



Kingsford Smith School

Annual School Board Report 2016



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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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The school website is <http://www.kss.act.edu.au>.

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School Board Chair Report

The Kingsford Smith School Board is a diverse group of members with a passion to be involved with the continued evolution of the school, provide guidance, give accountability and lend leadership to the school. In 2017 we have seen Kingsford Smith continue to develop beliefs and practices to support the implementation of Positive Behaviours for Learning across the whole school and Kids Matters in the primary school. Staff and students continue to nurture relationships with the community and have embraced Google Apps for Education as a way to communicate learning through the interactive Google Classrooms and in the junior classes Google Communities. Through the use of Google Classrooms teachers and students have been exploring alternative modes of learning using digital literacy skills. Teachers have also been collaboratively expanding their understandings of digital forums both in the school and within wider networks.

It has been pleasing to see the number of student leadership opportunities that are embedded in Kingsford Smith School. Peer support and student leadership forums along with House Days and carnivals, provide ongoing leadership opportunities for the Year 5 and Year 10 student leaders.

The board would like to take this opportunity to thank the outgoing members of the school: Charlotte Huskisson, Shawn Cady, Alison Lawrence, Riz Asuncion and Ella Hooper. The Kingsford Smith School Board look forward to the future endeavours that will further the reputation of Kingsford Smith within the community.

Context

In 2016 Kingsford Smith School (KSS) completed its eighth year of operation and fifth year with a full Preschool to year 10 cohort. The priority enrolment suburbs for KSS are Higgins and Holt for Preschool to Year Six and also include MacGregor, Latham and Dunlop (shared with Melba – Copland Secondary School) for Year 7 – 10.

The school continues to have a strong emphasis on Numeracy and Literacy, the Arts, ICT and empowering students as leaders. A values base and a culture of giving have become features of the school as has the underlying belief that “Everyone Learns”.

KSS aims to: engage all students in academically challenging learning; nurture a safe and caring environment; foster collaborative relationships; develop learning pathways so all students can reach their vocational potential; empower students as learners and leaders; and promote a passion for the Arts.

Student Information

Student enrolment

In 2016 there were a total of 795 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	419
Female	376
Indigenous	68
LBOTE	203

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	89.0
1	88.0
2	89.0
3	90.0
4	89.0
5	89.0
6	90.0
7	90.0
8	87.0
9	83.0
10	82.0

Source: Planning and Analytics, December 2016

Kingsford Smith School has rigorous procedures to accurately determine student attendance and manage non-attendance. Home Room (HR) and classroom teachers follow up on absent students with phone calls home if a satisfactory note is not forthcoming from parents or guardians. The HR teacher will routinely contact parents if a student is absent for three days without explanation. A letter is sent to parents (as required by the Department) after ten days continuous absence. High school student attendance is entered each lesson and primary school attendance entered daily. Kingsford Smith School uses a Short Message Service (SMS) messaging program and email messaging system to notify parents of student non-attendance. Classroom teachers manage non-attendance in collaboration with their Professional Learning Team (PLT), their SLC and the Pastoral Care team, working closely with students and their families.

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 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	39

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Kingsford Smith School 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	69
Teaching Staff: Full Time Equivalent	66.8
Non Teaching Staff: Head Count	28
Non Teaching Staff: Full Time Equivalent	22.8

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There is one indigenous staff member at this school.

Volunteers

Kingsford Smith School has a very strong connection with its local community. The P&C is very active within the school and meets twice a term. The P&C manages the canteen including the employment of staff and has also run other successful community events such as the welcome barbeque and the fete. In 2016, the P&C organised a school fete that showcased the school to the community and contributed to the P&C fundraising efforts in 2016.

Many volunteer hours were donated to the school in areas such as, specialist guest speakers across the curriculum, vocational placements and sports administration activities. Guest speakers were invited on occasions throughout the year to present to a group of students or the whole school on particular issues such as college admission, college life, vocational education and other post-school pathways. Members of the parent/carer community donated time to support our student dance performance at Wakakiri. Parents/carers also assisted at various school excursions and sporting carnivals. In the primary school, parents/carers donated time to assist with reading programs.

