

# Kaleen Primary School

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## Annual School Board Report 2017



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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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## Contents

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School Board Chair Report.....	1
School Context .....	2
Context.....	2
Student Information .....	2
Student enrolment.....	2
Student attendance .....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition .....	3
School Review and Development .....	4
School Satisfaction .....	4
Overall Satisfaction .....	4
Learning and Assessment .....	6
Performance in Literacy and Numeracy .....	6
Early years assessment .....	6
NAPLAN.....	7
Performance in Other Areas of the Curriculum.....	7
Financial Summary.....	8
Professional Learning.....	9
Voluntary Contributions .....	9
Reserves.....	9
Endorsement Page.....	10
Members of the School Board .....	10

## School Board Chair Report

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2017 was a year of significance for Kaleen.

The early part of the year included preparation for and assessment of the school by an External Review Panel against the National School Improvement Tool (NSIT). In this process, Kaleen scored within the high range for all nine domains, an outstanding result. The affirmations, commendations and recommendations received from the review report (available through [http://www.kaleenps.act.edu.au/our\\_community/school\\_board](http://www.kaleenps.act.edu.au/our_community/school_board)) were used in the development of the next Five Year Strategic Plan for the school, which has been submitted to the ACT Education Directorate.

Mid-year saw the loss of Laurie Campbell as Principal and the first temporary and now permanent instatement of Chris Shaddock to the role. With certainty of leadership improved, focus will again be able to swing to longer term plans for the future maintenance, development and improvement of school programs supporting students.

Continuing on from commencement of the Positive Behaviour for learning work in 2016, a very visible program articulating expectation on students with regard to their behaviour has been rolled out. Additionally, other programs to ensure the social and emotional wellbeing of students is nurtured side-by-side with academic learning have been rolled out. Opportunities to support students and families in this regard continue to be investigated by the school and Board.

As referenced in the Context of this report, Kaleen as a suburb is changing. This, along with implementation of a more strict enrolment policy to manage school enrolments and the move from a streamed to inclusive class model and, the demographic of the school population is also changing, impacting factors by which the school is compared with others.

Despite this, the school still maintains excellent gains across all areas assessed via NAPLAN.

With regard to infrastructure, a significant change in 2017 was the consultation on the placement and installation of the school fence. The intention is not to hinder but promote the further development of the school environment with a level of protection of this investment.

I think the following report speaks to the high quality of the school from a teaching and learning perspective and strategic planning for the future improvements to the learning environment and resources available to our children. It also speaks to the linkage to the community.

I would like take the opportunity to thank the school community for their support of the school. Especially, I would like to thank those who supported events coordinated and run by the P&C without which the community spirit and funds to support the school improvements would be much diminished. Continued support by new families as others leave the primary school system will be required for this to continue.

Best wishes

Sophie Peterson

School Board Chair

## School Context

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### Context

Kaleen suburb is undergoing significant urban renewal and demographic change and these factors are reflected in the changing student population of Kaleen Primary School. In addition, over the last four years Kaleen Primary School has taken a direction away from streamed classes to an inclusive model. The school has recently developed a School Enrolment Management Plan (SEMP) to prioritise 'in area' and 'concurrent sibling' enrolments. In area enrolments have increased from 50% of the school population in 2014 to 52% in 2018. During that same period the Index of Community Socio-Educational Advantage (ICSEA) rating dropped from 1139 to 1115. This identifies changing factors in our students' family backgrounds (parents' occupation, school education and non-school education) from information provided by parents. In 2014, 42% of students were identified with language backgrounds other than English and this has increased to approximately 49% of students in 2018.

## Student Information

### *Student enrolment*

In 2017 there were a total of 536 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	300
Female	236
Aboriginal and Torres Strait Islander	13
LBOTE*	255

\*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	95.0
1	94.0
2	95.0
3	91.0
4	95.0
5	94.0
6	92.0

Source: Planning and Analytics, December 2017

The school monitors absences daily through the collection of data via the School Administration System. Parents contact the school front office or the office phone home requesting confirmation of student absence. Classroom teachers are expected to follow-up absences (one to two days) in collaboration with executive staff. Contact is made if non-attendance patterns are identified. If unexplained absence/s continues, the principal or delegate is notified and contacts parents regarding their obligations regarding school attendance. Kaleen Primary School staff members continue to regularly monitor and take affirmative action to manage student attendance.

## 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	38

Source: Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of Kaleen Primary School 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	36
Teaching Staff: Full Time Equivalent Permanent	30.20
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Head Count	11
Non Teaching Staff: Full Time Equivalent	8.53

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 is one Aboriginal and Torres Strait Islander staff member 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. Kaleen Primary School was reviewed in 2017. A copy of the Review Report can be found on the school website.

