

## Calwell Primary School

---

### Annual School Board Report 2016



Figure 1: Exterior of Calwell Primary School Library, Computer Lab and Multipurpose room

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.calwellps.act.edu.au>.

Inquiries about this publication should be directed to:

Calwell Primary School  
Casey Cres.  
Calwell ACT 2905

General enquiries:

Telephone (02) 6205 6911

## Contents

---

|  |    |
|--|----|
| School Board Chair Report .....                    | 2  |
| Context .....                                      | 2  |
| Student Information .....                          | 3  |
| Student enrolment .....                            | 3  |
| Student attendance .....                           | 3  |
| Staff Information .....                            | 3  |
| Teacher qualifications .....                       | 3  |
| Workforce composition.....                         | 4  |
| Volunteers .....                                   | 4  |
| School Review and Development.....                 | 5  |
| School Satisfaction.....                           | 5  |
| Overall Satisfaction.....                          | 5  |
| Learning and Assessment .....                      | 7  |
| Performance in Literacy and Numeracy .....         | 7  |
| Early years assessment.....                        | 7  |
| NAPLAN assessment.....                             | 8  |
| Performance in Other Areas of the Curriculum ..... | 9  |
| Progress against School Priorities in 2016.....    | 9  |
| Financial Summary .....                            | 10 |
| Professional Learning .....                        | 11 |
| Voluntary Contributions .....                      | 11 |
| Reserves.....                                      | 12 |
| Endorsement Page.....                              | 13 |
| Members of the School Board.....                   | 13 |

## School Board Chair Report

---

It was a pleasure to be Calwell Primary School Board Chair in 2016. I thank my fellow Board members for their commitment to the important role in guiding and overseeing the operation of the school.

During 2016 our school experienced unexpected changes in the Executive Team. Whilst the changes brought challenges, they also brought welcome new skills and experience to the team. We thank the school team for their commitment to improving outcomes for each of our students at Calwell Primary.

We also thank the members of the school community who provided feedback through the 2016 School Satisfaction Survey and other school data gathering processes. Review of this feedback led to consideration of initiatives including introducing Positive Behaviours for Learning and implementation of a STEAM program. The Board fully supported the decision to embed a framework for these programs during 2016 and we look forward to seeing them continue and grow in 2017 and beyond. The Board endorsed significant investment in updating digital technology during 2016 to meet the changing nature of the learning environment.

The school team's use of various communication methods continued to have a positive impact on parental engagement. In particular, students and parents/carers have embraced the use of SeeSaw to connect home with classroom learning.

We also acknowledge the achievements of our P&C who continue to offer activities for students and our community which further enhance the school experience. Their contribution to both the social fabric of our school and financial support for learning programs is invaluable.

I encourage you to read our 2016 Annual School Board Report and direct any questions to the Board or our Principal, Linda Neeson.

Megan Fox

School Board Chair

## Context

---

Long range demographic projections forecasted a steady decline in enrolments for Calwell Primary School in keeping with the ageing population of the Tuggeranong Valley. Whilst the school enrolment has reduced each year by approximately 15 students over the past three years, this attrition is less than the long term projections. The school has consistently sustained ten or eleven classes (kindergarten to year 6) with three preschool groups and all indications support the continuation of this enrolment level (225 – 245 students) over the next few years.

## Student Information

### *Student enrolment*

In 2016 there were a total of 233 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

| Group      | Number of Students |
|------------|--------------------|
| Male       | 115                |
| Female     | 118                |
| Indigenous | 6                  |
| LBOTE      | 37                 |

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          | 93.0              |
| 6          | 93.0              |

Source: Planning and Analytics, December 2016

The school maintains student attendance data. This includes students who have an excessive number of absences and those who arrive late to school on a regular basis. Staff contact families if a student is absent frequently or is absent for an extended period of time without explanation or notification to the school. The principal contacts the family if frequent absences continue. If it is deemed necessary a formal letter detailing the legal requirement for a student to attend school is sent by the principal, and the Network Leader notified.

