



Bonython Primary School

Annual School Board Report
2016



This page is intentionally left blank.

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*'.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

Material in this publication may be reproduced provided due acknowledgement is made.

The school website is <http://www.bonythonps.act.edu.au>.

Inquiries about this publication should be directed to:

Bonython Primary School
Hurtle Ave.
Bonython ACT 2905

General enquiries:

Telephone (02) 6205 6565

Contents

Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	4
Teacher qualifications	4
Workforce composition	4
Volunteers	4
School Review and Development	4
School Satisfaction	5
Overall Satisfaction	5
Learning and Assessment	7
Performance in Literacy and Numeracy	7
Early years assessment	7
NAPLAN assessment	7
Performance in Other Areas of the Curriculum	9
Progress Against School Priorities in 2016	10
Financial Summary	11
Professional Learning	12
Voluntary Contributions	12
Reserves	12
Endorsement Page	13
Members of the School Board	13

School Board Chair Report

It has once again been a pleasure to be involved in the School Board in 2016. The Board has observed significant progress throughout the year, welcoming our new Principal, Tania Collis.

The level of community engagement at our school is worth particular mention. North Ainslie Primary School (NAPS) has a high level of volunteer involvement in a wide range of school activities. The school leadership team is also committed to actively consulting with members of the school community about key decisions. This community commitment to participation is commendable. During the early part of 2016 the Board undertook extensive community consultation when engaged in the process of appointing the new Principal; parents, staff and students were all invited to reflect on the qualities they valued in a Principal. The board used the results of this consultation to inform our decision-making and the appointment process.

The 2016 annual school survey of parent, student and staff satisfaction levels once again found very high levels of satisfaction which I believe is testament to the school's commitment to continual improvement. This commitment to continual improvement can also be seen in the systematic use of data to drive planning, teaching, assessment, and reporting.

2016 NAPLAN results were very pleasing in most areas. The results for Writing and Reading are areas requiring continued improvement and this is reflected in the data analysis and planning activities of the Leadership Team and teaching staff.

The board looks forward to seeing the results of a renewed commitment to teaching staff co-coaching in 2017 and the professional development of aspiring leaders within the school.

Many people have contributed to making 2016 a success at NAPS. It is humbling to observe the amount of energy and enthusiasm applied to building a strong and positive school environment by so many members of the school community, including parents, volunteers, staff and students. We have seen the success of the Adventure Track on the senior oval, and it has recently been doubled in size. This project is one which exemplifies the cooperative approach taken between the P&C, staff, students, parents, school board and the wider Ainslie community.

I wish to personally thank my colleagues on the School Board for their contribution in 2016 and look forward to North Ainslie Primary School continuing to build an exceptional school in 2017. We look forward to continued success under Tania Collis' leadership, direction and vision for North Ainslie Primary School.

Emma McMahon

Board Chair, North Ainslie Primary School

Context

Enrolments at Bonython Primary School increased from 254 (2015) to 272 (2016). To support these numbers we had 36 students enrolled in our preschool setting. ICSEA scores have slightly declined in 2016. The percentage of students from Language Backgrounds Other Than English has remained constant and there was an increase from 3% to 8% of Aboriginal and Torres Strait Islander students. Suburb demographics continued to reflect an aging population and enrolments have increased with more students coming from Isabella Plains Primary School from year 3 and due to the renewal of housing in the local area.

Student Information

Student enrolment

In 2016 there were a total of 272 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	135
Female	137
Indigenous	23
LBOTE	56

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	91.0
1	94.0
2	93.0
3	93.0
4	93.0
5	92.0
6	90.0

Source: Planning and Analytics, December 2016

The school worked in partnership to ensure all students were regularly attending school and that absences were followed up with families. When students were away for three or more successive days, whole school procedures would be put into place and families and other key stakeholders contacted accordingly.

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	19

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	21
Teaching Staff: Full Time Equivalent	20
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	5.7

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 2500 hours.

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.

