



# Curtin 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.curtinps.act.edu.au>.

Inquiries about this publication should be directed to:

Curtin Primary School  
Theodore St.  
Curtin ACT 2605

General enquiries:

Telephone (02) 6205 5622

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## School Board Chair Report

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Curtin Primary experienced significant change in 2016 with the ongoing building upgrade works. Through effective resource management and collaboration with the Education Directorate, the upgrade continued beyond the initial scope and involved the refitting of 14 classrooms with additional classrooms receiving new carpet and paint. Furniture to support innovative teaching practice was purchased with the support of the school community and classes have resumed in the upgraded spaces. While most classes spent time in temporary learning spaces through the year, the upgrade was effectively managed to minimise disruption to the learning program.

With the principal taking maternity leave from early in term 1, the deputy principal led the school with the support of an acting deputy principal. Significant work occurred across the curriculum through the implementation of new ICT approaches, particularly in the senior school through preparing for the implementation of Bring Your Own Device in 2017. Approaches to differentiating the curriculum to meet the needs of gifted learners was a focus for professional learning and assessment of learning potential for all students was implemented. Curtin Primary continued to enjoy strong partnerships with the school community through the learning program and volunteering at school events.

## Context

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Curtin Primary School continued to grow in 2016 and welcomed 62 new students. The ongoing demand for enrolment reflects the school's approach to providing an inclusive, high quality environment as well as growth in the suburb. Throughout 2016, enrolment was only made available to students from the priority enrolment area. The family movement in and out of the school continued, with 27.5% of Year 6 students enrolled from Kindergarten. In all classes from year 3-6, at least 50% students did not commence their schooling at Curtin. The ongoing assessment program at the school emphasises monitoring learning achievement and growth to ensure progress for students transitioning into Curtin.

The Learning Support Centre capacity reduced to 7 places and combined with the introduction of a Learning Support Unit which has 8 places. This change has enabled additional learning support assistants and teaching staff to be appointed to optimise student learning. The gifted and talented education program continues to provide ability based classes, known as PALs (Pathways to Accelerated Learning) classes for 139 students and the mixed ability program from K-6 includes 343 students. Identification of student learning potential identified that all mixed ability classes also include gifted learners. The three preschool programs at the school continue to run at capacity of 66 students, with students from additional preschools and childcare joining the kindergarten cohort.

The student population is culturally diverse and this diversity is increasing across all programs. 34 languages are spoken by students at the school (with approximately 45 languages spoken by families). 73 (15%) are identified for support as speakers of English as an additional language or dialect. 10 (1.8%) are Indigenous Australians who each have personalised learning plans that support attendance and academic performance. Across the school at the close of 2016, 5.1% of students had identified disabilities and individual learning plans.

## Student Information

### *Student enrolment*

In 2016 there were a total of 482 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	264
Female	218
Indigenous	10
LBOTE	102

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

Source: Planning and Analytics, December 2016

Parents of students who are marked absent on the roll without prior notification are contacted by text message by the school after 9:30am each morning. In accordance with the Education Directorate policy, frequent absences are followed up by an executive staff member. Where required, the school provides support to improve attendance. Students may be supported through provision of breakfast through the P&C and canteen, individualised arrival plans, or opportunities to engage in alternate programs and/ or activities.

## 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	47

Source: Teacher Quality Institute, 16 December 2016

### Workforce composition

The 2016 workforce composition of Curtin 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	30
Teaching Staff: Full Time Equivalent	27.7
Non Teaching Staff: Head Count	10
Non Teaching Staff: Full Time Equivalent	7.4

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 1800.