## 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               | 0                |

Source: Teacher Quality Institute, 16 December 2016

### *Workforce composition*

The 2016 workforce composition of Calwell 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               | 17    |
| Teaching Staff: Full Time Equivalent     | 16.2  |
| Non Teaching Staff: Head Count           | 6     |
| Non Teaching Staff: Full Time Equivalent | 5.3   |

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 greatly values the support of volunteers, their many contributions enrich the educational experience of our students. Volunteers supported a range of activities including:

- School Board and P&C membership
- Canteen operation
- Assistance in classrooms
- Library support
- Craft Club
- Assisting at sporting events and carnivals
- Transporting students to and from events/activities
- A range of fundraising activities including Mother's and Father's Day stalls, Easter Raffle, school tea towel
- Supporting the Fresh Tastes program - Gardening

The estimated number of hours volunteers worked with the school during 2016 was approximately 10,000.

## 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.

Calwell Primary School will be reviewed in 2019. 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, 96% of staff, and 91% 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 27 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.                              | 100        |
| Teachers at this school provide students with useful feedback about their school work. | 81         |
| Teachers at this school treat students fairly.   | 96         |
| This school is well maintained.  | 93         |
| Students feel safe at this school.   | 89         |
| 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.                                      | 85         |
| Students like being at this school.  | 96         |
| This school looks for ways to improve.   | 100        |
| This school takes staff opinions seriously.  | 78         |
| Teachers at this school motivate students to learn.                                    | 96         |
| Students' learning needs are being met at this school.                                 | 85         |
| This school works with parents to support students' learning.                          | 85         |
| I receive useful feedback about my work at this school.                                | 78         |
| Staff are well supported at this school.   | 78         |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 97 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.                              | 95         |
| Teachers at this school provide my child with useful feedback about his or her school work. | 85         |
| Teachers at this school treat students fairly.  | 79         |
| This school is well maintained.   | 91         |
| 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.  | 88         |
| This school looks for ways to improve.  | 88         |
| This school takes parents' opinions seriously.  | 72         |
| Teachers at this school motivate my child to learn.   | 86         |
| My child is making good progress at this school.  | 80         |
| My child's learning needs are being met at this school.                                     | 78         |
| This school works with me to support my child's learning.                                   | 78         |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 44 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.                              | 95  |
| My teachers provide me with useful feedback about my school work. | 91  |
| Teachers at my school treat students fairly.                      | 80  |
| My school is well maintained.                                     | 86  |
| I feel safe at my school.   | 86  |
| I can talk to my teachers about my concerns.                      | 88  |
| Student behaviour is well managed at my school.                   | 56  |
| I like being at my school.  | 84  |
| My school looks for ways to improve.                              | 82  |
| My school takes students' opinions seriously.                     | 75  |
| My teachers motivate me to learn.                                 | 95  |
| My school gives me opportunities to do interesting things.        | 91  |

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 on-going 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.

To supplement the annual system School Improvement and School Climate Surveys the school gathers additional data through a range of means including Learning Journey responses, feedback received through KidsMatter surveys and SeeSaw, as well as School Board and the P&C members.

Whilst the School Satisfaction Survey data in relation to student behaviour management is low, school data indicates that behaviour issues frequently stem from poor communication or relational issues.

School behaviour management records also reflect very few high level behavioural incidents, in the main behaviour concerns tend to be repeated low level behaviours. The school has implemented a social emotional learning program to support the development of positive social and interpersonal skills. In 2017 the school is also implementing the Positive Behaviours for Learning framework to further address this area of identified need.

