



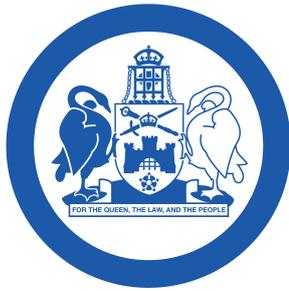
Latham  
PRIMARY SCHOOL

# Latham Primary School Board Report 2013



*Artwork created by Duncan Smith in conjunction with Latham Primary School students 2013*

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is [www.lathamps.act.edu.au](http://www.lathamps.act.edu.au).

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## About our school

### Introduction to School

Latham Primary School is a small school in the Belconnen region. Our students live primarily in Latham and surrounding suburbs. We have maintained consistent enrolment numbers over the past 12 months although there was heavy pressure on our 2014 preschool enrolments and many families started the year on our waiting list or found alternate sites for preschool.

## Student Information

### Student enrolment

In 2013 there were a total of 315 students enrolled at this school.

*Table: 2013 Student Enrolment Breakdown*

Group	Number of Students
Male	165
Female	150
Indigenous	9
LBOTE	37

Source: Performance and Planning

### Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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 one to the last day of term two.

*Table: 2013 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	94.2
1	90.2
2	92.8
3	93.5
4	93.8
5	94.0
6	89.6

Source: Performance and Planning

The school staff works closely in a personalised approach with families to ensure full attendance. If a student is absent for three consecutive days, the class teacher will phone

home. If no contact is made and the period of absence continues without explanation, the executive team leader will follow up. In occasional cases a student may have attendance issues that require a personalised attendance plan to be developed collaboratively between parents, student and teacher.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

*Table: 2013 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	34.6

Source: School Data

### Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

*Table: 2013 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	22
<b>TOTAL</b>	<b>33</b>

Source: Workforce Management

**Note:** This table includes pre-school staffing

There is 1 indigenous staff at this school.

### Volunteers

During 2013 volunteers ran or were involved in many varied programs at Latham Primary including: Brightsparks, Meccano, Breakfast Club, a history discussion group and school banking. They also supported class reading programs, Father's Day and Mothers' Day gift stalls, family barbeques, the school fete, and volunteering in the canteen and at school

carnivals. A conservative estimate of the number of hours provided by volunteers is over 2000.

## School Board

It has been a privilege to have served on the Latham Primary School Board since 2010 and as Board Chair from 2011 to 2013. During that time I have witnessed much growth and change at Latham.

2013 saw movement in the leadership team at Latham. Liz Bobos won the position as Principal and started the year full of energy and excitement. During first semester executive teacher, Kylie Moller went on maternity leave and James Barnett won the position of Principal at Weetangera Primary School. The end of the year also saw the departure of acting Deputy Principal, Chris Shaddock. This meant there were new or acting professionals in all four of the executive positions during the year. The amount of change in school leadership has highlighted the importance of developing a sustainable infrastructure within the school by developing the leadership capacity of the staff.

The year also saw changes in student led learning with more focus on individual student goals and student led learning journey at the end of term 3. In addition a team of teachers worked to bring the formal reporting document into alignment with the National Curriculum. Feedback on this new format from the Board and community was encouraging.

In addition a new process for the selection and roles and responsibilities of the student leadership team was undertaken. This is an exciting initiative with links to many of the schools strategic goals. In particular the process of selection gives the team members a more authentic student voice once elected. The team takes the initiative of writing a section for the school newsletter to report on issues that are important to the student community. Asking for parents and carers to endorse student's applications and understand the requirements as a student leadership team member means the whole family is engaged in supporting and strengthening Latham's culture and values. In addition the student leadership team will receive mentoring from community members to help them develop leadership skills and to reach personal goals.

In March Prime Minister Julia Gillard and Minister Peter Garret visited Latham Primary as a school that had dramatically improved student results in the National Assessment Program for Literacy and Numeracy (NAPLAN). Prime Minister Gillard and Minister Garret spent time in our well run year 1/2 classroom. The teachers, parent helpers and students modelled the smooth transitions, guided and independent learning, and fun that in combination produced the improvements at Latham. It is a shame they didn't have more time to visit other classrooms.

I am pleased that Latham now has a permanent Executive Team in place for 2014. They can now focus on moving the school closer to achieving its Operational Goals. I wish the staff and new Board well as they strive to reach and exceed the Operational Goals of Latham Primary School.

