



Garran Primary School

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.garranps.act.edu.au>.

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School Board Chair Report

2016 marked another very successful year for Garran Primary School. The leadership team, consisting of Ms Jenny Priest, Ms Sharon Fellows and Mr Andrew Buesnel, have successfully led an outstanding group of teachers who have reaffirmed Garran as Canberra's, and one of Australia's, top performing public primary schools.

The year commenced with the School's inaugural STEM festival, which included a STEM forum open to all Canberra parents and teachers and attended by the Territory's Minister for Education. This marked the beginning of a concentrated effort to increase the School's focus on STEM and designate the School as a leader in this area. To this end, the School had its best ever Fiesta, raising over \$40,000. The P&C generously donated this money back to the School for the purchase of equipment to support the infusion of STEM across the curriculum for all years, including the pre-school. The success of Garran would not be possible without the generous support of our parent community and the tireless efforts of the P&C who organise fundraising.

Garran's reputation continued to be supported by a high number of enrolments in 2016. This led to the Education Directorate agreeing to provide the School with additional space in the form of a transportable classroom. The room was used to provide flexibility for our teaching staff in the delivery of STEM activities and also extra-curricular activities such as music, drama and the LinC program.

The release of NAPLAN results in late 2016 confirmed the School's top place across all areas. This was reflected in other academic competitions, such as national mathematics and science competitions and first place in the ACT SEA Science Fair for the 7th year running.

In addition to the Board supporting the School's STEM journey and seeking additional space to support our teaching activities, this year we have also focussed on ensuring inclusion for students of all abilities.

I would like to thank the staff who work above and beyond to meet the educational needs of our children. I would also like to thank the parent community for supporting the school.

2017 will mark the 50th year of Garran and I would encourage you all to participate in the celebrations and events throughout the year. We indeed have much to be proud of and I look forward to another successful academic year.

Dr Victor Pantano

Chair, Garran Primary School Board

Context

Garran Primary School student population continues to diversify, with a large number of international students and students from different backgrounds attending the school. The School community is very proud of its school and its achievements.

Student Information

Student enrolment

In 2016 there were a total of 562 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

| Group | Number of Students |
|------------|--------------------|
| Male | 285 |
| Female | 277 |
| Indigenous | 2 |
| LBOTE | 306 |

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 | 92.0 |
| 1 | 94.0 |
| 2 | 95.0 |
| 3 | 96.0 |
| 4 | 95.0 |
| 5 | 95.0 |
| 6 | 94.0 |

Source: Planning and Analytics, December 2016

Teachers and Administrative staff manage non-attendance at Garran Primary School. Parents and Carers are encouraged to contact the school office team to provide information about absences. Students are encouraged to report to the school office if they arrive after school has started to ensure accurate records of partial attendance are maintained. Some families spend time overseas during term time, this is undertaken with appropriate liaison between the school and class teachers. Individual cases of poor attendance are followed up by teachers, with the support of school executive staff.

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 | 54 |

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Garran 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 | 35 |
| Teaching Staff: Full Time Equivalent | 33 |
| Non Teaching Staff: Head Count | 8 |
| Non Teaching Staff: Full Time Equivalent | 6.9 |

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

Garran Primary School encourages parental and community support in many ways. The estimated number of hours volunteers worked with the school during 2016 was 2000. Volunteers included parents and extended family members, and extended community members.

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.

Garran Primary School will be reviewed in 2017. 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, 92% of parents and carers, 97% of staff, and 84% 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 34 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. | 94 |
| This school is well maintained. | 85 |
| Students feel safe at this school. | 97 |
| Students at this school can talk to their teachers about their concerns. | 94 |
| Parents at this school can talk to teachers about their concerns. | 100 |
| Student behaviour is well managed at this school. | 97 |
| Students like being at this school. | 100 |
| This school looks for ways to improve. | 97 |
| This school takes staff opinions seriously. | 88 |
| Teachers at this school motivate students to learn. | 100 |
| Students' learning needs are being met at this school. | 85 |
| This school works with parents to support students' learning. | 100 |
| I receive useful feedback about my work at this school. | 91 |
| Staff are well supported at this school. | 82 |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 87 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. | 91 |
| Teachers at this school provide my child with useful feedback about his or her school work. | 81 |
| Teachers at this school treat students fairly. | 95 |
| This school is well maintained. | 93 |
| My child feels safe at this school. | 99 |
| I can talk to my child's teachers about my concerns. | 94 |
| Student behaviour is well managed at this school. | 92 |
| My child likes being at this school. | 97 |
| This school looks for ways to improve. | 95 |
| This school takes parents' opinions seriously. | 89 |
| Teachers at this school motivate my child to learn. | 89 |
| My child is making good progress at this school. | 85 |
| My child's learning needs are being met at this school. | 85 |
| This school works with me to support my child's learning. | 84 |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 144 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 and 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. | 79 |
| Teachers at my school treat students fairly. | 56 |
| My school is well maintained. | 79 |
| I feel safe at my school. | 78 |
| I can talk to my teachers about my concerns. | 69 |
| Student behaviour is well managed at my school. | 51 |
| I like being at my school. | 79 |
| My school looks for ways to improve. | 78 |
| My school takes students' opinions seriously. | 61 |
| My teachers motivate me to learn. | 81 |
| My school gives me opportunities to do interesting things. | 83 |

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>).

