.50	8532.50
Contributions & donations	400.00	25000.00	25400.00
Subject contributions	6734.10	2345.00	9079.10
External income (including community use)	2418.18	10409.09	12827.27
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2282.68	2025.14	4307.82
TOTAL INCOME	215225.11	188368.46	403593.57
EXPENDITURE			
Utilities and general overheads	40348.56	47231.35	87579.91
Cleaning	44999.82	43097.03	88096.85
Security	0.00	298.58	298.58
Maintenance	37729.99	42639.45	80369.44
Administration	6027.98	3345.19	9373.17
Staffing	0.00	517.00	517.00
Communication	4964.85	503.57	5468.42
Assets	34852.02	1701.74	36553.76
Leases	0.00	0.00	0.00
General office expenditure	17105.68	28989.75	46095.43
Educational	13614.39	22622.87	36237.26
Subject consumables	3921.37	15982.90	19904.27
TOTAL EXPENDITURE	203564.66	206929.43	410494.09
OPERATING RESULT	11660.45	-18560.97	-6900.52
Actual Accumulated Funds	116654.02	125605.78	125605.78
Outstanding commitments (minus)	-32825.52	0.00	-32825.52
BALANCE	95488.95	107044.81	85879.74

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Nil reserves		

Endorsement Page

Members of the School Board

Parent Representative(s):	Anna Bodle	Belinda Muller	Neill Taylor
Community Representative(s):	Michelle Armstrong		
Teacher Representative(s):	Kathryn Fleming	Susan Hammond	
Student Representative(s):			
Board Chair:	Belinda Muller		
Principal:	Susan Skinner		

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

Board Chair Signature: Belinda Muller

Date: 17 / 05 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Susan Skinner

Date: 17 / 05 / 2019