



Palmerston District Primary School
Annual School Board Report 2020

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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

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

2020 was a year with a difference. Due to the global pandemic of Covid 19 affect all corners of the globe, learning looked and felt different at Palmerston District Primary School. With the temporary shift of learning into the homes of our families, we witnessed swift transitions into a different approach to learning and benefitted from a flexible approach. We were commended for outstanding actions whilst keeping a strong sense of belonging and wellbeing for all students and staff.

Upon the return back to school, teachers largely kept up with keeping our two main priorities forging forwards. Online learning provided many silver linings for our delivery and confidence of curriculum and strengthen our collaborative processes and decision making across the school.

School Context

Palmerston District Primary School is situated at the entrance of the Gungahlin District and was opened in 1995. The school is inclusive and multicultural. We have 880 students from preschool to year 6. We comprise of 6 preschool classes, 35 mainstream classes, 2 Learning Support Units and 2 Introductory English Centre classes. Our school is in a rapid state of expansion over the coming years.

We are an established school that sets high expectations for all and upholds positive values that reflect our community. We model our school values of Palmerston PRIDE - Participation, Respect, Integrity, Determination, Empathy. We are a proud Positive Behaviours for Learning (PBL) school

Palmerston District Primary School strives to provide a wide range of learning opportunities for all our students. We have an increasing student population. We provide a band programs with three bands, plus violin lessons, lunchtime clubs, singing across the school, student leadership opportunities, additional external and internal academic opportunities and host sporting clinics. We provide a written report to families in terms 2 & 4 with an offer of parent/teacher interviews in terms 2 & 4. As part of our reporting to parents, we provide Learning Journeys in term 3 each year. This is an opportunity for our students to showcase their learning to family and friends. We offer Japanese as our language for years 3-6 and Cultural Integrity /Indigenous Australia for K-2 students. Other specialist classes include Music and PE for both junior and senior classes. Our library is open every day, as we believe reading is a fundamental life skill. A Before and After School Care program is on site for preschool to Yr 6 students.

Palmerston District Primary School has a preschool for up to 130 preschool children. Our statement of philosophy is: At Palmerston Preschool we believe in the importance of developing strong family and community connections. These connections should ensure that students feel as though they belong in our wider school community. We embrace the Early Years Learning Framework 'Belonging, Being and Becoming'. We aim to extend and enrich children's learning while in our care.

As a whole school community we facilitate an environment which showcases contributions by students, teachers and families. The Palmerston District Primary School community lives by its motto of: Together, we learn from each other.

Student Information

Student enrolment

In this reporting period there were a total of 681 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	360
Gender - Female	321
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	20
LBOTE**	326

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	36.72
Teaching Staff: Full Time Equivalent Temporary	7.00
Non Teaching Staff: Full Time Equivalent	19.43

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, 87% of parents and carers, 93% of staff, and 73% 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 58 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.	93
Staff are well supported at this school.	81
Staff get quality feedback on their performance.	77
Student behaviour is well managed at this school.	71
Students at this school can talk to their teachers about their concerns.	95
Students feel safe at this school.	85
Students like being at this school.	93
Students' learning needs are being met at this school.	85
Teachers at this school expect students to do their best.	95
Teachers at this school motivate students to learn.	97
Teachers at this school treat students fairly.	93
Teachers give useful feedback.	89
Teachers give useful feedback.	89
This school is well maintained.	97
This school looks for ways to improve.	93
This school takes staff opinions seriously.	72
This school works with parents to support students' learning.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 200 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.	88
My child feels safe at this school.	84
My child is making good progress at this school.	81
My child likes being at this school.	90
My child's learning needs are being met at this school.	82
Student behaviour is well managed at this school.	72
Teachers at this school expect my child to do his or her best.	87
Teachers at this school give useful feedback.	75
Teachers at this school motivate my child to learn.	84
Teachers at this school treat students fairly.	81
This school is well maintained.	91
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	75
This school works with me to support my child's learning.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 199 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.	62
I feel safe at this school.	52
I like being at my school.	69
My school gives me opportunities to do interesting things.	69
My school is well maintained.	53
My school looks for ways to improve.	79
My teachers expect me to do my best.	88
My teachers motivate me to learn.	72
Staff take students' concerns seriously.	59
Student behaviour is well managed at my school.	41
Teachers at my school treat students fairly.	73
Teachers give useful feedback.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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	177264.85	165305.82	342570.67
Voluntary contributions	30.00	0.00	30.00
Contributions & donations	727.00	-327.00	400.00
Subject contributions	4380.90	262.74	4643.64
External income (including community use)	7808.13	3289.98	11098.11
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1665.87	1292.42	2958.29
TOTAL INCOME	191876.75	169823.96	361700.71
EXPENDITURE			
Utilities and general overheads	56356.12	70055.20	126411.32
Cleaning	76.36	963.00	1039.36
Security	2632.61	1018.55	3651.16
Maintenance	41454.46	32217.39	73671.85
Administration	7841.74	12209.91	20051.65
Staffing	0.00	0.00	0.00
Communication	6903.98	5914.50	12818.48
Assets	36897.78	30997.60	67895.38
Leases	0.00	0.00	0.00
General office expenditure	16504.28	25797.91	42302.19
Educational	21692.97	43941.53	65634.50
Subject consumables	861.91	190.28	1052.19
TOTAL EXPENDITURE	191222.21	223305.87	414528.08
OPERATING RESULT	654.54	-53481.91	-52827.37
Actual Accumulated Funds	115343.06	77640.04	85140.04
Outstanding commitments (minus)	-18048.03	0.00	0.00
BALANCE	97949.57	24158.13	14264.64

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

Name and Purpose	Amount	Expected Completion
Staffing Reserve 2022	\$18,000	December 2021
Furniture & Equipment 2021	\$48,000	December 2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Fang Yuan		
Community Representative(s):	Kate Baron		
Teacher Representative(s):	Belinda Denmead,	Millie Butt	Marijana Pasalic
Student Representative(s):	N/A	N/A	N/A
Board Chair:	Adam Davidson		
Principal:	Kate Smith		

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

2020 Board Chair Signature: Adam Davidson

Date: 04/08/2021

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: Kate Smith

Date: 21/06/2021