## School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 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, 92% 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 41 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.	95
Teachers at this school treat students fairly.	98
This school is well maintained.	95
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	90
Students like being at this school.	98
This school looks for ways to improve.	100
This school takes staff opinions seriously.	88
Teachers at this school motivate students to learn.	98
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	88
I receive useful feedback about my work at this school.	80
Staff are well supported at this school.	88

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 387 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.	96
Teachers at this school provide my child with useful feedback about his/her school work.	89
Teachers at this school treat students fairly.	93
This school is well maintained.	96
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	92
My child likes being at this school.	96
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	87

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 133 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.	97
My teachers provide me with useful feedback about my school work.	81
Teachers at my school treat students fairly.	68
My school is well maintained.	88
I feel safe at my school.	82
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	68
I like being at my school.	76
My school looks for ways to improve.	84
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	88

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

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### 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: Kaleen Primary School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	54	129	40	58
ACT	51	124	39	55

Source: Planning and Analytics

## 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, 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 2017 mean scores achieved by our students compared to the ACT.

**Table: Kaleen Primary School 2017 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	452	442	556	517
Writing	413	412	514	475
Spelling	425	411	541	494
Grammar & Punctuation	463	441	544	503
Numeracy	453	417	542	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

Kaleen Primary continued to provide enrichment and extension opportunities for students academically, physically, artistically and culturally.

Science, Technology, Engineering and Maths continued to be a priority focus with students from Year 3-6 participating in programming, coding and robotics challenges.

Students from across our school were involved in inclusive experiences like Harmony Day, Japanese and ANZAC days. Our Arts Festival was an outstanding success with hundreds of parents, students and staff attending.

Kaleen Primary School offered a range of programs including Japanese, music, Science and physical education. Lunchtime clubs were also offered to students including chess and robotics. Students at Kaleen Primary also had opportunities to participate in the Senior, Junior and Japanese choirs.

In 2017, the Kaleen Primary Sports Program consisted of both competitive and non-competitive teams in several sports including Swimming, Basketball, Rugby Union and Rugby League (Junior and Senior) Athletics, and Cross Country. Kaleen supported students to participate in district swimming, cross country and athletics carnivals. Clinics were also offered in tennis and touch football.

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	240213.05	184352.96	424566.01
Voluntary contributions	0.00	0.00	0.00
Contributions & donations	500.00	56735.07	57235.07
Subject contributions	9176.00	2096.00	11272.00
External income (including community use)	15896.52	17546.11	33442.63
Proceeds from sale of assets	2383.34	0.00	2383.34
Bank Interest	8080.86	8515.41	16596.27
<b>TOTAL INCOME</b>	<b>276249.77</b>	<b>269245.55</b>	<b>545495.32</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	33608.35	54098.45	87706.80
Cleaning	50984.61	50647.08	101631.69
Security	761.00	0.00	761.00
Maintenance	91415.26	44509.60	135924.86
Administration	1751.85	8979.37	10731.22
Staffing	18924.00	0.00	18924.00
Communication	8695.42	2897.13	11592.55
Assets	14720.94	4044.54	18765.48
Leases	0.00	0.00	0.00
General office expenditure	8127.67	18128.09	26255.76
Educational	40722.05	43373.42	84095.47
Subject consumables	5997.73	878.38	6876.11
<b>TOTAL EXPENDITURE</b>	<b>275708.88</b>	<b>227556.06</b>	<b>503264.94</b>
<b>OPERATING RESULT</b>	<b>540.89</b>	<b>41689.49</b>	<b>42230.38</b>
<b>Actual</b> Accumulated Funds	145165.93	159415.93	187415.93
Outstanding commitments (minus)	-40681.69	0.00	-40681.69
<b>BALANCE</b>	<b>105025.13</b>	<b>201105.42</b>	<b>188964.62</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1166.15.

## 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. Voluntary contributions were received through our Library Trust Fund and attracted \$18 385 which was invested in Quality Literature to strengthen Literacy across the school.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
<b>Sustainable Garden Project</b> Focus: School STEM & Sustainability Project to strengthen school program and provide opportunity for community partnerships.	<b>\$120 000</b>	<b>Dec 2018</b>
<b>ICT Hardware Investment</b> Focus: Updating school ICT equipment to enhance student's digital technology skills and teacher's feedback practices.	<b>\$90 000</b>	<b>Dec 2018</b>
<b>Lighting Upgrade</b> Focus: Replace infrastructure with energy efficient lighting.	<b>\$40 000</b>	<b>Dec 2019</b>
<b>Learning Lab</b> Focus: This project has been merged with Sustainable Garden and ICT projects	<b>\$60 000</b>	<b>Dec 2018</b>

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Bruce Whitby	Heather Rea
<b>Teacher Representative(s):</b>	Allison Wardle	Sarah Patterson
<b>Board Chair:</b>	Sophie Peterson	
<b>Principal:</b>	Chris Shaddock	

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

Board Chair Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

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: \_\_\_\_ / \_\_\_\_ / \_\_\_\_