



Aranda Primary School

Annual School Board Report 2016



Figure 1 – Aranda Primary School front entrance

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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.arandaps.act.edu.au>.

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School Board Chair Report

It has been a great privilege, and pleasure, to be the Aranda Primary Board Chair in 2016. This marked my final year with the Board, and also with the school, as after nine years of involvement with Aranda, my children moved on to high school in 2017.

2016 was a busy year for the board with both highlights and challenges. Highlights included building on the success of 2015's adventure playground with the completion of a nature path with varied native plantings as well as bush tucker plants. This is another landscaped area at the school incorporating water harvesting as part of ongoing sustainability measures.

The wonderful results of the school satisfaction survey should also be mentioned, with teachers, parents and students all reporting extremely positively about learning needs, engagement and opportunities offered by the school.

The strong relationship between the Board and the school's P&C developed over the past couple of years continues to be a strength, and the P&C's wonderful fundraising efforts have made many school improvements, such as the nature path, possible.

The key challenge for the Board for 2016 was the school's increasing capacity issues due to both historical issues relating to its Priority Enrolment Area and preschool enrolments, and changes during 2016 to the school's capacity figures. These led to difficult decisions by the school to use both the community room and part of the library as classrooms, and the Board has publicly supported the Principal through the process of informing the school community about these changes.

The School's 10 Year Master Plan identifies a solution to the school's capacity issues through renovation of the school hall and gym, and the Board strongly advocated this solution for the school with officers of the Directorate of Education as well as the Director General of Education. I am sure those efforts will continue in 2017.

I would also like to thank Principal Phil Gray and his executive team for their leadership and support of the board, as well as the administrative support provided by the school's Business Manager.

Rebecca Drew, Board Chair

Context

Aranda Primary School opened in 1969. The school is situated in the northern suburbs of Canberra close to the city and two universities. It provides education from preschool to year 6. The preschool sits in a leafy setting overlooking the primary site. It comprises of two teaching units and offered long day sessions for four preschool classes in 2016. The Primary School consisted of 22 classes from Kindergarten to Year 6. 88 children attended Preschool and 540 children attended the Primary School from Kindergarten to Year 6 during 2016. The K-6 student population grew by 41 students in 2016. Thirty percent of Aranda families come from English as an additional language or dialect background.

Student Information

Student enrolment

In 2016 there were a total of 540 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	269
Female	271
Indigenous	6
LBOTE	179

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	93.0
2	94.0
3	94.0
4	94.0
5	95.0
6	92.0

Source: Planning and Analytics, December 2016

Student non-attendance is managed by the school principal in accordance with Education and Training Directorate Policies. Class rolls are monitored by classroom teachers and team leaders. Excessive absences are reported directly to the principal; families are contacted and reminded of the expectation to attend and to provide reasonable cause for absence. Continued absence results in a formal letter from the principal and is filed on the child's school record. Any further concerns are forwarded to appropriate agencies.

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 Aranda Primary 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	37
Teaching Staff: Full Time Equivalent	34.6
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	6.1

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.

Volunteers

Volunteer Hours at Aranda:

- preschool: 650 hours
- canteen: 200 hours
- reading: 400 hours
- uniform shop: 70 hours
- sporting carnivals: 120 hours
- meetings: 170 hours
- fundraising: 500 hours
- other, such as arts, environment: 200 hours.
- Total: 2310 hours

The estimated number of hours volunteers worked with the school during 2016 was 2310.

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.

Aranda 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, 96% of parents and carers, 100% of staff, and 93% 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 38 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.	100
Teachers at this school provide students with useful feedback about their school work.	97
Teachers at this school treat students fairly.	100
This school is well maintained.	100
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.	97
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.	100
I receive useful feedback about my work at this school.	95
Staff are well supported at this school.	97

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 328 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.	96
Teachers at this school provide my child with useful feedback about his or her school work.	91
Teachers at this school treat students fairly.	95
This school is well maintained.	95
My child feels safe at this school.	98
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	93
My child likes being at this school.	98
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	94
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	90

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 113 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.	97
My teachers provide me with useful feedback about my school work.	81
Teachers at my school treat students fairly.	81
My school is well maintained.	81
I feel safe at my school.	95
I can talk to my teachers about my concerns.	78
Student behaviour is well managed at my school.	76
I like being at my school.	85
My school looks for ways to improve.	91
My school takes students' opinions seriously.	75
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	95

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: Aranda Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	55	133	49	121
Mathematics	42	56	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: Aranda Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	458	441	538	514
Writing	427	420	485	474
Spelling	432	421	504	490
Grammar & Punctuation	463	442	529	511
Numeracy	424	412	530	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

Aranda Primary School offers a wide range of programs including French, Music, Science and Physical Education. Lunchtime clubs are also offered to students including chess, book club, soccer, running, environmental studies, tennis, gardening, digital storytelling and drawing. Students at Aranda Primary are also able to be a part of a junior and senior choir. These students have had the opportunity to perform within the school as well as outside at community events.



