



# Fadden 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.faddenps.act.edu.au>.

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## School Board Chair Report

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I am extremely pleased to have been part of the Fadden Primary School community. A community that has worked together through some very challenging periods. Fadden Primary School is an amazing school and the Directorate should be very proud of the way they have developed into a community that demonstrates cultural, administrative and organisational stability and clearly this is having a significant positive impact upon the teaching staff, the students and the school community more broadly.

Ms Wallace has focused on student and staff wellbeing and developing a safe and supportive environment. Ms Wallace has worked collaboratively with the teaching staff which has resulted in an increase in staff satisfaction by 9% compared to 2015.

This satisfaction rate of students and their families is also evident. There has been a significant increase in confidence in Fadden Primary School by students and their families.

The strength of the community will continue to mature and Fadden Primary School should be very proud of their achievements during 2016. Based upon my experience over the past two years with Fadden Primary School community I know that they will continue to challenge their 2016 results in 2017.

Danielle Krajina

Chair

## Context

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Fadden Primary community encourages every student to aim for excellence in an environment which promotes a love of learning and prepares each student for the challenges of the future. Our school values are confidence, respect and responsibility.

After several years of ongoing school leadership changes 2016 has seen the appointment of three substantive school leaders – the Principal, Senior Team Leader and Business Manager. This change has brought about stability and enabled the staff team, students and community to focus on reviewing, developing and implementing systematic school improvement and school based procedures. 2017 is expected to bring further stability to the School Leadership Team with the return of the Deputy Principal and the commencement of the Junior Team Leader.

A significant focus for 2016 has been on wellbeing – the wellbeing of students and staff. This was necessary following the significant changes in school leaders as well as the impact of critical incidents in 2015 and 2016.

The focus on student wellbeing has been in the provision of a safe and supportive environment in which values, expectations and rules are clearly understood and communicated with students, staff and families. Clear processes have been established to support all children in making appropriate choices and showing respect for others. Clear consequences have been implemented when appropriate choices have not been made resulting in time out, in school suspensions and formal suspensions. Along with these consequences staff have worked with families to encourage intervention and support for children showing ongoing social, emotional or behavioural difficulties. These actions, combined with a proactive approach of revisiting school values, principal morning teas and values wrist bands has seen a significant decrease in disruptive and hands on behaviours across the school.

Staff wellbeing has been a focus through ongoing open communication and transparency. Staff have engaged in debrief sessions and workshops following critical incidents, regular teacher talks with team leaders to discuss teaching progress and goals and regular staff meeting check ins and check outs designed to open up lines of communication. As a result of these strategies staff have expressed feeling more informed, having more of a voice and feeling more valued. The focus on wellbeing will continue throughout 2017 and beyond as we implement our new Safe and Supportive School Policy and work towards being accredited as a KidsMatter School.

## Student Information

### *Student enrolment*

In 2016 there were a total of 326 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	158
Female	168
Indigenous	10
LBOTE	72

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	93.0
1	95.0
2	92.0
3	96.0
4	95.0
5	94.0
6	92.0

Source: Planning and Analytics, December 2016

Student absences are monitored by class teachers. When a child is absent for three consecutive days a phone call is made to the family to check on the child's wellbeing. Ongoing patterns of absence are raised with the Student Wellbeing team and followed up with families.

## 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	29

Source: Teacher Quality Institute, 16 December 2016

### *Workforce composition*

The 2016 workforce composition of [INSERT SCHOOL NAME] 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	24
Teaching Staff: Full Time Equivalent	22.2
Non Teaching Staff: Head Count	5
Non Teaching Staff: Full Time Equivalent	4.4

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.

### Volunteers

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

## 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.

Fadden Primary School was reviewed in 2016. 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 5 and above (with the exception of students in special schools) took part in an online survey.

