



Charles Conder Primary School



Charles Conder Primary School

Annual School Board Report 2020

This page is intentionally left blank.

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

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, 2021

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

Contents

| | |
|--|----|
| Reporting to the community..... | 1 |
| Summary of School Board activity | 1 |
| School Context | 2 |
| Student Information | 3 |
| Student enrolment..... | 3 |
| Student attendance | 3 |
| Supporting attendance and managing non-attendance..... | 3 |
| Staff Information..... | 3 |
| Teacher qualifications..... | 3 |
| Workforce composition | 4 |
| 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 |
| Financial Summary..... | 8 |
| Voluntary Contributions | 9 |
| Reserves | 9 |
| Endorsement Page..... | 10 |
| Members of the School Board | 10 |

Reporting to the community

Schools 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
- newsletters
- other sources such as My School.

Summary of School Board activity

The Charles Conder Primary School Board has been proud to witness the resilience and supportiveness of our school community over the past year.

The events of 2020 were largely unprecedented, and we applaud the school for the general success of the transition to and back from online learning, including proactive and regular communication using new and innovative platforms. The transition was implemented as such speed but with such care and skill that the reintegration from at-home to in-class learning has appeared almost seamless. We wish to give credit to all ACT teachers and school communities, and in particular the Charles Conder Primary School team.

Overall, the school's focus on wellbeing has been admirable and with the inclusion of allied health support through our youth workers, school psychologist and family and community engagement coordinator, we can see the benefits across the school not only for educational outcomes but also for social and emotional outcomes.

We face a challenge at Charles Conder Primary School in continued growth and being enabled to consistently deliver the quality education levels we have come to expect in increasingly smaller spaces. Whilst we welcome the increasing numbers of students into our school community, we note the creativity required within our school community to meet this as a challenge and an opportunity, but we have no doubt in our schools' ability to thrive in any conditions.

School Context

This school's vision enables our community to work towards common goals ensuring children are our focus. The manifesto is embodied by **'Know the Child – Grow the Child'**. Charles Conder Primary School has a strong commitment to providing a safe and harmonious school environment where successful relationships thrive. The strength lies in the close partnership between students, staff, parents and the wider community which is highly valued to us all. We promote and develop positive and respectful relationships. The school motto is: *Commitment to Excellence – in a caring, cooperative, purposeful and success-oriented environment.*

At Charles Conder Primary School we incorporate a holistic and collaborative approach to teaching and learning where students belong, feel safe and supported and have high expectations for success. Learning is student centred, differentiated, authentic and inquiry driven. Teachers analyse data to identify purposeful, personal learning goals allowing for targeted teaching and learning. Feedback and reflection facilitates ongoing learning, ensuring students feel empowered to take risks, extend their thinking and develop a growth mindset. At Charles Conder Primary school every student is learning and achieving as part of a shared partnership between school and home. As a community we build healthy relationships through trust, respect, support and encouragement.

At Charles Conder Primary School, our framework embodies the 'Assets for life' by Kath Murdoch, 'when we consciously engage young people in inquiring into how they learn we are developing skills and dispositions that act as important assets to them as learners- across the curriculum in school and beyond (Murdoch K. 2015). The assets describe the broad skillset (or tool kit) required of the inquirer, thinking, collaborating, self-managing, researching and communicating. An inquiry model supports and guides our thinking and practice. Inquiry is a process of tuning, finding out, finding out, sorting out, going further and reflecting and evaluating. The inquiry cycle is about what learners do. It involves numerous skills, dispositions and processes. The process of inquiry is fluid and requires scaffolded, intentional and purposeful design. At Charles Conder Primary School, the inquiry lens is reflected across all key learning areas by considering the 'big ideas', in order to drive the teaching and learning cycle.

At Charles Conder Primary School, we are trauma informed and trauma sensitive. 'Trauma sensitive school interventions are based on the goals of supporting the quality and number of safe and secure relationships a child has; teaching the essential skills of social-emotional competence and increasing the opportunities children have to learn. The focus at Charles Conder is to foster and develop relationships between teachers and all students while 'building children's social and emotional competence in order to improve academic engagement and success'

Our Pedagogical Framework reflects the following core principles. At our school, they are evident in whole school practices from Preschool to year 6. These principles act as a guideline for all teachers in providing consistent high quality teaching and learning.

1. Social and Emotional Learning
2. Inquiry Approach
3. Purposeful collection and use of data
4. Consistent Practices
5. Capacity Building
6. Community Engagement

Student Information

Student enrolment

In this reporting period there were a total of 412 students enrolled at this school.