Figure 2: 2016 French Day picnic

In 2016, the school ran a year five and a year six band, a junior and a senior choir. The year 6 band performed a concert for students at Southern Cross Early Childhood School as they do not have their own school band. During 2016 the staff at Aranda supported the after school music and arts program. Seventy-five children per week were able to access this program between 3pm and 6pm each day of the week.

The Year 5 & 6 students participated in the footsteps dance program during Term 4 in preparation for an end of year function.

In 2016 the Aranda Primary Sports Program consisted of both competitive and non-competitive teams in several sports including AFL, Cricket, Soccer, Orienteering, Swimming, Basketball, Athletics, Netball, and Cross Country. The year 5/6 boys AFL team competed in the ACT James Hird Cup. A junior school teacher coordinated a Pink Stumps Day. Students from K-6 participated and this whole school event raised awareness and funds for the Breast Cancer Foundation. Students from years 3/4 and 5/6 competed in Jamie Pearlman and Sue Geh Cup. Both competitions are well regarded competitive basketball programs in the ACT. Year 5/6 boys and girls competed in the ACT primary schools Futsal Cup. Both teams placed 2nd for the third consecutive year. Two Aranda teachers coached a school netball team who trained and competed outside of school hours in a local competition. An Aranda parent with Volleyball expertise coached 4 school teams from years 3-6 afterschool on a Friday. These teams then competed in various competitions throughout the year on weekends.



Figure 3: Pink stumps day

Sustainability practices remain a focus at Aranda. In 2016 we began maintenance and care practices on our new nature playground. This space is an important outdoor learning area. We are a registered in the National Solar Schools Program and as part of the school curriculum, classes are able to use the data generated from our Solar Panels and water usage to gauge our environmental impact. Students are able to join groups to contribute to the care, maintenance and function of this area.

The G-force committee is a student committee with subgroups that is active across the school in promoting environmental sustainability practices that include Earth Hour, Bokashi recycling, the Carbon Challenge and Enviro week activities. This committee is active across the whole school population P-6 and their work was recognised with an ACTsmart Schools school grounds and biodiversity accreditation

A total of forty senior students also work with greening Australia. Each Friday groups of 12 students are rotated to perform a variety of tasks that are incorporated into the work of the Greening Australia group.

Progress Against School Priorities in 2016

Below is Aranda 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	187056.00	162126.69	349182.69
Voluntary contributions	37200.00	10800.00	48000.00
Contributions & donations	30015.00	1934.06	31949.06
Subject contributions	0.00	0.00	0.00
External income (including community use)	25576.62	29340.76	54917.38
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	8501.60	8773.23	17274.83
TOTAL INCOME	288349.22	212974.74	501323.96
EXPENDITURE			
Utilities and general overheads	47783.56	53999.05	101782.61
Cleaning	44647.86	43903.54	88551.40
Security	1773.63	689.00	2462.63
Maintenance	39226.95	53494.98	92721.93
Administration	-244.84	1323.69	1078.85
Staffing	673.80	496.68	1170.48
Communication	9757.41	2747.37	12504.78
Assets	28479.35	12044.82	40524.17
General office expenditure	9540.76	15057.94	24598.70
Educational	17974.08	81602.42	99576.50
Subject consumables	6004.02	456.02	6460.04
TOTAL EXPENDITURE	205616.58	265815.51	471432.09
OPERATING RESULT	82732.64	-52840.77	29891.87
Actual Accumulated Funds	148365.88	106215.88	106215.88
Outstanding commitments (minus)	-6247.55	0.00	-6247.55
BALANCE	224850.97	53375.11	129860.20

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1200

Reserves

Name and Purpose	Amount	Expected Completion
Staffing Reserve 2016 Employment of 3 Part Time Intervention Teachers	\$10,000	07/2016 – 12/2016
ICT Development 2016 Chromebook Program Purchase of Assets	\$50,000	12/2016
Capital Works 2016 Hall/Gym Capital Upgrade	\$100,000	Ongoing until upgrade
Nature Path 2016 Final plantings	\$20,000	09/2016

Endorsement Page

I declare that the Aranda 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):	Richard Saberton	Donald Lowe
Community Representative(s):	Ian Harding	
Teacher Representative(s):	Janine Collins,	Fiona Agostino
Board Chair:	Rebecca Drew	
Principal:	Phil Gray	

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: 28 / 04 / 2017

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

Board Chair Signature:  _____ Date: 28 / 04 / 2017