### Overall Satisfaction

In 2016, 78% of parents and carers, 95% of staff, and 80% 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.	95
Teachers at this school provide students with useful feedback about their school work.	90
Teachers at this school treat students fairly.	95
This school is well maintained.	90
Students feel safe at this school.	75
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	55
Students like being at this school.	90
This school looks for ways to improve.	90
This school takes staff opinions seriously.	80
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	85
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	60
Staff are well supported at this school.	70

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 72 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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	83
This school is well maintained.	80
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	65
My child likes being at this school.	90
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	76
My child is making good progress at this school.	82
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	76

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 67 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.	100
My teachers provide me with useful feedback about my school work.	87
Teachers at my school treat students fairly.	70
My school is well maintained.	71
I feel safe at my school.	72
I can talk to my teachers about my concerns.	69
Student behaviour is well managed at my school.	54
I like being at my school.	73
My school looks for ways to improve.	88
My school takes students' opinions seriously.	64
My teachers motivate me to learn.	91
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: Fadden Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	56	145	49	121
<b>Mathematics</b>	41	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, no 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: Fadden Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	468	441	515	514
Writing	444	420	480	474
Spelling	451	421	488	490
Grammar & Punctuation	463	442	506	511
Numeracy	435	412	503	497

Source: Planning and Analytics

## Evaluation of Performance

### Priority

#### Aligned curriculum linked to purposeful, consistent and ongoing assessment

### Targets

- 90 percent of parents indicate overall satisfaction with their child's education in the School Satisfaction Survey, an increase from 85 percent in 2015.
- 85 percent of kindergarten children achieve Band 3 or above in end of year PIPS Reading and Maths Assessment.
- Meet ACT Education Directorate NAPLAN targets as follows:
  - > Year 3 reading 440  $\pm$ 24 Year 3 numeracy 410  $\pm$ 20
  - > Year 5 reading 527  $\pm$ 26 Year 5 numeracy 507  $\pm$ 22

### Progress

Throughout 2016 the leadership team has had a strong focus on building the capacity of classroom teachers to improve their understanding and implementation of the Australian Curriculum. The learning areas of English and Mathematics have been the priority this year with the goal of achieving a whole school approach to teaching and learning that meets the needs of all students. The pedagogical driver of assessment for learning was the evidence based practice that has been implemented this year. Staff have been provided with professional learning in the form of whole staff, teaching teams and individual coaching and mentoring.

Yearly planners for English and Mathematics have been introduced in order for teams to plan the scope and sequence of learning from the Australian Curriculum for each term. From these planners staff were provided with professional learning on formative assessment. The focus was writing learning intentions, success criteria and planning for effective differentiation by making adjustments for students working above and below the core. As a result, teachers' have been far more effective in planning learning that meets the needs of students across a range of ability levels. Student results have continued to meet the targets set above when considering the confidence intervals as per the following:

- Meet ACT Education Directorate NAPLAN targets as follows:
  - > Year 3 reading 440 ±24 achieved = **468.1**
  - > Year 3 numeracy 410 ±20 achieved = **435.3**
  - > Year 5 reading 527 ±26 achieved = **515.3**
  - > Year 5 numeracy 507 ±22 achieved = **502.**
  
- 85 percent of kindergarten children achieve Band 3 or above in end of year PIPS Reading and Maths Assessment
  - > PIPS reading - 92% of children scored band 3 or above
  - > PIPS numeracy – 90% of children scored band 3 or above

### Performance in Other Areas of the Curriculum

Whilst the focus on improving teaching and learning has been on English and Mathematics, there has been significant success in the key learning areas of LOTE (Japanese), Physical Education and Health as well as Social and Emotional Learning, specifically aligned with addressing the personal and social capabilities of the Australian Curriculum.

We have prioritised language learning at Fadden with the continuation of our specialist Japanese learning program for children in Kindergarten to year six. This is provided to classes during non-contact teaching time. Each class attends a 45 minute lesson each week which includes a cultural aspect as well as a targeted oral language component. Students have had the opportunity to attend cultural festivals, participating in song, as well as performing oral language short scripts at school assemblies. Some of the learning highlights have included children conveying factual information about self, family, friends and significant objects, using simple statements, gestures and support materials. Students are learning to, developing or extending when recognising some hiragana and a few high-frequency kanji.