## **School Review and Development**

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Latham Primary School was validated in 2012. A copy of the last validation report can be found on the school website.

## **School Satisfaction**

Schools continually 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 2013 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 2013, 92% of parents and carers, 97% of staff, and 91% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

*Table: Proportion of parents and carers in agreement with each national opinion item*

Item	(%)
Teachers at this school expect my child to do his or her best.	100
Teachers at this school provide my child with useful feedback about his or her school work.	88
Teachers at this school treat students fairly.	94
This school is well maintained.	96
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	92
My child likes being at this school.	94
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	92
Teachers at this school motivate my child to learn.	92
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	90

Source: 2013 School Satisfaction Surveys, August/September 2013

*Table: Proportion of students in years 5 to 12 in agreement with each national opinion item*

Item	(%)
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	91
Teachers at my school treat students fairly.	85
My school is well maintained.	89
I feel safe at my school.	86
I can talk to my teachers about my concerns.	80
Student behaviour is well managed at my school.	67
I like being at my school.	75
My school looks for ways to improve.	93
My school takes students' opinions seriously.	80
My teachers motivate me to learn.	93
My school gives me opportunities to do interesting things.	94

Source: 2013 School Satisfaction Surveys, August/September 2013

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 school plan and the development of annual operating plans. The school plan is available on the school website at [lathamps.act.edu.au](http://lathamps.act.edu.au)

## Professional Learning

In 2013 Latham Primary School staff participated in a range of professional learning aimed at supporting the implementation of school and system priorities. Staff undertook professional learning in Stepping Stones Maths, Aboriginal and Torres Strait Islander education, Visible Learning, Spelling and Grammar strategies with the context of Writing, student goal setting, understanding trauma in young people and making accurate and consistent assessments using PM Benchmark resources. We continued to build our capacity in the Australian Curriculum by engaging with writing and reading moderation.

## 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 one and two.

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

*Table: Latham Primary School PIPS 2013 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	44	112	51	126
Mathematics	40	52	39	54

Source: CEM Centre

#### NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2013, 0% of year 3 students and 7.9% of year 5 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

*Table: Latham Primary School 2013 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	421	444	502	520
Writing	412	423	473	487
Spelling	371	417	459	497
Grammar & Punctuation	403	445	484	516
Numeracy	395	415	476	500

## Performance in other areas of the curriculum

### The Arts

The specialist Arts program continued to grow and develop in 2013. All students from preschool to year 6 have weekly music, dance or drama lessons facilitated by a specialist teacher. We continued with our successful Fife Band program with some of our senior students progressing to the flute. Choir was offered to senior students as an optional activity and approximately 50 students participated. They had performance opportunities at Party at the Shops and at the Arboretum (part of Canberra's 100 year celebrations), 'Spiral' at St James Church at Curtin, school assemblies and Floriade. In term 2 we also offered choir to the year 1/2 students. In Semester Two we sought an outside provider to run a beginners' guitar group which was accessed by

### Japanese

Years 3-6 participated in Japanese lessons in 2012. The focus was on developing a cultural understanding and learning some basic, functional language skills. The aim was to engage students in learning about all things Japanese and to ignite an interest in learning about the Japanese way of life and language.

Japanese lessons focused on having fun, whilst learning and engaging in the culture and language. Students played numerous games designed to help practise their language skills and children learnt many new and interesting facts about the Japanese way of life.

### Physical Education 2013

Latham Primary School again employed a Physical Education (P.E.) specialist in 2013 to coordinate the school's P.E. and Sport Program. Throughout the year class teachers delivered daily P.E. lessons and opportunities for physical activity which was supplemented by the specialist P.E. teacher delivering one 45 minute lesson to each class each week. The focus in junior classes was on developing fundamental movement skills, whilst senior classes

also worked on fundamental movement skills, as well as gained exposure to other approaches to teaching P.E. such as the 'games sense' and 'sport education' models. A wide range of activities such as the Latham Fun Run and staff versus students lunchtime sports were held in September to celebrate national Health and P.E. Week.

## Progress against School Priorities in 2013

### Priority 1

Highly effective teaching and learning is evident throughout the school with improved student outcomes through effective use of data

#### Targets

T1. Sixty percent of students years 1-6 to make above average growth (effect size of 0.4) measured using pre and post PAT Maths scaled scores.

