



Fraser Primary School

Annual School Board Report 2017



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2017

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

| | |
|---|----|
| School Context | 1 |
| Student Information | 1 |
| Student enrolment..... | 1 |
| Student attendance | 1 |
| Staff Information..... | 2 |
| Teacher qualifications | 2 |
| Workforce composition | 2 |
| School Review and Development | 3 |
| School Satisfaction | 3 |
| Overall Satisfaction | 3 |
| Learning and Assessment | 6 |
| Performance in Literacy and Numeracy | 6 |
| Early years assessment | 6 |
| NAPLAN | 6 |
| 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 Context

Our school continues to have increased enrolments with many families in our PEA continuing to return to public education during 2017. Our three preschool groups were again at capacity and over 90% of our preschool students from 2016 transitioned to kindergarten in 2017. The number of students enrolled in P-6 was 514. The Indigenous and EALD student population remained similar to previous years. We have seen an increase in the number of students diagnosed with a disability and receiving Inclusion Support funding, as well as those with specific learning difficulties.

Student Information

Student enrolment

In 2017 there were a total of 449 students enrolled at this school.

Table: 2017 Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Male | 212 |
| Female | 237 |
| Aboriginal and Torres Strait Islander | 16 |
| LBOTE* | 69 |

*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 | 95.0 |
| 4 | 93.0 |
| 5 | 93.0 |
| 6 | 94.0 |

Source: Planning and Analytics, December 2017

Attendance is managed twice a day with daily roll marking and a process by which class teachers send names of absent students to the office where parents/carers of students with an unexplained absence are sent an SMS. Class teachers and office staff alert the Principal and Deputy if a child is regularly late, or has a number of unexplained absences. The Principal or Deputy then works with the family to support improved school 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 | 31 |

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Fraser 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 | 31 |
| Teaching Staff: Full Time Equivalent Permanent | 24.90 |
| Teaching Staff: Full Time Equivalent Temporary | 5.00 |
| Non Teaching Staff: Head Count | 8 |
| Non Teaching Staff: Full Time Equivalent | 6.68 |

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 no 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.

Fraser Primary 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 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, 95% of parents and carers, 97% of staff, and 94% 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 39 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. | 97 |
| Teachers at this school provide students with useful feedback about their school work. | 97 |
| Teachers at this school treat students fairly. | 97 |
| This school is well maintained. | 97 |
| Students feel safe at this school. | 97 |
| Students at this school can talk to their teachers about their concerns. | 97 |
| Parents at this school can talk to teachers about their concerns. | 97 |
| Student behaviour is well managed at this school. | 95 |
| Students like being at this school. | 97 |
| This school looks for ways to improve. | 97 |
| This school takes staff opinions seriously. | 97 |
| Teachers at this school motivate students to learn. | 97 |
| Students' learning needs are being met at this school. | 97 |
| This school works with parents to support students' learning. | 97 |
| I receive useful feedback about my work at this school. | 92 |
| Staff are well supported at this school. | 97 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 85 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. | 98 |
| Teachers at this school provide my child with useful feedback about his/her school work. | 94 |
| Teachers at this school treat students fairly. | 95 |
| 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. | 100 |
| Student behaviour is well managed at this school. | 93 |
| My child likes being at this school. | 96 |
| This school looks for ways to improve. | 94 |
| This school takes parents' opinions seriously. | 90 |
| Teachers at this school motivate my child to learn. | 98 |
| My child is making good progress at this school. | 95 |
| My child's learning needs are being met at this school. | 91 |
| This school works with me to support my child's learning. | 95 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 108 students responded to the survey. Please note that not all responders answered every question.

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. | 99 |
| My teachers provide me with useful feedback about my school work. | 96 |
| Teachers at my school treat students fairly. | 90 |
| My school is well maintained. | 97 |
| I feel safe at my school. | 96 |
| I can talk to my teachers about my concerns. | 77 |
| Student behaviour is well managed at my school. | 81 |
| I like being at my school. | 86 |
| My school looks for ways to improve. | 97 |
| My school takes students' opinions seriously. | 79 |
| My teachers motivate me to learn. | 89 |
| My school gives me opportunities to do interesting things. | 95 |

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>).

Table: Proportion of K-6 students below, at or above reading benchmark level

| Year | Total Students | Below Benchmark | | At or Above Benchmark | | No results | Percentage |
|------|----------------|-----------------|------------|-----------------------|------------|------------|------------|
| | | Number | Percentage | Number | Percentage | | |
| K | 78 | 20 | 26% | 53 | 68% | 5 | 6% |
| 1 | 68 | 16 | 24% | 49 | 72% | 3 | 4% |
| 2 | 68 | 22 | 32% | 43 | 63% | 3 | 4% |
| 3 | 66 | 19 | 29% | 46 | 70% | 1 | 2% |
| 4 | 67 | 15 | 22% | 48 | 72% | 4 | 6% |
| 5 | 60 | 21 | 35% | 37 | 62% | 2 | 3% |
| 6 | 54 | 16 | 30% | 37 | 70% | 0 | 0% |

