



Learning Today Leading Tomorrow

Caroline Chisholm School

Annual School Board Report 2016



Figure 1: Main entry into Caroline Chisholm Junior Campus



Figure 2: Main entry into Caroline Chisholm Senior Campus

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.chisholm.act.edu.au>.

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School Board Chair Report

It has been another busy year with the School Board continuing to review financial arrangements, policies, standards and procedures, attend award ceremonies and outstanding performances, the standard and calibre of which are a real credit to the quality of our teachers. I feel very privileged to be a part of the School Board Committee as we continue to ensure the best learning outcomes for our school, staff, students, parents and community. After many years of planning and consultation, the Board is very excited to see construction of the much anticipated STEM building starting. I would like to thank Principal, Mr Kris Willis, for his leadership and dedication to ensuring the development and quality of this build. This project has generated great discussions and hope for the potential it will provide our students, teachers and community and the Board looks forward to watching the progress of construction and growth over the coming year.

Dianna Small

School Board Chair

Context

Caroline Chisholm (CCS) continues to attract a wide range of students from the local, interstate and international communities. Historically the greatest proportions of students come from within the school's priority enrolment area. However, over the past three years a significant number of enrolments from interstate families attracted to the seamless preschool to year 10 educational programs available at CCS has led to a more diverse student cohort.

Fifty percent of Junior Campus (JC) staff were new educators in 2016. The main stream class structure P-5 was 2 classes per year level. Average class size was 20 students. Two additional classes catering for Learning Support Unit children had seven to eight children each.

The Senior Campus (SC) had an average of four classes per year group. The *Ignite* Selective program meant that mathematics and English had an extra class in years 7 to 10 for mathematics and English. A literacy targeted class was also created in English for all year groups. The average number of students per class is 19.5. A Learning Support Unit catered for six students. The school created a second unit in semester 2 catering for a further 8 students. Twenty seven percent of staff on the SC were new educators, within their first 3 years of teaching.

Student Information

Student enrolment

In 2016 there were a total of 619 students enrolled at this school.

Table 1: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	322
Female	297
Indigenous	50
LBOTE	117

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 2: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.0
1	93.0
2	92.0
3	92.0
4	91.0
5	93.0
6	94.0
7	90.0
8	86.0
9	83.0
10	85.0

Source: Planning and Analytics, December 2016

Day to day attendance of Junior Campus students is managed by each student’s class teacher. Patterns of non-attendance and lateness are monitored on a weekly basis by the Deputy Principal.

Day to day attendance of Senior Campus students is managed by the Contact Class Teacher and the Rolls Officer who advises parents of an unexplained absence via short message service (SMS). The Student Wellbeing Team, led by the Student Relationships and Student Wellbeing Executives, work with families and as required, support agencies, and the Directorate to develop supportive structures for individual students.

Each year the role of the Year Coordinator cements the relationship with our families and students. Issues such as attendance and late arrivals are able to be addressed with respect and support which in turn increases a sense of partnership when working on such issues. Attendance data derived from the classroom rolls identifies students at risk of not achieving expected growth. Truancy checks, formal and informal discussion with both parents and students aim to increase the students’ sense of accountability and reconnect them to their academic programs.

School attendance has remained steady at an average of 90 percent 2015 and 2016. When comparing attendance patterns, the cohort in year 7 improved by 4 percentage points from the previous year while other year groups variation was less significant. Attendance patterns for the majority of students are close to or above the Directorate target. A few individuals with complex wellbeing matters are managed by executive and community agencies. These few individuals have significantly reduced the school’s overall attendance rate.

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 3: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	55

Source: Teacher Quality Institute, 16 December 2016

There is a one percentage point increase in the amount of staff with a postgraduate qualification as compared to 2015.

Workforce composition

The 2016 workforce composition of Caroline Chisholm 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 4: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching staff	55
Full-time equivalent teaching staff	53.2
Non-teaching staff	24
Full-time equivalent non-teaching staff	20.8

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 is one indigenous staff member at this school. The permanent workforce has been stable with a number of part time staff employed to support specialised areas of student learning. One staff member from the school was selected as an ACT young Australian of the Year finalist.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 1 000 hours. This was calculated as a conservative estimate based on the logged hours contained in the Volunteer sign in book in the office and the records of individual events. Contributions include P&C meetings and events (including extra volunteers for each event), Commonwealth Banking program, book club, parents who come in for reading with the children and to help with the Gross Motor program. It also included volunteer hours for the canteen and uniform shop.