T2. Meet our targets for Year 3 and Year 5.

Reading:      Year 3: 412±32                      Year 5: 476 ±34

Numeracy:    Year 3: 419±26                      Year 5: 468±28

T3. Increase the percentage of Kindergarten students achieving or exceeding Education and Training Directorate's (ETD) end of year PM Benchmark targets from 77% to 80%.

T4. Maintain or increase Aboriginal and Torres Strait Islander (ATSI) student performance

4.1 Eighty percent of ATSI students at or above ACT ETD PM Benchmark/PROBE Benchmark

4.2 Eighty percent of ATSI students report a motivation to engage in Literacy tasks

4.3 Eighty percent attendance of ATSI students to Homework Centre

### School improvement domains covered with this priority

Learning and Teaching

#### Progress

Developing the capacity of staff through targeted Professional Learning (PL) and instructional leadership was a primary focus for this priority. The school undertook a range of actions to ensure highly effective teaching is evident throughout the school. To develop capacity of staff we undertook professional learning by external providers in Stepping Stones Maths and Aboriginal and Torres Strait Islander perspectives. Within our existing staff expertise we also worked on Visible Learning, spelling and grammar strategies with the context of writing, goal setting, and making accurate and consistent assessments using PM

Benchmark resources. These were all successful in that they brought staff together using common language and consistent judgements.

Latham's school strategy is to develop a shared understanding of visible learning across the school with the purpose of increasing our impact on learning. Latham teachers endeavoured to create an environment where learners are assessment capable - where students can answer the questions: Where am I going? How am I going? Where to next?

Latham's teachers were also provided with a level of autonomy which enabled them to integrate visible learning strategies into their practice in a way that makes the greatest impact on their students' learning. Teachers could choose to use learning intentions, success criteria, goals, targets, 'We Are Learning TO' (WALT), 'What I'm Looking For' (WILF), 'This Is Because' (TIB) or other structures to promote visible learning in their classrooms.

In 2013, all teachers were given opportunities to increase their mastery of visible learning through:

- lesson observations, staff surveys & program discussions
- formative feedback (program discussions twice a term)
- regular ongoing professional learning (external and internal)
- self-assessing their skills using the register of expertise
- support with the collection and use of data (student tracker)
- internal & external sharing of practice i.e. visible learning safaris & 'Watching Others Work' (WOW)

In 2013, 100% of Latham's teachers led a learning Safari, participated in one or more WOW session or were involved in a formal lesson observation.

Classroom observations and coaching have been a feature of our instructional leadership, particularly for beginning teachers. Executive teacher coaching has also been evident in classrooms where social skilling and modifications of the classroom program are essential to suit the individual needs of some of our students.

We have identified that ongoing work in differentiation is required and this will be a specific action identified in our 2014 AOP. We also sought to use peer mentoring as a way of peer coaching but this hasn't been so successful this year. Some key staff were absent for extended periods and with changes in the leadership group, continuity was difficult. We are committed to this strategy so will refine our expectations and continue to move toward achieving this in 2014.

Our whole staff professional learning at the National Museum of Australia in January was inspiring and was catalyst to a number of initiatives being undertaken. All mainstream class teachers planned units of work focussing on Aboriginal and Torres Strait Islanders peoples and histories, the specialist Physical Education teacher taught classes from K-6 indigenous games and the Arts specialist engaged the help of local Aboriginal artist Duncan Smith to

work with the choir on a number of traditional songs to perform at the end of year concert. Our 'Dij Kids' group and selected peers also worked with Duncan Smith to create two mounted wall murals that have been hung at the front of the school and all students from K-6 painted their handprints in an outdoor learning space which will be further enhanced in 2014. These visual works serve to promote our commitment to incorporating Aboriginal and Torres Strait Islander perspectives into our school programs and community.

The table below identifies the percentage of year 5 students who made expected growth or better in NAPLAN tests from 2012 to 2013. The school has increased the percentage of year 5 students making greater than or equal to expected growth in numeracy by 27% between 2012 and 2013. The number of year 5 students making greater than or equal to expected growth has decreased in Reading (-24%), Spelling (-3%) and Grammar and Punctuation (-31%) when comparing the 2012 and 2013 results. There was no growth data available in 2012 for Writing and therefore the school was unable to measure improvement in growth.