## 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: Calwell Primary School PIPS 2016 mean raw scores**

|                    | School |     | ACT   |     |
|--------------------|--------|-----|-------|-----|
|                    | Start  | End | Start | End |
| <b>Reading</b>     | 47     | 115 | 49    | 121 |
| <b>Mathematics</b> | 37     | 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, 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: Calwell Primary School 2016 NAPLAN Mean Scores**

| Test Domain                      | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|----------------------------------|---------------|------------|---------------|------------|
| <b>Reading</b>                   | 405           | 441        | 472           | 514        |
| <b>Writing</b>                   | 413           | 420        | 463           | 474        |
| <b>Spelling</b>                  | 395           | 421        | 445           | 490        |
| <b>Grammar &amp; Punctuation</b> | 440           | 442        | 460           | 511        |
| <b>Numeracy</b>                  | 388           | 412        | 456           | 497        |

Source: Planning and Analytics

The school's year 3 NAPLAN results in 2016 were mixed. However, the school's 2016 results indicate that the achievement gap between Calwell year 3 Calwell students and that of all ACT students is significantly smaller than in 2014 and 2015. In reading year 3 Calwell students achieved a score of 405 an increase from the 375 in 2015. Growth was also demonstrated in writing with an increase from 403 in 2015, to 413 in 2016. Growth was also demonstrated in the areas of grammar & punctuation with an increase from 375 to 440, and in numeracy with 362 in 2015 and 388 in 2016.

While Calwell year 5 NAPLAN results were disappointing relative to the ACT, it is however worth noting that 68% of students achieved expected or above expected growth in reading, and 65% of students achieved expected or above expected growth in grammar and punctuation.

## Performance in Other Areas of the Curriculum

The Australian Curriculum has guided the teaching of Units of Inquiry in all other Key Learning Areas. The school has continued to develop new units to actively engage students and support their achievement of the standards. Formative assessment continues to be a school focus with teachers using this data/evidence to target teaching to student point of need and to facilitate quality feedback to students. Teachers are continuing to refine their understanding and use of Learning Intentions and Success Criteria to support and encourage students to take an active role, and responsibility for their learning.

The Physical Education program taught by a specialist teacher and the Fresh Tastes Program has been highly valued by all members of the school community. These support the importance of living a healthy and active lifestyle. To further promote well-being, the school committed to becoming a Positive Behaviour for Learning (PBL) school. Baseline data was collected in term 4 in relation to school satisfaction, behaviour, relationships and safety. This data will guide the implementation of PBL and a social emotional learning program (SEL) in 2017. The first phase of the SEL program, implemented in term four, was highly successful with students and parent/carers providing very positive feedback.

In 2016 students continued to be enthusiastic about participating and representing the school in competitive sport and sport clinics. The implementation of the Fresh Tastes program saw students growing vegetables and competing in a tomato growing challenge with a focus on developing an understanding of what contributes to plant growth.

## Progress against School Priorities in 2016

---

Below is Calwell 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                     | 165848.00              | 134043.00               | 299891.00                  |
| Voluntary contributions                   | 1716.25                | 511.25                  | 2227.50                    |
| Contributions & donations                 | 652.55                 | 870.00                  | 1522.55                    |
| External income (including community use) | 8572.73                | 9656.54                 | 18229.27                   |
| Proceeds from sale of assets              | 0.00                   | 0.00                    | 0.00                       |
| Bank Interest                             | 3089.49                | 2618.30                 | 5707.79                    |
| <b>TOTAL INCOME</b>                       | <b>179879.02</b>       | <b>147699.09</b>        | <b>327578.11</b>           |
| <b>EXPENDITURE</b>                        |                        |                         |                            |
| Utilities and general overheads           | 28044.67               | 40569.49                | 68614.16                   |
| Cleaning                                  | 37564.08               | 38920.33                | 76484.41                   |
| Security                                  | 857.00                 | 448.00                  | 1305.00                    |
| Maintenance                               | 30192.77               | 12596.36                | 42789.13                   |
| Administration                            | 1533.32                | 11409.81                | 12943.13                   |
| Staffing                                  | 0.00                   | 0.00                    | 0.00                       |
| Communication                             | 8993.35                | 2470.34                 | 11463.69                   |
| Assets                                    | 13932.90               | 22708.50                | 36641.40                   |
| Leases                                    | 0.00                   | 0.00                    | 0.00                       |
| General office expenditure                | 4436.65                | 3649.31                 | 8085.96                    |
| Educational                               | 8927.76                | 14285.05                | 23212.81                   |
| <b>TOTAL EXPENDITURE</b>                  | <b>134482.50</b>       | <b>147057.19</b>        | <b>281539.69</b>           |
| <b>OPERATING RESULT</b>                   | <b>45396.52</b>        | <b>641.90</b>           | <b>46038.42</b>            |
| <b>Actual</b> Accumulated Funds           | 63382.47               | 39519.23                | 45269.23                   |
| Outstanding commitments (minus)           | -4319.81               | 0.00                    | -4319.81                   |
| <b>BALANCE</b>                            | <b>104459.18</b>       | <b>40161.13</b>         | <b>86987.84</b>            |

