



GARRAN PRIMARY SCHOOL

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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School Board Chair Report

It is with a great sense of pride and pleasure that I present the 2017 annual report for Garran Primary School to you. While of course every year at the School is special - particularly as it marks an important milestone for our children - 2017 was the year we celebrated 50 years of outstanding education and community commitment. Several celebrations took place throughout the year, but of special significance was the unveiling of the fantastical artwork by the Education Minister - Yvette Berry. Produced by artist, Paul Summerfield, the artwork is a gift from the community to the School and will be an icon of Garran for many years to come. It has been a great joy to see the faces of our children who every day look at the artwork in wonder and excitement. I am pleased that the artwork is fast becoming a branding feature of our great school.

Outstanding academic achievement in numeracy, literacy and STEM again underscored the year. The school was once more rated as the top public primary school in the ACT in NAPLAN and also won the CSIRO ACT primary school science trophy for the eighth consecutive year. We pioneered the school's first Bring Your Own Device (BYOD) program and developed a multi-faceted and integrated ICT program, in line with our commitment to build STEM practices across the curriculum.

In terms of our facilities, the school continued to make use of its additional transportable classroom and I am pleased that we will be receiving a further two classrooms next year which will provide valuable space to expand our ever-growing programs - particularly extra-curricular activities which form a key part of Garran's holistic approach to education. A masterplan for the school grounds has been developed and will be the subject of community consultation and hopefully action in 2018.

I sincerely wish to thank the P&C for their generous time and support. Their fundraising has had a massive impact on the school's ICT program, the purchase of equipment to enable STEM integration and general upgrade of the school's facilities - including in particular the sound system in the hall.

It has been a privilege for me to chair the school board in its 50th milestone year. As I sit here and wonder what the chair of board will say as they look back on the year that will be the school's 100th year, I can only hope that they (assuming its not a robot!) will be equally as proud of our community's achievements and that the school will continue to be characterised as a happy place by its most important users - the students.

Lastly, my final thanks go to the most important people in our community - the teachers and executive that make the school what it is. Their dedication and commitment is second-to-none and we are all truly grateful for your passion, enthusiasm and drive to make our community a special place.

Dr Victor Pantano

School Context

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 student population continues to diversify, with a large number of international students and students from different backgrounds attending the school. 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. As well, with restrictions on out-of-area enrolments because of school capacity, the staff has observed changes in the makeup of the student body and this is a factor in enrolments into ALP classes. 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.

Student Information

Student enrolment

In 2017 there were a total of 588 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	292
Female	296
Aboriginal and Torres Strait Islander	3
LBOTE*	323

*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	94.0
1	94.0
2	94.0
3	96.0
4	96.0
5	96.0
6	94.0

Source: Planning and Analytics, December 2017

Student attendance rate is the percentage of school days attended by students in each year level at the school. The attendance data collection required of all ACT schools indicates that school absenteeism is not a significant issue across the school except in the case of one identified student. Whilst some families spend time overseas during term time, this is undertaken with appropriate liaison between the school and class teachers. Parents are required to supply notes explaining student absence. Extended or repeated absences are followed up with parents.

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	50

Source: Teacher Quality Institute, 16 December 2017

As well as formal qualifications, the school’s professional learning commitment, which is strongly supported by parents and carers and in the allocation of funds, means that staff have been active in extending their skills through a program that is carefully developed and considered by the leadership team.

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	35
Teaching Staff: Full Time Equivalent Permanent	29.57
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Head Count	8
Non Teaching Staff: Full Time Equivalent	6.39

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.

Garran parents value staff stability and prefer to see planned changes that take account of normal staffing movement. In 2017 a more stable staffing structure has been achieved and especially in the leadership team. Both the School Survey and school climate survey provided positive evidence of the ways the school has benefited. A range of specialist programs were implemented including Drama, Music and Indonesian with additional staffing to implement these programs, reflected in the above table. Additionally, learning support teachers and in school casual relief teachers were key in supporting school needs in 2017. There are no indigenous staff at this school. Note: Indigenous staff are reported where the staff member has self-identified.

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.