Bonython Primary 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, 85% of parents and carers, 94% of staff, and 61% 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 31 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.	94
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	68
Students like being at this school.	90
This school looks for ways to improve.	97
This school takes staff opinions seriously.	77
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	68

Staff are well supported at this school.	77
------------------------------------------	----

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 47 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.	98
Teachers at this school provide my child with useful feedback about his or her school work.	87
Teachers at this school treat students fairly.	85
This school is well maintained.	87
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	77
My child likes being at this school.	96
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	81
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	87

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 49 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.	85
My teachers provide me with useful feedback about my school work.	67
Teachers at my school treat students fairly.	52
My school is well maintained.	57
I feel safe at my school.	54
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	24
I like being at my school.	53
My school looks for ways to improve.	69
My school takes students' opinions seriously.	43
My teachers motivate me to learn.	65
My school gives me opportunities to do interesting things.	48

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: Bonython Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	49	111	49	121
Mathematics	39	51	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, 2.00 % of year 3 students and 0.00 % 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: Bonython Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	426	441	492	514
Writing	426	420	441	474
Spelling	391	421	460	490
Grammar & Punctuation	422	442	496	511
Numeracy	390	412	457	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

Throughout 2016, Bonython Primary School continued to position its teachers to deliver high quality learning experiences as the Australian Curriculum Assessment and Reporting Authority (ACARA) continued to implement new and emerging national curriculum requirements.

Bonython Primary School's arts program incorporated The Australian Curriculum: The Arts five subject areas of: Dance, Drama, Media Arts, Music and Visual Arts. The approach was facilitated by specialist and executive teachers to provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Years 3-6 students from the school also participated in the Kulturebreak 'Dance Nation' initiative during semester one, participating in weekly dance workshops and a culminating ACT performance at the Royal Theatre.

The Japanese Language program continued to remain a whole-school focus in 2016, with a specialist Japanese teacher promoting intercultural understanding through a focus on Asia and Australia's engagement with Asia. Japanese language and cultural aspects were also showcased at some school assemblies throughout the year.

Bonython Preschool hosted the Tuggeranong Early Years Enrichment Workshop in the area of Science. Students from across the network were invited to Bonython to engage in activities on the Physical Science of sound.

The Bluearth program maintained Bonython Primary School's commitment to health and physical education through the targeted integration of movement to classroom activities and routines. Teaching practice was guided by Ross Dennis from Bluearth, as he worked alongside teachers and students to strengthen the program across the school. Bonython Primary School's commitment to health and physical education was also visible in its participation in the ACT Health Directorate's Ride or Walk to School initiative, as well as the numerous sporting teams and individuals who represented the school at territory, state and national competitions.

Information and Communication Technologies (ICTs), were utilised throughout 2016 across the school. The school had a focus on the effective use of the Google Suite. Approximately 95% of students from P-6 were accessing G-Suite as a platform to support learning anytime and anywhere. The school continued to grow its Bring Your Own Personal Device initiative to support effective teaching and learning. Students in years 3-6 frequently engaged with ICTs as students undertook personalised learning projects as part of Genius Hour and Personalised Learning Times (PLTs).

Progress Against School Priorities in 2016

Below is Bonython 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	160621.00	138877.59	299498.59
Voluntary contributions	5983.00	1000.00	6983.00
Contributions & donations	95.00	20722.73	20817.73
Subject contributions	0.00	0.00	0.00
External income (including community use)	6425.06	10341.31	16766.37
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2735.90	2372.48	5108.38
TOTAL INCOME	175859.96	173314.11	349174.07
EXPENDITURE			
Utilities and general overheads	31589.45	45867.04	77456.49
Cleaning	35059.80	36325.50	71385.30
Security	60.00	0.00	60.00
Maintenance	16277.84	20561.99	36839.83
Administration	20892.63	7568.59	28461.22
Staffing	14732.00	11001.78	25733.78
Communication	9370.01	1895.43	11265.44
Assets	2401.43	41824.14	44225.57
General office expenditure	10714.29	9655.59	20369.88
Educational	9618.35	7325.62	16943.97
TOTAL EXPENDITURE	150715.80	182025.68	332741.48
OPERATING RESULT	25144.16	-8711.57	16432.59
Actual Accumulated Funds	65928.97	79518.37	79518.37
Outstanding commitments (minus)	-1316.95	0.00	-1316.95
BALANCE	89756.18	70806.80	94634.01

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,432.00.

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
Furniture Upgrades to furniture have provided students with flexible learning spaces and are designed to improve overall student engagement	\$10,000	12/2016
Grounds/Building Upgrades The school had put money in reserves to develop outdoor learning spaces that supported inquiry learning and differentiated the playground.	\$30,000	12/2016

Endorsement Page

I declare that the Bonython Primary School Board has operated in accordance with the provisions of the *ACT Education Act 2004* including the following sections.

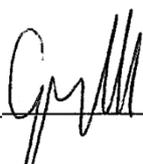
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without 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):	Jenny Stergiou	Ian Barons
Teacher Representative(s):	Sarah Bass	James Orr
Board Chair:	Jenny Stergiou	
Principal:	Greg Terrell	

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