



CHAPMAN PRIMARY SCHOOL

Annual School Board Report 2017



Year 3 students collaborating to inquire and research information about Australian states and territories.

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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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School Board Chair Report

The Chapman Primary School Board provides a formal mechanism for parents, carers, staff and students to participate in school decision-making and plays an active role in the governance of the school. The working relationship of the Board, Executive and staff is very collaborative and we were delighted to have a smooth transition of new board members including our parent and teacher representatives.

In 2017 voluntary contributions remained high. The school was fortunate to receive a road safety grant which was used to establish a bike path in the junior playground and purchase of bikes. The Board settled the annual budget and made allocations for the purchase of new furniture and books.

The school has high expectations of each student's achievement and there is a strong focus on providing a comprehensive and enriching academic program. Chapman Primary School provides an exceptional learning environment for its students. This is as a result of a cooperative approach between engaged staff and students, plus commitment from families. This was further enhanced in 2017 through active participation by the Board in the ACT Government's 'Future of Education' conversation.

Bronwyn Madge
School Board Chair

School Context

Chapman Primary School is an inclusive mainstream school and continues to be a school of choice in the South Weston region taking its enrolments from the Priority Enrolment Area (PEA) of Chapman and shared zones of Rivett and Stirling. The school has increased its enrolments by five classes in the past five years and due to demands on space currently only enrolls children living in the PEA. In 2017 our preschool was at capacity and the school continued to offer four mainstream classes at each year level from preschool to year 3, three classes at year 4 and five multi-age classes for years 5 and 6.

Student Information

Student enrolment

In 2017 there were a total of 560 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	275
Female	285
Aboriginal and Torres Strait Islander	10
LBOTE*	94

*Language Background Other Than English

Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
K	93.0
1	95.0
2	93.0
3	94.0
4	94.0
5	93.0
6	94.0

Source: Planning and Analytics, December 2017

Teacher attendance rolls are marked twice daily and all absences noted. Under the ACT Education Act 2004, it is the responsibility of parents/guardians to report their child's absences to the school. Parents are requested to notify the school on the day of the child's absence. Notification can be by phone to the front office or email to the school's email address. An absent form is also available from the website and front office to assist parents with supplying written notification on the child's return to school.

The school follows Directorate guidelines regarding student absence and parents are notified of their obligations at the term 1 information session and each term in the school newsletter, the Communicator

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 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	32

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of [INSERT SCHOOL NAME] is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	40
Teaching Staff: Full Time Equivalent Permanent	33.59
Teaching Staff: Full Time Equivalent Temporary	2.20
Non Teaching Staff: Head Count	12
Non Teaching Staff: Full Time Equivalent	10.02

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are two Aboriginal and Torres Strait Islander staff members at this school.

School Review and Development

In 2017, 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 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Chapman Primary 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 2017 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 2017, 91% of parents and carers, 100% of staff, and 88% 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.

A total of 40 staff responded to the survey. Please note that not all responders answered every question.

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.	100
Students feel safe at this school.	98
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.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	98
Students' learning needs are being met at this school.	95
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	73
Staff are well supported at this school.	85

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 130 parents responded to the survey. Please note that not all responders answered every question.

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.	97
Teachers at this school provide my child with useful feedback about his/her school work.	86
Teachers at this school treat students fairly.	87
This school is well maintained.	98
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	89
My child likes being at this school.	95
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	90
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	86

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 122 students responded to the survey. Please note that not all responders answered every question.

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.	94
My teachers provide me with useful feedback about my school work.	74
Teachers at my school treat students fairly.	77
My school is well maintained.	78
I feel safe at my school.	78
I can talk to my teachers about my concerns.	65
Student behaviour is well managed at my school.	57
I like being at my school.	73
My school looks for ways to improve.	91
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	81
My school gives me opportunities to do interesting things.	89

Source: 2017 School Satisfaction Surveys, August/September 2017

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.

Table: Chapman Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	59	126	43	55
ACT	51	124	39	55

Source: Planning and Analytics

The school worked with the parent community to support increased attendance of some kindergarten students to ensure successful engagement in learning. The school worked with

the parent community to support increased attendance of some kindergarten students to ensure successful engagement in learning. The average raw scores in PIPS Reading and Mathematics indicate that student progress is in line with the ACT average.

NAPLAN

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 2017, no 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 2017 mean scores achieved by our students compared to the ACT.

Table: Chapman Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	461	442	534	517
Writing	436	412	493	475
Spelling	405	411	498	494
Grammar & Punctuation	446	441	514	503
Numeracy	419	417	502	496

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

At Chapman Primary School teachers use the Inquiry approach to learning across a number of curriculum areas. Through our Inquiry units, students study the key learning areas of Science, History, Geography and Technology. Students have opportunities to examine the world around them by wondering, planning, analysing, creating and reflecting on their learning. They do this by engaging in units of work that are authentic and link with real world issues and allow learning to grow out of students' natural curiosity to question the world.