*Table: Percentage of Year 5 Students - Greater than or Equal to Expected Growth in NAPLAN*

Year of Tests	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2012	72%	NA	41%	62%	29%
2013	48%	58%	38%	31%	56%

Source: SMART data December 2013

During 2013 in working towards our vision of developing the whole child to maximise their potential and embrace a life of learning and achievement the school has worked hard to promote a culture of health, physical fitness and sport. Throughout the year, students had opportunity to be involved in rugby, swimming, cricket, soccer, cross country, 5-a-side football, touch, AFL, athletics, netball, Buroinjin and a multisport gala day. As a result of these school sporting opportunities, 122 students represented Latham Primary School in at least one outside school sporting event. This is despite limited opportunities for P-2 students to represent. Varying levels of opportunities were provided to ensure maximum participation.

All students participated in the following whole school sporting events:

- Latham Cross Country Carnival
- Latham Athletics Carnival
- Latham Fun Run
- Active Kids Challenge
- Touch Football Mega Clinic (P-2) / GWS Giants AFL Clinic (3-6)
- Term 4 Friday Afternoon Whole School Sport

Further sporting opportunities were provided through student led clubs (such as soccer, junior tackle football, senior tackle football), MovBand Challenge and Ride and Walk to School activities.

The following events held this year were not offered to students in 2012, thereby increasing opportunities and involvement this year:

- Latham Fun Run
- MovBand Challenge
- Touch Mega Clinic / GWS Giants AFL clinic
- lunchtime tackle football clubs
- term 4 Friday Afternoon Whole School Sport
- Belconnen Interschool Year 3/4 & Year 5/6 Multisport Gala Day
- buroinjin Year 5/6 Gala Day
- Capital Football 5-a-side Gala Day
- Laurie Daley Shield (Year 5/6) North side Competition.

In 2014 we aim to build on this excellent start by undertaking the first of a 3 year commitment to both the 'Ride and Walk to School' and 'Fresh Tastes' programs, both designed by the ACT Department of Health. Working party teams for both projects have been formed and have developed action plans outlining specific actions for 2014.

Maintaining and extending the use of the Australian Curriculum in planning was another key focus in 2012. During term 2 a team of 5 teachers worked on reformatting the school's end of semester reports so that they aligned with the Australian Curriculum. They interviewed the school staff about what elements were required and researched other schools' practices and then presented a draft to the School Board and staff. This was refined and then used as a trial at the end of semester one.

The Executive teacher charged with curriculum development this year developed an action plan which included moderation of work samples and reformatting planning documents to align to the Australian Curriculum. Moderation exercises anecdotally indicated that teacher confidence to assess using the standards of the Australian Curriculum is not particularly high and this is an area we will need to continue to work on in 2014.

Our 'ensuring that school wide assessment practices and processes support student learning' focus saw the school executive run a mid-year professional learning session on 'Goal Setting'. This was to support teachers to implement individual student goal setting. One hundred percent of students from kindergarten to year 6 worked on individual learning goals and 98% students achieved one or more of these goals.

Under this strategy in 2013 Latham reviewed its school based data collection procedures. All teachers were surveyed to determine the motivation and procedures related to Latham's mandatory assessment schedule. The results helped shape a goal for the development of a new Excel Student Tracker. The goal was to minimise the amount of data collected and use the new data set effectively to improve student outcomes. This new data set included PM Benchmark, Brain, Eye, Ears (BEE) Spelling, Progressive Achievement Tests (PAT) Maths,

NAPLAN & Performance Indicators in Primary Schools (PIPS). The purpose of the new school student tracker was to help:

- teachers get a snapshot of students' academic history at the beginning of the school year to inform teaching programs and differentiation
- teachers moderate between classes
- teachers to observe progress and take relevant action
- executive know general progress of all students and negotiate support across the school (LA, EAL/D, actions research, interventions etc).

One hundred percent of mainstream classroom teachers used the new student tracker to support their assessment practices in 2013. Latham's Learning Assistance teacher worked with school executive to use the student tracker (in conjunction with class teacher assessments) to identify target groups for support and measure their response to intervention. We will continue to refine this work in 2014.

After a year of trialling the Stepping Stones program, staff feel the program, although systematic, does not cater for our average or above average students and teachers have supplemented their teaching and learning programs with a range of alternate resources.