Source: 2017 Reading Benchmark Levels

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: Fraser Primary School PIPS 2017 mean raw scores

| Agency | Reading start | Reading end | Mathematics start | Mathematics end |
|--------|---------------|-------------|-------------------|-----------------|
| School | 44 | 131 | 38 | 55 |
| 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, 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: Fraser Primary School 2017 NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 453 | 442 | 519 | 517 |
| Writing | 462 | 412 | 484 | 475 |
| Spelling | 423 | 411 | 497 | 494 |
| Grammar & Punctuation | 459 | 441 | 515 | 503 |
| Numeracy | 432 | 417 | 493 | 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

In 2017, Fraser Primary School continued to focus on a strong academic program in English and Mathematics, while still ensuring that students have access to a broader curriculum to identify and develop talents and passions in a range of areas. Social and Emotional Learning, coupled with some key work with students around growth mindsets continued as a priority in 2017.

At Fraser, we have a focus on creativity and developing global citizens. With specialist Performing Arts and Japanese teachers for weekly K-6 lessons and many extra-curricular enrichment opportunities in the arts, 2017 saw students excelling in the woodwind band, recorder and ukulele ensembles, choir and dance within teaching teams. The biannual Art Show was a highlight in 2017 with over 1500 visitors attending the exhibition over Friday 15 and Saturday 16 September.

The quality Japanese program continues to engage students across the school. An annual event at Fraser is the highly successful Japanese Fun Day that takes place in term 4. The day was enjoyed by the entire school with year 6 students leading groups of students in a rotation of activities that are linked to Japanese culture and language. The Japanese Intern teaching assistant was an asset to the program during terms 2, 3 and 4, adding cultural and oral expertise.

In the learning areas of Health and Physical Education, we expanded the release program to include Fundamental Motor Skills for grades K-6. Our swimming program continued in 2017 to include all year 2 students. Our ride and walk to school days have continued to promote active and safe travel to school. As a Fresh Tastes school, we have continued to empower students to create healthy lunch packs for the canteen to sell as part of the lunch menu. Our main focus areas in 2017 were cooking food and growing food. During 2017 we introduced a school wide approach to caring for the garden beds and a focus on tasting and using produce from the gardens in the classroom. We ensured that the program is sustainable and that teachers were comfortable to manage. The use of the Food and Me units are now part of the whole school curriculum plan.

In 2017, the school continued its journey to embed the use of Google Apps for Education (GAfE) as a key teaching and learning tool. This saw all teaching staff using GAfE as part of their practice to collaboratively plan and track student progress. Students in years 3-6 used GAfE as an integral component of their day-to-day learning whilst students in years K-2 were introduced gradually to the learning platform. During 2017 we continued our Bring Your Own Device (BYOD) program for students in years 3-6.

Christian Education in Schools continued in 2016 with 4 sessions a year offered to students on an opt-in basis.

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 | 189917.67 | 156266.39 | 346184.06 |
| Voluntary contributions | 9860.00 | 6310.00 | 16170.00 |
| Contributions & donations | 12316.00 | 2203.03 | 14519.03 |
| Subject contributions | 6305.00 | 2175.00 | 8480.00 |
| External income (including community use) | 10245.88 | 11133.29 | 21379.17 |
| Proceeds from sale of assets | 1007.00 | 0.00 | 1007.00 |
| Bank Interest | 3655.59 | 4155.45 | 7811.04 |
| TOTAL INCOME | 233307.14 | 182243.16 | 415550.30 |
| EXPENDITURE | | | |
| Utilities and general overheads | 35899.13 | 56807.61 | 92706.74 |
| Cleaning | 36325.50 | 30388.27 | 66713.77 |
| Security | 997.35 | 398.00 | 1395.35 |
| Maintenance | 23010.23 | 16765.36 | 39775.59 |
| Administration | 6499.62 | 5876.03 | 12375.65 |
| Staffing | 0.00 | 0.00 | 0.00 |
| Communication | 11687.66 | 5721.43 | 17409.09 |
| Assets | 21295.34 | 21071.22 | 42366.56 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 14461.15 | 20605.13 | 35066.28 |
| Educational | 18927.39 | 15896.01 | 34823.40 |
| Subject consumables | 7041.92 | 691.47 | 7733.39 |
| TOTAL EXPENDITURE | 176145.29 | 174220.53 | 350365.82 |
| OPERATING RESULT | 57161.85 | 8022.63 | 65184.48 |
| Actual Accumulated Funds | 50385.06 | 90701.00 | 50701.00 |
| Outstanding commitments (minus) | -19574.59 | 0.00 | -19574.59 |
| BALANCE | 87972.32 | 98723.63 | 96310.89 |

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$256.41.

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 |
|--------------------------|---------------|----------------------------|
| Staffing Reserve | \$89,840 | 2018 |
| Site Improvement Reserve | \$15,000 | 2018-2020 |
| RCD Reserve | \$16,000 | 2018 |

Endorsement Page

Members of the School Board

Parent Representative(s): Nicole Nicholson Paul Ballen

Community Representative(s):

Teacher Representative(s): Natalie Harding, Brooke Hall

Student Representative(s):

Board Chair: Dianne Gleeson

Principal: Mark Deeker

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: ____ / ____ / ____