



Fadden Primary School

Annual School Board Report 2019



Welcome to Fadden Primary School



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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
- newsletters
- other sources such as My School.

Summary of School Board activity

It has been another busy year for the Fadden Primary School Board. This has been my second stint with the School Board, so it has been lovely to be able to follow through with a number of changes that the previous School Board put in place. We have had the opportunity to be included in the amazing teaching and learning that is happening at Fadden Primary School. The school community is wonderful to be a part of. At School Board level, we had the pleasure of working with the Acting Principal, Mrs Jennie Lindsay. After a number of years with changes in leadership, this year has seen the permanent placement of Mrs Jo Jefferson as Principal of Fadden Primary. As a School Board, we are extremely thrilled to have the permanent appointment of Mrs Jefferson, and we also wish to give our thanks to Mrs Lindsay for her leadership throughout the changes. The goal for Fadden Primary has remained the same throughout; improving student outcomes by engaging in effective, quality pedagogy. The School Board, along with the leadership team, have been able to support the Strategic Plan to ensure that each student at Fadden Primary has access to an engaging, differentiated, high quality education.

There has been a large focus on the curriculum and learning from Fadden. Throughout the year, there has been a large focus on the teaching and assessment of writing and mathematics across the school. The leadership team has worked collaboratively with the teaching staff to build learning capacity across the school, in line with the Strategic Plan. NAPLAN data has been analysed, discussed and action put into place to commit to the improvement of writing across the school, and to continue to see growth in reading and mathematics.

There has continued to be a significant effort put into student wellbeing at Fadden Primary. Fadden Primary has recently begun its journey into Positive Behaviours for Learning (PBL) which is a whole school approach to appropriate and safe behaviours at school. Discussions at Board level have indicated that PBL is having a positive effect on behaviour management across the school.

As a Board, we have had the opportunity to review and approve the Mobile Phone, Uniform and Anaphylaxis Policies and are in the process of amending both the Homework and Gifted and Talented Policies.

It has been an absolute pleasure to work with all the members of the Fadden Primary School Board for 2019. The Fadden community should be extremely proud of the hard work and resilience shown by all members of Fadden Primary School, the school leadership team, teachers, administration staff, students and parents.

Jen Glover, Board Chair

School Context

Fadden Primary School is located in the southern Canberra suburb of Fadden in the district of Tuggeranong. The school opened in 1985 and was named after Sir Arthur Fadden, a former Prime Minister of Australia. The school motto Aiming for Excellence reflects the mission of the school which is to provide a safe and nurturing environment where students learn both academic and social skills which enable them to achieve personal success and build strong social relationships. The core values of Fadden Primary are: Respect: respect for people opinions and property; Confidence: displaying confidence and doing ones best and Responsibility: being responsible and organised. Fadden Primary aims to deliver a rigorous and engaging curriculum around the core disciplines of English, Mathematics, Science and Humanities. The school has specialist teachers delivering programs in Japanese language and culture, STEM and physical education. The school features a strong music program including two senior brass bands. Fadden Primary has developed a reputation for providing an inclusive environment for students with diverse social and emotional needs. The school has an Autism Unit which caters for the unique learning needs of students on an individualised basis.

Student Information

Student enrolment

In this reporting period there were a total of 286 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	148
Female	138
Aboriginal and Torres Strait Islander	5
LBOTE*	63

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	91.0
2	93.0
3	95.0

4	94.0
5	91.0
6	93.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	19.31
Teaching Staff: Full Time Equivalent Temporary	2.54

Non-Teaching Staff: Full Time Equivalent	9.26
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Source: ACT Education Directorate, People and Performance Branch

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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2016. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 94% 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 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 23 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	
Parents at this school can talk to teachers about their concerns.	96

Staff are well supported at this school.	83
Staff get quality feedback on their performance.	33
Student behaviour is well managed at this school.	78
Students at this school can talk to their teachers about their concerns.	96
Students feel safe at this school.	74
Students like being at this school.	91
Students' learning needs are being met at this school.	87
Teachers at this school expect students to do their best.	96
Teachers at this school motivate students to learn.	91
Teachers at this school treat students fairly.	87
Teachers give useful feedback.	86
This school is well maintained.	96
This school looks for ways to improve.	91
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	91
Teachers give useful feedback.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 83 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 motivate my child to learn.	86
I can talk to my child's teachers about my concerns.	94
My child feels safe at this school.	91
My child is making good progress at this school.	87
My child likes being at this school.	94
My child's learning needs are being met at this school.	87
Student behaviour is well managed at this school.	72
Teachers at this school expect my child to do his or her best.	92
Teachers at this school give useful feedback.	84
Teachers at this school treat students fairly.	85
This school is well maintained.	97
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	75
This school works with me to support my child's learning.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 126 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	68
I feel safe at this school.	68
I like being at my school.	75
My school gives me opportunities to do interesting things.	75
My school is well maintained.	60
My school looks for ways to improve.	79
My teachers expect me to do my best.	91
My teachers motivate me to learn.	89
Staff take students' concerns seriously.	75
Student behaviour is well managed at my school.	50
Teachers at my school treat students fairly.	74
Teachers give useful feedback.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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 for the current reporting period.

Table: Fadden Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	40	115	39	54
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

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 this reporting period, no students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	458	438	518	516
Writing	405	418	481	474
Spelling	403	408	502	497
Grammar & Punctuation	441	440	509	500
Numeracy	409	411	486	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	188632.88	113945.61	302578.49
Voluntary contributions	14888.50	3134.40	18022.90
Contributions & donations	5480.00	1074.50	6554.50
Subject contributions	4495.00	310.00	4805.00
External income (including community use)	11504.52	19002.54	30507.06
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4199.60	3538.76	7738.36
TOTAL INCOME	229200.50	141005.81	370206.31
EXPENDITURE			
Utilities and general overheads	42683.31	57774.91	100458.22
Cleaning	48036.70	0.00	48036.70
Security	0.00	2067.76	2067.76
Maintenance	44142.37	11014.20	55156.57
Administration	5075.16	7280.86	12356.02
Staffing	0.00	36639.00	36639.00
Communication	1907.92	2331.69	4239.61
Assets	2886.02	6075.82	8961.84
Leases	0.00	0.00	0.00
General office expenditure	12427.34	15094.37	27521.71
Educational	35074.91	9965.06	45039.97
Subject consumables	5755.00	0.00	5755.00
TOTAL EXPENDITURE	197988.73	148243.67	346232.40
OPERATING RESULT	31211.77	-7237.86	23973.91
Actual Accumulated Funds	263862.14	93862.14	93862.14
Outstanding commitments (minus)	-23544.17	0.00	-23544.17
BALANCE	271529.74	86624.28	94291.88

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
CRS Days – To purchase additional staffing days	100,000	2021
Playground equipment – Purchase new playground equipment to enhance student growth and wellbeing	20,000	2021
Painting – Paint hall walls	30,000	2021
Courtyard upgrade – Make to area more useable for students	30,000	2021
Flooring – Replace damaged/old flooring in classrooms	20,000	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Jennifer Glover,	Libby Werner-Gibbings,	Leah Marshall
Teacher Representative(s):	Sarah Sams,	Dave Matthews	
Board Chair:	Jennifer Glover		
Principal:	Jo Jefferson		

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

Board Chair Signature: Jennifer Glover

Date: 05 / 06 / 2020

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: Jo Jefferson

Date: 05 / 06 / 2020