To bring us more into alignment and to focus on pedagogy rather than program, the staff is undertaking further professional learning with maths consultant Rob Vingerhoets in January next year. In addition it is anticipated that we will continue with Stepping Stones for at least term 1, and examine more closely the use of playlists to differentiate the delivery of the maths program.

The impact of the actions above assisted in our progress towards reaching the identified targets for this priority.

**Sixty percent of students in years 1-6 to make above average growth (effect size of 0.4) measured using pre and post PAT Maths scaled scores.** Our average effect size was 0.5823. The only year level which did not reach the 0.4 target was year 1 (0.059). This is not commensurate with either the year 1 A-E grades or the formative assessment within the classrooms.

**Achieve our ETD targets for year 3 and year 5 reading and numeracy in NAPLAN testing.**

The table below shows the school's year 3 and year 5 reading means and year 5 numeracy mean were all above the targets but not significantly so considering the confidence intervals. The year 3 numeracy mean was below our target but within the range expected when considering the confidence intervals.

Test	Year 3 Target	Year 3 Actual	Year 5 Target	Year 5 Actual
Reading	412±32	421.1	5 476 ±34	501.9
Numeracy	419±26	395.3	468±28	475.5

Source: SMART data, December 2013

**Increase the percentage of kindergarten students achieving or exceeding the Directorate's end of year PM Benchmark targets (levels 5-8) from 77% to 80%.** We just met our target with 80% of our kindergarten students achieving or exceeding the Directorate's end of year PM Benchmark targets (level 5-8 by the end of the year).

#### **Maintain or increase Aboriginal and Torres Strait Islander student performance**

We did not meet this target of 80% of ATSIE students at or above ACT PM benchmarks. Only 62.5% of our students from k-6 achieved a benchmark level at or above ACT PM Benchmarks. We have very few students who are below the expected benchmark for their year level. We will need to focus on this next year by ensuring that this is a goal in their Personal Learning Plans (PLPs) and providing additional support and classroom mentoring

Although we have a very small cohort of Aboriginal students, eight out of nine of them (89%) reported that they are motivated to engage in Literacy tasks, which surpassed our target of 80%.

We cannot report against the third target as parent feedback gathered informally indicated that the provision of a Homework Centre was not required.

## **Priority 2**

Highly effective communication between all key stakeholders (students, staff and parents) is apparent throughout the school.

### **Targets**

T1. Percentage of respondents who agree or strongly agree to questions related to communication in system survey are above the system average

T2. Percentage of parent respondents who agree or strongly agree that community partnerships are valued and maintained rises to be above the system average

T3. 75% of parents receive their newsletters electronically from 30% in 2012

### **School improvement domains covered with this priority**

Community Engagement

## Progress

The school's first key improvement strategy was to develop multifaceted communication systems within the school community, including media and social capital. In term one of this year we asked for parent email addresses and began sending out our newsletters and notes to those parents who had kept us updated. Anything requiring a return slip proved to be problematic but on the whole, this was well received as a green communication tool. We recognise however, that many parents have not given us their email addresses; we don't believe this isn't because they don't have them. We will be looking at ways to increase our percentage next year.

We invested quite a bit of time researching Smartphone applications and canvassing options of other schools which are already using them. After some security questions raised by the School Board, we sought to get some assurances from the Directorate, but have for the time being shelved this idea.

Staff feedback is a noticeable feature of working at Latham Primary School. Classroom observations and coaching, Learning Safaris and Watching Others Work are all feedback opportunities based on identifying personal learning goals, and sharing and conversation among colleagues. Teachers prepare teaching and learning plans for each term and these are collected by Executive staff and written feedback is returned. Staff indicated they would like more rigorous guidelines for what is expected in a teaching and learning program and feedback that indicates more clearly how they could improve. Early each term the Executive staff prepares three questions to shape team discussions about the programs. Again staff feels that this could be tightened up. These are two areas we will work on in 2014.

We have had a small number of children for whom unexplained absences continues to be a problem. We have been working closely with those families, and where appropriate, outside agencies to help them overcome whatever obstacles are stopping them from getting their children to school regularly. We will continue to support these families and monitor student absences in 2014.

Developing a sustainable infrastructure within the school was the second key improvement strategy for this priority with a focus on developing leadership capacity and the sharing of professional development.