## Professional Learning

Professional learning for staff in 2016 focused on the Australian Curriculum, English, Information Communication Technologies, Assessment for Learning and student welfare and management. Staff were involved in a range of professional development activities including:

- Supporting the development of reading and writing skills
- Google Apps for Education (GAPE)
- Formative assessment strategies
- KidsMatter Component 1
- National Teacher Professional Standards

Staff extended their professional learning through attending a range of professional development throughout the year including:

- Kaye Lowe reading workshop
- Powerful writing strategies
- Stephanie Alexander Kitchen Garden Program
- Waste and recycling in schools
- STEM training
- Count Me In Too
- Using SMART to analyse NAPLAN data
- PIPS Data Analysis
- Classroom teacher recruitment panel training
- Coaching & Mentoring
- John Hattie – Visible Learning
- Change 2

The average professional learning expenditure at the school level per full time equivalent teacher was \$2,345.00

## 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 |
|--|----------|---------------------|
| <p><b>Photocopier Replacement 2020</b><br/>This reserve was set up with the intention of it being a savings fund and each year add to it to enable the purchase a new device. The school's main photocopier requires many functions in order to do all our printing internally. Estimated cost of replacement is \$7,000</p> | \$1,250  | 2020                |
| <p><b>IT Equipment 2017</b><br/>This reserve was set up to enable the purchase of a range of ICT devices to purchase additional devices (iPads, Chromebooks, laptops) for our students as 89 devices were marked as obsolete and needing replacement at the end of 2015.</p>   | \$28,250 | 2017                |
| <p><b>Building Maintenance 2016</b><br/>As the school is aging, our maintenance needs are increasing. This reserve was created to have some additional funds aside for any maintenance issues we were unable to allocate enough funds for in our maintenance ledger.</p>   | \$15,000 | 2018                |
| <p><b>Playground &amp; Grounds Enhancement 2016</b><br/>This reserve was created as we planned to install/enhance our playground for our students. This includes some additional shade structures and seating areas. To promote an enjoyable and safe outdoors environment for free play.</p>                                | \$5,900  | 2017                |
| <p><b>Staff Professional Learning 2018</b><br/>This reserve was created to provide resourcing to support building teacher capacity.</p>  | \$32,000 | 2018                |

## Endorsement Page

I declare that the Calwell 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>  | Matthew Johns      | Marian Botha    |
| <b>Teacher Representative(s):</b> | Stephanie Williams | Margaret Doykas |
| <b>Board Chair:</b>               | Megan Fox          |                 |
| <b>Principal:</b>                 | Linda Neeson       |                 |

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:

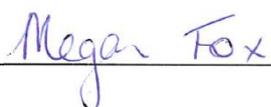
\_\_\_\_\_  \_\_\_\_\_

Date:

24 / 05 / 2017

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

Board Chair Signature:

\_\_\_\_\_  \_\_\_\_\_

Date:

24 / 05 / 2017