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: Garran Primary School PIPS 2016 mean raw scores

| | School | | ACT | |
|--------------------|--------|-----|-------|-----|
| | Start | End | Start | End |
| Reading | 52 | 133 | 49 | 121 |
| Mathematics | 39 | 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, 1.00 % 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: Garran Primary School 2016 NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 515 | 441 | 540 | 514 |
| Writing | 465 | 420 | 497 | 474 |
| Spelling | 484 | 421 | 514 | 490 |
| Grammar & Punctuation | 527 | 442 | 542 | 511 |
| Numeracy | 483 | 412 | 529 | 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

Da Vinci Decathlon Academic Challenge

Sixteen students from Years 5 and 6 represented Garran Primary School at the da Vinci Decathlon, an academic Gala Day designed to challenge and stimulate even the brightest mind. Two teams were entered. The Garran Primary School Year 5 Team were awarded 4th in Art and Poetry, 3rd in English, 4th in Philosophy, 2nd in Maths, 3rd in Code Breaking and they came 6th place overall on the day. The Year 6 team achieved 2nd in Art and poetry, 5th in English, 4th in philosophy, 1st in Cartography, 1st in Maths and 3rd in General Knowledge. With these results the Garran Primary School Year 6 team achieved equal first place. This was an outstanding result.

Garran Government

The official opening of Garran Government 2016 was held at the beginning of the year. Garran Government visited Parliament House on an excursion. Students learnt how Parliament works through a role play; went on a tour of the splendid building; met MP Brodtmann and attended Question Time. Students organised and hosted a BBQ fundraiser which raised \$1000.00 to purchase more seating in the playground. Additionally a 'Onesies Day' fundraiser was organised to raise money and show support for the Cerebral Palsy Alliance. Over 15 bills were written and given to the Senate for consideration. And a holiday mail event where every student received a Happy Holidays card from Garran Government were just some of the exciting things happening in 2016.

Australian Mathematics Trust (AMT)

Eighty students participated across Years 3,4,5 and 6 in this internationally recognised mathematics competition. In this competitive computational and algorithmic thinking competition two Year 5 students achieved Perfect scores, getting 100% accuracy. Nine students who scored distinctions were invited to a prestigious AMT Awards Ceremony to recognise their outstanding work in this area this year. One Year 5 student was invited and represented Garran Primary School at a Mathematics Enrichment Workshop before the Awards Ceremony, run by professors from the AMT. School results were as follows.

CAT: Computational Algorithmic Thinking

| Number of students who participated in each grade | Results |
|---|---|
| Year 5: 13 | 2 High Distinctions 7 Distinctions 4 Credits |
| Year 6: 27 | 1 High Distinction 6 Distinctions 7 Credits 13 Participation |

Competition: One hour international competition completing 30 maths questions

| Number of students who participated in each grade | Results |
|---|---|
| Year 3: 17 | 4 High Distinction 7 Distinctions 5 Credits 1 Participation |
| Year 4: 27 | 3 High Distinction 5 Distinctions 12 Credits 7 Participation |
| Year 5: 20 | 1 High Distinction 5 Distinctions 7 Credits 7 Participation |
| Year 6: 18 | 2 Distinctions 11 Credits 5 Participation |

Challenge: 3 week group problem solving program, solving 4 problems

| Number of students who participated in each grade | Results |
|---|---|
| Year 3: 13 | 3 Credits 10 Participation |
| Year 4: 22 | 5 Distinctions 11 Credits 6 Participation |
| Year 5: 26 | 6 Distinctions 6 Credits 14 Proficiency |
| Year 6: 19 | 6 Distinctions 9 Credits 4 Proficiency |

Enrichment: 9 week individual problem solving program, of 8 problems

| | Number of students who participated in each grade | Results |
|--|---|--------------------|
| | Year 4: 1 | 1 Credit |
| | Year 5: 1 | 1 High Distinction |