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.

Caroline Chisholm School will be reviewed in 2020. 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, 91% of parents and carers, 94% of staff, and 78% 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 49 staff who took part in the survey are tabled below.

Table 6: Proportion of staff in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect students to do their best.	98
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	96
This school is well maintained.	92
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	82
Students like being at this school.	94
This school looks for ways to improve.	98
This school takes staff opinions seriously.	86
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	88
I receive useful feedback about my work at this school.	67
Staff are well supported at this school.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 77 parents who took part in the survey are tabled below.

Table 7: 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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	86
Teachers at this school treat students fairly.	88
This school is well maintained.	96
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	79
My child likes being at this school.	94
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	84
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	94
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	83

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 287 students who took part in the survey are tabled below.

Table 8: Proportion of students in years 5 to 10 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.	63
My school is well maintained.	73
I feel safe at my school.	71
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	48
I like being at my school.	63
My school looks for ways to improve.	82
My school takes students' opinions seriously.	60
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	81

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 9: Caroline Chisholm School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	40	102	49	121
Mathematics	37	48	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, 7.00 % of year 3 students, 3.00 % of year 5 students, 0.00 % of year 7 students and 3.00 % of year 9 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 10: Caroline Chisholm School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	402	441	459	514	540	558	553	601
Writing	407	420	460	474	487	519	512	557
Spelling	407	421	455	490	527	546	545	590
Grammar & Punctuation	404	442	484	511	535	552	545	588
Numeracy	399	412	472	497	528	556	558	597

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

Caroline Chisholm School continued to emphasise support and encouragement of students in their learning to achieve academically and socially. Teachers' expectations and support facilitated personal growth and learning goals so that students were motivated and achieved at school. Student wellbeing continued as a recognised strength throughout the school, ensuring both preventative Social and Emotional Learning and intervention programs met student needs as required. Closely linked to wellbeing, student leadership programs provided authentic community participation and targeting student participation across the school and this helped confirm that the school context sustained relevance and meaningfulness for every student. Another example of support was the numerous diverse curriculum options offered to students such as Certificate Courses I & II and Work Experience. The CatchUP program offered to students at lunch time so they could access teachers for additional teaching and advice relating to their learning. Rethink was trialled on the Junior Campus at recess and lunch to provide reflection and a welling drop-in.

The school's aim is to develop students with a strong sense of purpose, integrity and responsibility to others and self. We provide opportunities for students to be ready and willing to embrace the next stage of their future and with a well-developed sense of community. To this end, CCS provided multiple opportunities for students to engage in a range of activities, including sport and the arts, and we encourage the concepts of participation, inclusion and personal challenge. Some of the highlights in 2016 were:

- Introduction of BYOD and the integration of Google apps for education (GAFE) has been very successful. The vast majority of students and parents 'on board' with devices in the classroom. The students are using them both to become more engaged and active learners. A number of teachers have been trained in the use of Google Apps as well as teachers who have attended the Google Summit. Teacher training has been provided over the year and a number of teachers trained as Level 1 Certified

Educators. One of our teachers is the Leader of the Canberra Google Educators Group and is a Level 2 Certified Educator.