## 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.

Curtin 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, 83% of parents and carers, 100% of staff, and 92% 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 16 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.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	88
Students feel safe at this school.	88
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.	81
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	94
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	94
Staff are well supported at this school.	100

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 70 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.	93
Teachers at this school provide my child with useful feedback about his or her school work.	80
Teachers at this school treat students fairly.	89
This school is well maintained.	90
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	74
My child likes being at this school.	94
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	81
Teachers at this school motivate my child to learn.	80
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	81

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 117 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.	89
Teachers at my school treat students fairly.	74
My school is well maintained.	84
I feel safe at my school.	81
I can talk to my teachers about my concerns.	76
Student behaviour is well managed at my school.	65
I like being at my school.	90
My school looks for ways to improve.	95
My school takes students' opinions seriously.	79
My teachers motivate me to learn.	91
My school gives me opportunities to do interesting things.	87

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: Curtin Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	59	134	49	121
<b>Mathematics</b>	41	58	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 5.00 % 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: Curtin Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
<b>Reading</b>	471	441	539	514
<b>Writing</b>	416	420	486	474
<b>Spelling</b>	425	421	521	490
<b>Grammar &amp; Punctuation</b>	449	442	540	511
<b>Numeracy</b>	446	412	514	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

The school commitment to integrated inquiry learning was progressed this year through professional learning with Kath Murdoch, where teachers explored the professional mindset that supports an inquiry approach. Teaching teams designed and implemented culminating events for all inquiry units which provided an opportunity for students and families to recognise progress in subject skills and content understanding.

Explicit emphasis on visual arts led to the school art show. This event was supported by the school community and was a highlight of the school year. The rich specialist teaching program continued student progress in Indonesian, PE and Science. The PE program was well supported by several clinics and external sports events.

ICT as a tool for learning across the curriculum has been a focus area. Preparation for the implementation of Bring Your Own Device in 2017 has enhanced student use of Google Apps for Education and teacher engagement with ICT across the curriculum.

## Progress Against School Priorities in 2016

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Below is Curtin 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	161775.00	175492.64	337267.64
Voluntary contributions	21029.50	1345.00	22374.50
Contributions & donations	15949.35	22487.50	38436.85
Subject contributions	7945.45	1015.00	8960.45
External income (including community use)	8736.18	7587.02	16323.20
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5773.98	5379.93	11153.91
<b>TOTAL INCOME</b>	<b>221209.46</b>	<b>213307.09</b>	<b>434516.55</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	30214.26	64805.93	95020.19
Cleaning	50023.56	52616.42	102639.98
Security	425.18	1167.99	1593.17
Maintenance	12152.99	27577.29	39730.28
Administration	2915.39	998.41	3913.80
Staffing	0.00	0.00	0.00
Communication	8467.30	1480.73	9948.03
Assets	31950.00	69720.00	101670.00
General office expenditure	12930.82	14766.66	27697.48
Educational	13439.85	19177.87	32617.72
Subject consumables	5800.00	0.00	5800.00
<b>TOTAL EXPENDITURE</b>	<b>168319.35</b>	<b>252311.30</b>	<b>420630.65</b>
<b>OPERATING RESULT</b>	<b>52890.11</b>	<b>-39004.21</b>	<b>13885.90</b>
<b>Actual Accumulated Funds</b>	<b>166307.44</b>	<b>261973.75</b>	<b>221973.75</b>
Outstanding commitments (minus)	0.00	0.00	0.00
<b>BALANCE</b>	<b>219197.55</b>	<b>222969.54</b>	<b>235859.65</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$ 1071.62

## 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
1. Staffing – 2018  To support the school staffing plan in 2017 because we anticipate that the 2017 staffing level will slightly exceed the SRA allocation. This supports the school to provide quality programs in a growing school.	\$ 40 000	12/2018
2. Laptops 2016  To update student IT devices coming into 2017 to ensure student learning outcomes are maintained at a high level.	\$ 19 000	12/2016

## Endorsement Page

I declare that the Curtin Primary School Board has operated in accordance with the provisions of the ATC *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:
- the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - 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:
- be present when the board considers the issue or
  - 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>	Nick Morgan	Myles Cronin
<b>Community Representative(s):</b>	Damien McNamara	
<b>Teacher Representative(s):</b>	Tanya Devenish	Maryanne Hayes
<b>Board Chair:</b>	Anne Twyman	
<b>Principal:</b>	Kerri Clark	

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:

M. O'Dea

Date:

27 / 04 / 2017

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

Board Chair Signature:

A. Twyman

Date:

27 / 04 / 2017