The school also has a strong partnership with Kippax Uniting Church. Volunteers from the church have continued to donate time and food to run a successful breakfast club program on Tuesday, Wednesday and Thursday mornings.

The estimated number of hours volunteers worked with the school during 2016 was 1472 hours. Volunteers supported Literacy and Numeracy in classrooms, the school breakfast program, working bees, fundraising, P & C activities, music, drama and sporting events. Our partnership with Australian National University has supported the school's Launchpad reading program and our Gifted and Talented forum.

School Review and Development

In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Kingsford Smith School will be reviewed in 2019. 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 2016 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 2016, 75% of parents and carers, 79% of staff, and 65% 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.

The results for the 90 staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect students to do their best.	91
Teachers at this school provide students with useful feedback about their school work.	90
Teachers at this school treat students fairly.	94
This school is well maintained.	89
Students feel safe at this school.	67
Students at this school can talk to their teachers about their concerns.	86
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	59
Students like being at this school.	74
This school looks for ways to improve.	95
This school takes staff opinions seriously.	75
Teachers at this school motivate students to learn.	86
Students' learning needs are being met at this school.	72
This school works with parents to support students' learning.	85
I receive useful feedback about my work at this school.	70
Staff are well supported at this school.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 212 parents who took part in the survey are tabled below.

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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	78
Teachers at this school treat students fairly.	82
This school is well maintained.	91
My child feels safe at this school.	81
I can talk to my child's teachers about my concerns.	88
Student behaviour is well managed at this school.	64
My child likes being at this school.	85
This school looks for ways to improve.	77
This school takes parents' opinions seriously.	70
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	76
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	71

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 297 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 10 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	84
My teachers provide me with useful feedback about my school work.	64
Teachers at my school treat students fairly.	47
My school is well maintained.	38
I feel safe at my school.	45
I can talk to my teachers about my concerns.	46
Student behaviour is well managed at my school.	25
I like being at my school.	54
My school looks for ways to improve.	60
My school takes students' opinions seriously.	40
My teachers motivate me to learn.	64
My school gives me opportunities to do interesting things.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Kingsford Smith School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	40	107	49	121
Mathematics	35	52	39	54

Source: Planning and Analytics

NAPLAN assessment

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 2016, 0.00 % of year 3 students, 5.00 % of year 5 students, 2.00 % of year 7 students and 2.00 % of year 9 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 2016 mean scores achieved by our students compared to the ACT.

Table: Kingsford Smith School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	398	441	478	514	528	558	552	601
Writing	396	420	447	474	478	519	481	557
Spelling	410	421	478	490	508	546	556	590
Grammar & Punctuation	406	442	469	511	508	552	546	588
Numeracy	374	412	449	497	519	556	538	597

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 2016, the school took part in the ACT Wakakiri dance performances. The performance, "Cosmic Creations" by students in upper primary and middle school was recognised at the show by winning three awards for; participation, creative use of the signature item (star) and best stage crew.

In addition to Wakakiri, the middle and high school students put on the mid-year Winter concert with a range of school bands, solo and group musical and dance performances as well as the end of year School Spectacular of arts and technology showcase.

Choir for students across the school continues to grow and Kingsford Smith School has forged a strong relationship with community groups through lunchtime singing at the Raiders Club and in 2016 performed at Floriade.

The school bands also continued to grow both in size and experiences in 2016. They performed at the Bandstravaganza as well as the band Eisteddfod at the school of music where they won Silver and Gold awards. The senior band also performed at the Bandfest in Watson where they received critical feedback on their performance.

Senior Drama students also performed mid-year in the Acting Up short play competition at the Canberra Theatre.

The school built on whole school language programs in 2016 with several initiatives. The school held a language and cultural celebration for Mandarin and Spanish to encourage senior student participation in languages. We also ensured the continuation of a primary school Mandarin teacher. We were also fortunate enough to have a Chinese language assistant from Taiwan spend six months at the school

working with our middle school students. These initiatives have ensured that Mandarin lessons are offered to all students from Preschool – Year 10.