The school Executive had a number of significant changes this year. The Deputy Principal won a promotional position at the end of semester one and one of the Executive teachers started Maternity Leave. This created a number of higher duty opportunities for our staff but has meant three out of four of the Executive team are temporary.

There have been a number of leadership opportunities for the whole staff through involvement in special projects, such as the report format design, Homework Policy rewrite, staff mentoring and shadowing, developing 2014 timetables, and facilitating the volunteer,

Kidsmatter and Dij Kids programs. Most staff have availed themselves of at least one opportunity.

In week 1 of each term it has become our practice for staff to share their professional learning for the previous term. This has been a highly successful action as all staff (teachers, assistants, the Business Manager and the Building Services Officer) have all shared their experiences. In regard to teaching staff, resources have been shared and suggestions made for future learning. An example of this is the Maths professional learning that we will undertake in January next year; this was a direct result of the feedback we had from three staff who attended a Rob Vingerhoets session earlier in the year.

We have maintained very successful volunteer programs this year; indeed the volunteer contribution is a significant feature of what makes Latham special. Volunteering ACT has continued our Meccano group all year. A group of five men come once a week to work with selected students in years 3 and 4 on term-long projects, and students take a great deal of pride in their achievements as well as value the relationships they build with these volunteers over the term. We have six tutors who have been trained by our Learning Assistance teacher to support identified students in a one on one setting. They focus specifically on reading, spelling and writing development. Students are assessed after a six week period and are either reassigned for a longer period with their tutor or are deemed ready to continue on their own in their mainstream class. We also have a number of parents who assist with the reading programs in the junior classes, who lead dance and drill dance and Zumba. Our twice weekly Breakfast Program continues with the support of both the Red Cross and parent volunteers. Both our School Board and P & C are driven by highly committed parents and friends of the school.

We have also worked very hard on promoting the successes of the school through internal mechanisms such as the newsletter, but also through both print and television media. Our worm farm, purportedly the largest in the ACT has attracted a lot of attention as did the visit in term one by the then Prime Minister Ms Julia Gillard and the Education Minister, Mr Peter Garrett.

In terms of the achievements against our targets, the school achieved the following.

**Percentage of respondents who agree or strongly agree to questions related to communication in system survey is above the system average'. In 2013 modification to the ACT survey and the introduction of a national survey makes reporting against this difficult. However the following table identifies that parents and students satisfaction is higher than the system in relation to communication on their child's education. While all staff and teaching staff believe communication amongst all staff is high and better than that achieved in other P-6 schools both groups' satisfaction is lower in relation to their belief that there is effective communication between teachers and parents and carers. This question is not asked of parents and the school will gain their views next year.**

Satisfaction item	School	P-6 Schools
<b>All Staff:</b> There is effective communication between teachers and parents and carers.	<b>84%</b>	90%
All Staff: There is effective communication amongst all staff.	<b>84%</b>	72%
<b>Teaching Staff:</b> There is effective communication between teachers and executive staff.	<b>79%</b>	74%
There is effective communication between teachers and their supervisors.	<b>75%</b>	81%
<b>Teaching Staff:</b> There is effective communication between teachers and parents and carers.	<b>79%</b>	90%
There is effective communication amongst all staff.	<b>83%</b>	74%
<b>Parents:</b> Teachers provide my child with useful feedback about his or her school work.	<b>88%</b>	83%
<b>Students:</b> My teachers provide me with useful feedback about my school work.	<b>91%</b>	84%

Source: ACT and National Survey Data

### **Percentage of parent respondents who agree or strongly agree that community partnerships are valued and maintained rises to be above the system average.**

Ninety two percent of our parents agreed or strongly agreed with this statement which is above the system average for Primary schools (83%).

### **75% of parents receive their newsletters electronically from 30% in 2012.**

Only 58% of our families chose to receive their newsletters electronically. At the start of next year we will be asking parents to elect if they would like to receive hard copy of the newsletter, rather than this being the default position.

## **Priority 3**

Improve student engagement

### **Targets**

T1. Percentage of students who agree or strongly agree to the question "I have a say in the things I learn" increases from 88% to 92%.

T2. 75% of students have met their personal learning goals at the time of review

T3. 90% of students report to parents on their achievements in meeting their learning goals

### **School improvement domains covered with this priority**

Student Engagement and Learning and Teaching

## Progress

The first key improvement strategy in this priority was to increase 'student voice' across the school, in both participation and curriculum and to review the school's processes and practices that support student engagement and taking responsibility for learning.