Physical Education is also delivered to all children from kindergarten to year 6 during non-contact teaching time. There were many highlights during the year especially with many Fadden student representing the school at gala days and regional or state/territory carnivals. The focus in PE lessons always includes the three sub strands of 'Movement and Physical Activity' being 'moving our body, understanding movement and learning through movement'

Social and emotional learning has been a significant area of focus this year with all staff and students engaged in implementing the Friendly School Plus program which supports self-awareness, self-management, social awareness and social management. A whole school emphasis and deliberate teaching of the school values; respect, responsibility and confidence have also made a significant impact in the way in which students interact with each other, reducing the number of social problems on the playground and in the classroom. Students can clearly articulate the school values and what it looks like when they are demonstrating these qualities. Staff and parents have commented on the 'feel' and 'tone' of the school being calm, friendly and inclusive.

## Progress Against School Priorities in 2016

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Below is Fadden 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	192055.14	141889.40	333944.54
Voluntary contributions	14099.50	402.00	14501.50
Contributions & donations	540.00	59173.46	59713.46
Subject contributions	3025.00	2215.00	5240.00
External income (including community use)	31467.93	17750.82	49218.75
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3225.32	3178.78	6404.10
<b>TOTAL INCOME</b>	<b>244412.89</b>	<b>224609.46</b>	<b>469022.35</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	39295.06	79998.07	119293.13
Cleaning	37564.08	38920.26	76484.34
Security	60.00	806.00	866.00
Maintenance	36603.87	74358.12	110961.99
Administration	7204.71	7727.06	14931.77
Staffing	0.00	0.00	0.00
Communication	5700.68	1621.25	7321.93
Assets	13578.30	2129.74	15708.04
General office expenditure	12801.03	8066.61	20867.64
Educational	45389.36	4396.65	49786.01
Subject consumables	0.00	5700.00	5700.00
<b>TOTAL EXPENDITURE</b>	<b>198197.09</b>	<b>223723.76</b>	<b>421920.85</b>
<b>OPERATING RESULT</b>	<b>46215.80</b>	<b>885.70</b>	<b>47101.50</b>
<b>Actual</b> Accumulated Funds	117520.86	110167.99	107167.99
Outstanding commitments (minus)	-1474.05	0.00	-1474.05
<b>BALANCE</b>	<b>162262.61</b>	<b>111053.69</b>	<b>152795.44</b>

## Professional Learning

- Teacher PL \$8364 = \$523 per teacher
- Principal PL \$1177
- 3760TEA \$6546 = \$409 per teacher
- Travel costs \$652
- CRS days B code 34 days
- CRS days D code 8 days
- Inbuilt relief 10 days

The average professional learning expenditure at the school level per full time equivalent teacher was \$523.

## 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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
<ul style="list-style-type: none"> <li>▪ Outdoor Learning Area               <ul style="list-style-type: none"> <li>&gt; To enhance student learning</li> </ul> </li> </ul>	\$13,738	12/2016
<ul style="list-style-type: none"> <li>▪ LSUA Outdoor Learning Area               <ul style="list-style-type: none"> <li>&gt; To enhance student learning</li> </ul> </li> </ul>	\$12,500	12/2017
<ul style="list-style-type: none"> <li>▪ Photocopiers               <ul style="list-style-type: none"> <li>&gt; To help replace photocopiers when required</li> </ul> </li> </ul>	\$3,000	12/2017

## Endorsement Page

I declare that the Fadden 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.

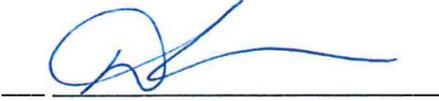
### Members of the School Board

<b>Parent Representative(s):</b>	Karen Chudleigh	Lisa Grech,	Andrew Callaway
<b>Community Representative(s):</b>	Danielle Krajina		
<b>Teacher Representative(s):</b>	Beth Morgan	Annette Raats	
<b>Board Chair:</b>	Danielle Krajina		
<b>Principal:</b>	Liz Wallace		

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: 26 / 04 / 2017

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

Board Chair Signature:  Date: 26 / 04 / 2017