In 2016, KSS continued with the implementation of Google Apps for Education. All staff were provided with professional learning by attending the Google Summit in April stand down, professional learning offered by Directorate's ICT section or in-house professional learning and coaching and mentoring. All classes had their roll out of Google classroom and all primary aged students had their learning shared with their families through Google Communities in 2016.

The Kingsford Smith School JETS program continues to attract elite athletes to the advancement of sport, leadership, community service and improving physical fitness. Numbers in this program continue to grow, meeting the enrichment needs of the students and developing them as a whole person.

Lastly the students continued to grow in their leadership and community experiences through the establishment of an Early Act Club (Primary Aged Rotarians) and continuation of the Interact Club (Teenage Rotarians) as well as the whole school Student Representative Council (SRC).

Progress Against School Priorities in 2016

Below is Kingsford Smith School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- [Click here to access the Adobe PDF version](#)
- [Click here to access the Microsoft Word version](#)

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	432533.06	391695.45	824228.51
Voluntary contributions	4355.00	862.50	5217.50
Contributions & donations	40.00	1047.06	1087.06
Subject contributions	1874.00	100.00	1974.00
External income (including community use)	8913.72	17106.17	26019.89
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	11526.92	11047.37	22574.29
TOTAL INCOME	459242.70	421858.55	881101.25
EXPENDITURE			
Utilities and general overheads	72719.95	119202.67	191922.62
Cleaning	98827.46	84723.65	183551.11
Security	14097.28	8481.20	22578.48
Maintenance	135724.04	72257.75	207981.79
Administration	44120.88	23879.60	68000.48
Staffing	6096.55	11044.13	17140.68
Communication	19081.89	2891.94	21973.83
Assets	0.00	0.00	0.00
Leases	0.00	0.00	0.00
General office expenditure	39860.11	23097.63	62957.74
Educational	54261.20	54482.48	108743.68
Subject consumables	11191.32	13205.67	24396.99
TOTAL EXPENDITURE	495980.68	413266.72	909247.40
OPERATING RESULT	-36737.98	8591.83	-28146.15
Actual Accumulated Funds	273223.56	155933.57	184223.56
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	236485.58	164525.40	156077.41

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$466. Teachers completed an average 6 days of professional learning in 2016. All teachers completed TQI mandatory PL requirements of accredited and teacher initiated professional learning.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Upgrades Upgrade of disused basketball courts with grass and trees to ensure the senior students have access to green areas when the courts are repaired.	\$30,000	December 2017
BRTSC Funds to support ongoing upgrades to equipment and qualifications for staff and students in the Belconnen Regional Trades Skills Centre classes to meet Commonwealth obligations.	\$31,208.01	2018
Audio Visual Upgrade Gym Upgrading the projector screens and sound system in the senior gym to enhance communication and school productions	\$35,000	Term 2 2017
School Presentation, Physical Environment Provision for the shared funds to support the "Schools For All" grant on creation of sensory spaces in Building 2 for students with special needs	\$24,000	December 2017
Staffing Staffing needs to support the transition to the Student Resource Allocation (SRA) model	\$184,751.24	2019

Endorsement Page

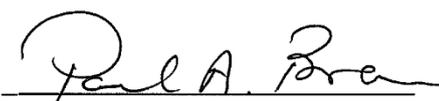
I declare that the Kingsford Smith School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Shawn Cady	Jason Smith	Rebecca Buchanan
Community Representative(s):	Alison Lawrence		
Teacher Representative(s):	Melissa Beattie	Charlotte Huskisson	
Student Representative(s):	Riz Asuncion	Ella Hooper	
Board Chair:	Jason Smith		
Principal:	Paul Branson		

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 2016.

Principal Signature:  Date: 27 / 04 / 2017

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

Board Chair Signature:  Date: 27 / 04 / 2017