Garran 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, 94% of parents and carers, 100% of staff, and 90% 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 27 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.	96
Teachers at this school treat students fairly.	96
This school is well maintained.	81
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	96
Students like being at this school.	100
This school looks for ways to improve.	93
This school takes staff opinions seriously.	81
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	93
I receive useful feedback about my work at this school.	78
Staff are well supported at this school.	85

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 69 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.	91
Teachers at this school treat students fairly.	86
This school is well maintained.	85
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	88
My child likes being at this school.	94
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	88
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	91
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 143 students responded to the survey. Please note that not all responders answered every question.

[ACTION - Required]

Delete any unnecessary year level ranges from the title of the table below.

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.	94
My teachers provide me with useful feedback about my school work.	90
Teachers at my school treat students fairly.	67
My school is well maintained.	79
I feel safe at my school.	73
I can talk to my teachers about my concerns.	71
Student behaviour is well managed at my school.	63
I like being at my school.	78
My school looks for ways to improve.	80
My school takes students' opinions seriously.	62
My teachers motivate me to learn.	87
My school gives me opportunities to do interesting things.	81

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: Garran Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	66	149	44	59
ACT	51	124	39	55

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, 0.00 % of year 3 students and 1.00 % 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: Garran Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	504	442	557	517
Writing	455	412	502	475
Spelling	476	411	533	494
Grammar & Punctuation	495	441	532	503
Numeracy	469	417	535	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

Garran Primary School has maintained a strong commitment to raising student achievement levels by supporting teachers to deliver high quality and increasingly personalised learning programs. In 2017 there was a continued focus on a strong academic program in English and Mathematics and Science and Technology were an added focus. At the same time the school ensured that students were exposed to a broader curriculum to identify and develop talents and passions in a range of areas.

Garran Primary students represented the school at a wide range of events and competitions including Bandstravaganza, chess competitions, a Science Fair, Floriade, Lime Light, award ceremonies, sport and community events.

In 2017 Garran Primary continued to support district swimming, athletics and cross country with students participating in a variety of clinics and Gala Days to build and extend students' skills and confidence. A walkathon, a water fun day for K-2, Water Safety and a Learn to Swim program also supported students in their engagement and development. Bounce Back continued to be an integral part of the PE & Health curriculum. School assemblies had a regular focus for students including skits and key messages, with updates regularly placed in the school newsletter.

The Board is conscious of differing opinions expressed within the Garran community in relation to the breadth of curriculum and extra-curricular offerings. A minority of parents and carers would like to see a greater academic focus while another minority would like to see a greater emphasis on team sports. Overall, however, parents have given greatest support for the culture of learning at Garran Primary. Ninety-five percent of parents agree, or strongly agree that they are satisfied with their child's education at Garran.

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	223461.80	200887.01	424348.81
Voluntary contributions	28528.00	5405.00	33933.00
Contributions & donations	38020.00	0.00	38020.00
External income (including community use)	7308.66	13722.07	21030.73
Proceeds from sale of assets	2289.60	0.00	2289.60
Bank Interest	7123.14	6708.35	13831.49
TOTAL INCOME	306731.20	226722.43	533453.63
EXPENDITURE			
Utilities and general overheads	44796.09	46321.12	91117.21
Cleaning	60542.58	50854.89	111397.47
Security	368.81	77.82	446.63
Maintenance	18367.41	35214.22	53581.63
Administration	2474.06	5602.79	8076.85
Staffing	0.00	0.00	0.00
Communication	9971.12	4393.51	14364.63
Assets	6379.27	1655.41	8034.68
Leases	0.00	0.00	0.00
General office expenditure	18930.40	22013.91	40944.31
Educational	31536.95	21267.36	52804.31
TOTAL EXPENDITURE	193366.69	187401.03	380767.72
OPERATING RESULT	113364.51	39321.40	152685.91
Actual Accumulated Funds	194265.95	194265.95	194265.95
Outstanding commitments (minus)	-7213.70	0.00	-7213.70
BALANCE	300416.76	233587.35	339738.16

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$472.

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
Teacher Professional Development 2018	\$30,000	12/2018
Commemorative Paver Laying	\$9,862	07/2018
BER Additional	\$7,500	12/2018
ICT Projects	\$18,600	10/2018

Endorsement Page

Members of the School Board

Parent Representative(s): Clare Mackay Sue-Ann O'Rourke
Teacher Representative(s): Penny Taylor-Yates Jenny Harvey
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: 12/12/17

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: 12/12/17