- Imbedding the Indonesian program across the whole school.
- Redesign and expansion of the LSUA space on the Senior Campus to better cater for the needs of our current and incoming school community.
- Reconfiguration of our swimming carnival to better cater for the needs of the students at CCS, showing an increase of participation and enjoyment at the swimming carnival.
- The Junior Campus held a day of music and performance with the band Bushwahzee. This involved workshops during the day and an evening performance involving the community.
- Combined annual ANZAC Day Commemoration with Gilmore Primary School on Simpson Hill.
- Performing the Musical Mulan at the Tuggeranong Arts Centre to the community over two days.
- Community Big Night Out extravaganza held at the Erindale Theatre where the students showcased their talents in band, music, dance and drama as well as the impressive displays of visual arts, digital photography, woodwork, metalwork and hospitality.
- Senior Campus Outreach Singing program involving students performing to the residence of the Goodwin retirement village and the Junior Campus as well as performances at School events such as assemblies, Open Night and numerous events throughout the year.
- Continuation of the Instrumental Band program from years 5-10.
- Battle of the bands participation and Combined band rehearsals with other P-10 schools
- The Senior Band performed in the community often and entered in one competition: the National Eisteddfod and was awarded a bronze rating.
- Broadened Science Water Watch program.
- English and SOSE continued with a strong focus on balanced literacy and explicit skill building. The Middle Years Reading program, explicit teaching of drafting and editing skills and analysis of complex texts strengthened. Reading program extended into the Senior Years.
- Ignite Mathematics, Science and English Programs continued based on student achievement and potential. Various enrichment opportunities were offered to them such as the Erindale College Mathematics and Science Enrichment.
- History learning continued forming a deeper understanding of the Jewish faith aided by the excursion to the Sydney Jewish Museum. Students participated in a tour of the museum led by volunteers, case studies of Holocaust survivors and were privileged to hear the first hand story of a Holocaust survivor.
- Expansion of our Senior Campus Strength and Conditioning (S&C) room, to include 'state of the art' facilities for students. Continuation of morning S&C Club for students and introduction of afternoon sessions
- Directorate recognition of the excellent work that the Health and Physical Education (HPE) team has completed whilst working with the HPE Australian Curriculum.
- Staff members working as 'curriculum experts'. The executive Teacher was invited to attend the HPE Curriculum Leaders Forum in Brisbane, and another presented our work at the Activ8te conference regarding our use of Fitness Testing Data to inform practice.
- The HPE PLT continue to participate in PL around evidenced based practice, exploring current physical education pedagogies, including Sport Education and also Teaching Games for Understanding.
- Commence the Australian Sporting Commissions Sporting Schools Program to deliver programs across the school.

Progress Against School Priorities in 2016

Below is Caroline Chisholm 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	447676.00	435561.27	883237.27
Voluntary contributions	10066.50	7372.50	17439.00
Contributions & donations	9147.60	6399.68	15547.28
Subject contributions	12460.00	7985.00	20445.00
External income (including community use)	6390.65	7796.47	14187.12
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	15007.51	14561.76	29569.27
TOTAL INCOME	500748.26	479676.68	980424.94
EXPENDITURE			
Utilities and general overheads	78531.89	111124.06	189655.95
Cleaning	101423.04	105084.72	206507.76
Security	2103.30	2385.00	4488.30
Maintenance	62981.27	42014.68	104995.95
Administration	3103.17	14620.23	17723.40
Staffing	18837.00	6027.05	24864.05
Communication	21792.56	5463.75	27256.31
Assets	57105.23	16180.95	73286.18
Leases	0.00	0.00	0.00
General office expenditure	20000.96	14627.29	34628.25
Educational	70898.38	70043.82	140942.20
Subject consumables	4900.00	0.00	4900.00
TOTAL EXPENDITURE	441676.80	387571.55	829248.35
OPERATING RESULT	59071.46	92105.13	151176.59
Actual Accumulated Funds	701671.77	656171.77	701671.77
Outstanding commitments (minus)	-26751.22	0.00	-26751.22
BALANCE	733992.01	748276.90	826097.14

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,121.

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
School Bus	10,000	2019
Furniture	30,000	2018
Grounds Mower replacement	10,000	2018
IT Upgrade	30,000	2018
Jnr Readers	2,000	2018
Maths Resources Snr	5,000	2018
Physical Infrastructure	13,000	2018
Staffing Reserve	20,000	2017

Endorsement Page

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

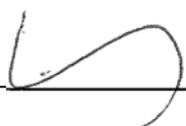
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without 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:	Kevin O'Hanlon	Caroline McNaught	Dianna Small
Community Representative:	Glenys Patulny		
Teacher Representative	Nathan Pepper	Sally Alexander	Joanne Monteith
Student Representative:	Jesse Pricsina	Eve Gaunt	
Board Chair:	Dianna Small		
Principal:	Kris Willis		

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:

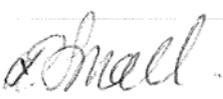


Date:

15 / 05 / 2017

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

Board Chair Signature:



Date:

15 / 05 / 2017