Sports and Physical Education (PE) play a major role in developing the physical and social skills of our children from preschool to year 6. There are many elements and levels of involvement for the students. A specialist PE teacher has a lead role in the development and delivery of the PE curriculum and is supported by a PE/Sports committee to guide our programs at Chapman. Children from kindergarten to year 2 participate in a Fundamental Motor Skills Program which is planned and delivered by classroom teachers. The school embraced the ACT Fresh Tastes and Ride to School

programs which are designed to give students the opportunity to learn about the importance of good nutrition and good physical health.

The Chapman Primary music program now enables a sequenced explicit teaching of musical concepts from preschool to year 6 through singing, recorder, ukulele, and the Instrumental Music programs.

In 2017 students from years 3 and 4 were selected to perform a dance sequence at the ACT Education Directorate's annual "Step into Limelight" and our year 5/6 cohort performed a wonderful adaption of the musical "Annie" to the wider school community.

Every class teacher is a leader of the visual arts curriculum and art is integrated into aspects of Integrated Inquiry units. The annual Alkira Art show again showcased artworks by all students from preschool to year 6.

In responding to the gifts and talents of students in years 5 and 6, one third of students had the opportunity to participate in the Maths Olympiad and the Da Vinci Decathlon. Thirty ACT schools participated in an academic gala day with Chapman again being highly successful, being one of the top five schools in every category.

Environmental education is an integral part of our school culture. It is our belief that by being informed citizens and by acting for an environmentally sustainable future with opportunities for positive action, the school improves and protects the long term health and wellbeing of all its participants and our environment.

Indonesian is the schools Language Other Than English (LOTE). All children from kindergarten to year 6 participated in the program which provides an introduction to Indonesian language and culture. The school was fortunate to receive the expertise of two language interns, sponsored by the Indonesian Government.

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	218908.04	184675.04	403583.08
Voluntary contributions	57582.25	1414.75	58997.00
Contributions & donations	15645.00	1412.72	17057.72
Subject contributions	5400.00	661.25	6061.25
External income (including community use)	2542.95	6509.32	9052.27
Proceeds from sale of assets	2880.31	0.00	2880.31
Bank Interest	4566.66	4379.81	8946.47
TOTAL INCOME	307525.21	199052.89	506578.10
EXPENDITURE			
Utilities and general overheads	34003.73	89688.85	123692.58
Cleaning	45106.94	68854.89	113961.83
Security	1306.17	717.99	2024.16
Maintenance	46864.42	83190.57	130054.99
Administration	6715.88	6597.12	13313.00
Staffing	14662.13	810.25	15472.38
Communication	8535.98	2906.15	11442.13
Assets	38087.14	2212.51	40299.65
Leases	0.00	0.00	0.00
General office expenditure	7345.91	17046.23	24392.14
Educational	21892.28	24079.72	45972.00
Subject consumables	5960.00	529.19	6489.19
TOTAL EXPENDITURE	230480.58	296633.47	527114.05
OPERATING RESULT	77044.63	-97580.58	-20535.95
Actual Accumulated Funds	130090.07	189385.18	130090.07
Outstanding commitments (minus)	-26209.20	0.00	-26209.20
BALANCE	180925.50	91804.60	83344.92

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1266.00 per fulltime teacher.

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
9910-000-00 Outdoor Performance Area 2017/18 <ul style="list-style-type: none"> • Provide a place for outdoor performances to be held. • Enables the parent community to comfortably view outdoor performances. 	\$60,000	12/2018
9911-000-00 Sensory Garden <ul style="list-style-type: none"> • Create stimulating and engaging outdoor learning area for students 	\$30,000	30/12/2018
9913-000-00 Preschool Outdoor Shade <ul style="list-style-type: none"> • Provide extra shade area • Allow better use of playground area over summer months 	\$5,000	31/01/2018
9915-000-00 Furniture Upgrades <ul style="list-style-type: none"> • Replace old and outdated student desks and seating • Create alternative learning spaces within classrooms 	\$10,000	30/12/2018

Endorsement Page

Members of the School Board

Parent Representative(s):	Clare Hogan	Rick Maier
Community Representative(s):	Helen Harrington	Joanne Forster
Teacher Representative(s):	Dean Howell	Stacey Francis
Board Chair:	Bronwyn Madge	
Principal:	Anne Simpson	

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

Board Chair Signature:  Date: 23 / 5 / 18

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 2017.

Principal Signature:  Date: 23 / 5 / 18