STEM

Our Inaugural Garran STEM Festival with over 20 scientists, technologists, engineers and professors from a variety of STEM related organisations volunteered their time to run workshops, experiments and presentations to students across the school, Preschool to Year 6. The Garran Science Fair continues to highlight the outstanding achievements of Garran Students. 2016 was the year the Science Fair was opened to all students, Grades P-6. It was great to have fifteen community members (parents, university professors, university students, scientists) volunteering their time to be judges. They commented on the high quality of student work again this year. Student Science Fair projects were shown at the Science in ACTION event during National Science Week 2016 at Old Bus Depo Markets. Thirty two students prepared and wrote a Green Paper presenting their ideas through multimedia. Congratulations to Garran again - winning 1st Place, receiving the ACT Science Primary Shield which is an awesome outcome in a competitive event.

Australasian Problem Solving Mathematical Olympiads (APMSO)

| | |
|---------------------|--------------------|
| Maths Olympiads | 3 students top 10% |
| | 6 students top 20% |
| Year 4: 6 students | 4 students top 25% |
| Year 5: 23 students | 7 students top 30% |
| Year 6: 31 students | 9 students top 40% |
| | 9 students top 50% |
| Maths Games | 2 students top 2% |
| | 4 students top 10% |
| Year 4: 5 students | 3 students top 20% |
| Year 5: 11 students | 4 students top 25% |
| Year 6: 15 students | 3 students top 30% |
| | 3 students top 40% |
| | 1 student top 50% |

Sustainability and Environmental

The Garran Primary Eco-Rangers engaged in a plethora of garden, sustainability, and environmental education initiatives in 2016. The Eco-Rangers continued and enhanced their aluminium can and oral care (TerraCycle) recycling. The Nude Food Day initiative, which is a competitive, fun and educational continued with enthusiasm. Two worm farms for the garden were established and a land care program of litter collection as well as recycling, mulching, weeding, pruning and collecting green garden waste/leaves to put back into the earth continued. The new vegetable gardens were created, a variety of salad and edible flowers and other vegetables planted, grown and harvested. Parents were organised to help facilitate a Gourmet Salad stall. Frost resistant tents, signs to label gardens as well as clever slogans to prevent children walking on the garden beds were created. Students participated in community events such as Floriade Tulip growing and worked closely with Fresh Taste to improve dietary habits at school.

Progress Against School Priorities in 2016

Below is Garran 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 | 206400.00 | 171488.00 | 377888.00 |
| Voluntary contributions | 19550.00 | 5130.00 | 24680.00 |
| Contributions & donations | 25485.80 | 881.45 | 26367.25 |
| External income (including community use) | 8856.41 | 16430.72 | 25287.13 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 7878.75 | 6454.55 | 14333.30 |
| TOTAL INCOME | 268170.96 | 200384.72 | 468555.68 |
| EXPENDITURE | | | |
| Utilities and general overheads | 35163.50 | 51853.54 | 87017.04 |
| Cleaning | 55511.40 | 57807.75 | 113319.15 |
| Security | 561.00 | 32.00 | 593.00 |
| Maintenance | 36539.02 | 20419.44 | 56958.46 |
| Administration | 7274.93 | 793.33 | 8068.26 |
| Staffing | 0.00 | 1360.00 | 1360.00 |
| Communication | 10938.09 | 2004.30 | 12942.39 |
| Assets | 1924.40 | 7291.07 | 9215.47 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 23347.91 | 44403.41 | 67751.32 |
| Educational | 34485.25 | 52322.40 | 86807.65 |
| TOTAL EXPENDITURE | 205745.50 | 238287.24 | 444032.74 |
| OPERATING RESULT | 62425.46 | -37902.52 | 24522.94 |
| Actual Accumulated Funds | 167437.81 | 166892.63 | 166892.63 |
| Outstanding commitments (minus) | -3609.10 | 0.00 | -3609.10 |
| BALANCE | 226254.17 | 128990.11 | 187806.47 |

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$234.

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 |
|---------------------------------------|---------------|----------------------------|
| Teacher Professional Development 2017 | \$30,000 | 12/2017 |
| Photocopier 2016 | \$9,862 | 12/2016 |
| ICT Projects 2017 | \$18,600 | 12/2017 |
| BER Additional 2018 | \$7,500 | 12/2018 |

Endorsement Page

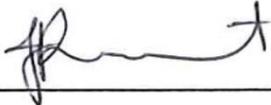
I declare that the Garran Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 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): | S. O'Rourke | C. de Castella MacKay |
| Teacher Representative(s): | G. Brown | S. Lyons |
| Board Chair: | V. Pantano | |
| Principal: | J. Priest | |

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: 05 / 05 / 2017

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

Board Chair Signature:  _____ Date: 05 / 05 / 2017