



GARRAN PRIMARY SCHOOL

**ANNUAL SCHOOL
BOARD REPORT 2018**



ACT
Government
Education

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

School Context

Garran Primary school is synonymous with excellence in education. This is achieved by an innovative and connected community of learners, who work collaboratively to support, challenge and inspire each child to achieve their personal potential.

We believe building strong relationships with students and across the school community, having high expectations for student learning and demonstrating excellent classroom practice is integral in delivering the best outcomes for students. We aim to capture today's digital, instantly connected globalised world which offers access to learning and a richness of opportunity never seen before. Garran Primary is future focused and creates partnerships locally and beyond and in doing so ignites staff and student's interests and skills important for 21st Century learning.

Garran Primary is known both for its outstanding academic results and building confident, resilient and happy children, ready for their future in high school and beyond. Over 50 years of tradition Garran Primary has empowered and motivated students to actively engage in their learning. The Garran School community has high expectations of its local school. The parents are well-educated with over ninety percent holding formal university qualifications at degree and post degree levels and are critically interested in their children's progress and attend information and parent teacher meetings and other activities directly involving their children. Many parents recognise that they are time poor and therefore find it hard to volunteer to be part of special activities designed by staff and P & C, however, parents are generous towards the school and are very proud of the work done by staff, and also of its reputation.

The school has strong multicultural influences with over 30 percent of families regularly speaking a language other than English at home, and this contributes to the diversity of views, backgrounds and values held by families across the school. The school supports all students by catering for their educational needs by developing and implementing effective educational plans that consider learning differences, specific needs or disabilities. The school has a high level of student mobility, as exemplified by the statistics gathered as part of NAPLAN evaluations. To accommodate for this the school engages in a process of reflection and continuous evaluation to forward map and respond to the evolving needs of students.

The Strategic Plan builds on the achievements of the past and refines and builds on the success of previous years. We aim to optimise the financial sustainability of the school at a time of increasing school autonomy, to ensure the ongoing financial administration of the school continues to be conducted in a prudent and responsible manner. In order to support student improvement and growth, the School Board together with the school leadership team organises the financial and human resources required to deliver education programmes that are a response to identified priorities. Increasing the number of partnerships with local community and professional associations that are mutually beneficial continues to be an area of focus. Planning for the continued enhancement of the school grounds and facilities will be achieved through gradual implementation of the School Grounds Masterplan.

Student Information

Student enrolment

In 2018 there were a total of 583 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	294
Female	289
Aboriginal and Torres Strait Islander	2
LBOTE*	321

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	93.0
2	93.0
3	94.0
4	94.0
5	93.0
6	92.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	28.00
Teaching Staff: Full Time Equivalent Temporary	8.00
Non Teaching Staff: Full Time Equivalent	8.09

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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.

Our school will be reviewed in 2021. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 96% of parents and carers, 91% of staff, and 91% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 23 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.	96
Teachers give useful feedback.	91
Teachers at this school treat students fairly.	91
This school is well maintained.	87
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	83
Students like being at this school.	96
This school looks for ways to improve.	87
This school takes staff opinions seriously.	78
Teachers at this school motivate students to learn.	91
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	96
Staff get quality feedback on their performance	61
Staff are well supported at this school.	78

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 118 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 give useful feedback.	87
Teachers at this school treat students fairly.	91
This school is well maintained.	95
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	90
My child likes being at this school.	95
This school looks for ways to improve.	97
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.	92
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	92

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 145 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.	98
Teachers give useful feedback.	86
Teachers at my school treat students fairly.	71
My school is well maintained.	70
I feel safe at this school.	87
I can talk to my teachers about my concerns.	73
Student behaviour is well managed at my school.	68
I like being at my school.	87
My school looks for ways to improve.	90
Staff take students' opinions seriously.	69
My teachers motivate me to learn.	90
My school gives me opportunities to do interesting things.	88

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Garran Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	68	146	42	59
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period. Garran Primary NAPLAN results are consistently above ACT averages in all domains. Both individual and school results are strong. Year 3 results in 2018 are significantly higher than the ACT average. Garran Primary is adding significant value between Years 3 and 5.

Table: Garran Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	472	441	574	518
Writing	445	411	505	460
Spelling	440	410	546	494
Grammar & Punctuation	467	438	562	510
Numeracy	447	416	541	494

Source: Analytics and Evaluation

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	213795.06	179088.14	392883.20
Voluntary contributions	19230.00	6925.00	26155.00
Contributions & donations	0.00	1070.00	1070.00
External income (including community use)	19792.22	6275.27	26067.49
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7608.85	7302.31	14911.16
TOTAL INCOME	260426.13	200660.72	461086.85
EXPENDITURE			
Utilities and general overheads	43439.08	57230.91	100669.99
Cleaning	60643.39	54472.24	115115.63
Security	0.00	1153.86	1153.86
Maintenance	23110.39	11801.10	34911.49
Administration	20376.01	12610.47	32986.48
Staffing	0.00	0.00	0.00
Communication	9515.95	3719.97	13235.92
Assets	14130.53	7649.90	21780.43
Leases	0.00	50.00	50.00
General office expenditure	35432.66	44237.68	79670.34
Educational	18404.89	25923.07	44327.96
TOTAL EXPENDITURE	225052.90	218849.20	443902.10
OPERATING RESULT	35373.23	-18188.48	17184.75
Actual Accumulated Funds	344864.84	344864.84	344864.84
Outstanding commitments (minus)	-344.55	0.00	-344.55
BALANCE	379893.52	326676.36	361705.04

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Teacher Professional Development Supporting the implementation of the strategic plan and enriching opportunities for staff learning	\$30,000.00	11/2019
Paver Laying Funding to lay purchased paver as part of the school 50 th birthday celebration	\$9862.00	09/2019
ICT Projects Funding to support implementation of NAPLAN on line and upgrades to existing school ICT	\$18600.00	11/2019
BER Funding allocated to repair and upgrade sliding doors of school hall which was built as part of the BER funding	\$ 7500.00	11/2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Charles Hamlyn-Harris	Clare De Castella Mackay
Teacher Representative(s):	Lucy Sheppard	Dominic Nixon
Board Chair:	Victor Pantano	
Principal:	Jenny Priest	

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

Board Chair Signature:



Date: 30 / 05 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:



Date: 30 / 05 / 2019