Table: Student enrolment*

| Student type | Number of students |
|---------------------------------------|--------------------|
| Gender - Male | 219 |
| Gender - Female | 193 |
| Gender - Non-binary or other | 0 |
| Aboriginal and Torres Strait Islander | 13 |
| LBOTE** | 61 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

| Staff employment category | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 23.60 |
| Teaching Staff: Full Time Equivalent Temporary | 4.07 |
| Non Teaching Staff: Full Time Equivalent | 20.53 |

Source: ACT Education Directorate, People and Performance Branch

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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school will be reviewed in 2022

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 85% of parents and carers, 100% of staff, and 81% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 38 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 | |
|--|-----|
| Parents at this school can talk to teachers about their concerns. | 97 |
| Staff are well supported at this school. | 92 |
| Staff get quality feedback on their performance. | 85 |
| Student behaviour is well managed at this school. | 84 |
| Students at this school can talk to their teachers about their concerns. | 100 |
| Students feel safe at this school. | 97 |
| Students like being at this school. | 97 |
| Students' learning needs are being met at this school. | 97 |
| Teachers at this school expect students to do their best. | 100 |
| Teachers at this school motivate students to learn. | 100 |
| Teachers at this school treat students fairly. | 97 |
| Teachers give useful feedback. | 95 |
| This school is well maintained. | 100 |
| This school looks for ways to improve. | 100 |
| This school takes staff opinions seriously. | 92 |
| This school works with parents to support students' learning. | 97 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 95 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 | |
|---|----|
| I can talk to my child's teachers about my concerns. | 94 |
| My child feels safe at this school. | 84 |
| My child is making good progress at this school. | 87 |
| My child likes being at this school. | 92 |
| My child's learning needs are being met at this school. | 87 |
| Student behaviour is well managed at this school. | 71 |

| | |
|--|----|
| Teachers at this school expect my child to do his or her best. | 91 |
| Teachers at this school give useful feedback. | 87 |
| Teachers at this school motivate my child to learn. | 88 |
| Teachers at this school treat students fairly. | 85 |
| This school is well maintained. | 90 |
| This school looks for ways to improve. | 88 |
| This school takes parents' opinions seriously. | 84 |
| This school works with me to support my child's learning. | 88 |

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Proportion of those who responded to each individual survey question

A total of 123 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students* in agreement with each national opinion item

| National opinion item | |
|--|----|
| I can talk to my teachers about my concerns. | 75 |
| I feel safe at this school. | 74 |
| I like being at my school. | 74 |
| My school gives me opportunities to do interesting things. | 81 |
| My school is well maintained. | 80 |
| My school looks for ways to improve. | 93 |
| My teachers expect me to do my best. | 92 |
| My teachers motivate me to learn. | 93 |
| Staff take students' concerns seriously. | 74 |
| Student behaviour is well managed at my school. | 61 |
| Teachers at my school treat students fairly. | 77 |
| Teachers give useful feedback. | 80 |

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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 | 138518.51 | 138518.51 | 277037.02 |
| Voluntary contributions | 7368.50 | 3710.00 | 11078.50 |
| Contributions & donations | 14644.93 | 19952.18 | 34597.11 |
| Subject contributions | 2090.00 | 660.00 | 2750.00 |
| External income (including community use) | 4695.55 | 1594.86 | 6290.41 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 1016.99 | 719.02 | 1736.01 |
| TOTAL INCOME | 168334.48 | 165154.57 | 333489.05 |
| EXPENDITURE | | | |
| Utilities and general overheads | 35030.72 | 88124.72 | 123155.44 |
| Cleaning | 0.00 | 0.00 | 0.00 |
| Security | 218.40 | -218.40 | 0.00 |
| Maintenance | 52850.05 | 15263.89 | 68113.94 |
| Administration | 4043.88 | 5582.98 | 9626.86 |
| Staffing | 0.00 | 911.91 | 911.91 |
| Communication | 5357.03 | 3694.00 | 9051.03 |
| Assets | 30588.91 | 2772.10 | 33361.01 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 13262.57 | 14992.04 | 28254.61 |
| Educational | 42425.59 | 21511.13 | 63936.72 |
| Subject consumables | 5197.27 | -110.00 | 5087.27 |
| TOTAL EXPENDITURE | 188974.42 | 152524.37 | 341498.79 |
| OPERATING RESULT | -20639.94 | 12630.20 | -8009.74 |
| Actual Accumulated Funds | 96016.46 | 90696.10 | 90696.10 |
| Outstanding commitments (minus) | 0.00 | 0.00 | 0.00 |
| BALANCE | 75376.52 | 103326.30 | 82686.36 |

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 this reporting period.

Reserves

No reserves

Endorsement Page

Members of the School Board

| | | |
|-----------------------------------|----------------|------------------|
| Parent Representative(s): | Michael Sutton | Julie Gjnc |
| Teacher Representative(s): | Jane McAlpine | Sheree O'Donnell |
| Board Chair: | Ellen Samuels | |
| Principal: | Jason Walmsley | |

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

2020 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD/ MM/ YYYY

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: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD / MM / YYYY