The staff have worked hard with students over the year to determine personal and measurable goals. To begin with goals were set but they were long term goals, not measurable within a term, sometimes not even within a year. After targeted professional learning and modelling, teachers worked with individual students to set short term goals with built in measures i.e. "How will I know when I've reached this goal?" Goals are displayed in classrooms, students can say what their goals are and how they might reach them, and reached goals are celebrated, mostly informally. At the school Learning Journeys this year, students reported to their parents in a slightly more formal way about their goal setting and attainment. The next natural step would be for students to report on the goals in a formal setting in student led conferences and in end of semester written reports.

Student Led Clubs (SLCs) were new to Latham Primary School this year. The purpose of SLCs Program was to:

- engage all students in student-centred positive play-break activities
- create additional positive connections between staff, senior and junior students
- build leadership and capacity in senior students and teachers.

Latham applied for and won \$6000 from the Directorate's Student Engagement Section to set up the program. Student Leaders were selected to run each club with two teachers to support them. The ten clubs were given \$500 each and club purchases were negotiated with the student leaders.

Over the course of the year, the program involved 22 teachers, 60% of Year 5/6 cohort contributed as club leaders and 62% of students k-6 participated in a club at some point in the year.

SLCs were for all of Latham's students and attendance was generally non-compulsory. Students signed up at the beginning of each term and had the option to attend on a day to day basis. Activities were offered at lunchtime (ten per week) and ran for the entire play-break duration. Senior students were encouraged to lead clubs that a) interested both senior and junior students; and b) showcased their own personal strengths and skills. Student participation was mapped across the school to determine if all student groups were being catered for i.e. balance between boys/girls, junior/senior students etc. This data was used to inform the direction and evolution of each club.

As part of the new vision for the Student Leadership Team in 2014, applicants have already been giving thought about what clubs might be on offer to target specific students who find

the unstructured nature of lunch times difficult, as well as meet the needs and interests of the general student body.

Exploring and defining authentic differentiation of curriculum across the school was the second key improvement strategy for this priority. At the time of program sharing and discussion we focussed on differentiation. On close examination of teaching and learning programs, the ways in which teachers differentiate to meet the individual needs of the students wasn't particularly well documented. This is an area we have identified for intensive work next year. It will begin with teaching teams analysing and discussing the data they receive for their new groups of students, which is one of the reasons we have focussed heavily this year on making accurate and consistent judgments of student work. After this analysis, teams will then articulate with the Executive how they intend to move their students forward and what differentiation, if any will be required.

Developing support initiatives for students with particular needs was also a focus for this priority. This year Latham formed a Gifted and Talented (G&T) Professional Learning Team (PLT). In term 3, two teachers from the PLT attended two full days of G&T professional learning. The PLT met with the Deputy Principal of Kaleen Primary School to discuss possible assessments to identify G&T students in the school. The Directorate's G&T policy has recently been updated and will guide the future actions of the PLT.

Latham Primary School has a set of nine values which were modified from the Values for Australian Schools some years ago. Although we have acknowledged when students have lived up to one or more of these values at daily assemblies, informal questioning of our students, teachers and parents have indicated that the values are not widely known; most people can name two or three. In January next year, we have planned targeted professional learning which will see us refine our values into a more manageable number and then plan units of work that explicitly focus on those values to be taught at the start of the year. We are also developing a range of 'marketing tools' that will reinforce our values; merit certificates, public signage, and revamped stationery.

Latham Primary School supports all students' wellbeing (including those who are experiencing mental health issues) using the KidsMatter Framework. In 2013, the KidsMatter PLT provided five whole staff Professional Learning sessions (and one optional session) related to mental health. In term 2, 76 students from Latham years 4-6 participated in the Belconnen Well-Being Surveys. The survey questions were scaled on a score from '1' strongly disagree to '5' strongly agree. Latham's students mean score was 4.56 on all questions related to 'Self Esteem' and was an outlier compared to the mean score of all participating Belconnen schools which was 4.19.

We have strategically placed executive staff to work with some of our less engaged students to focus on on-task behaviours and staying with the main group at instruction times. This

has had varied success. We have identified improved staff capacity to differentiate learning programs to cater for individual learning styles as a priority for 2014.

Families and staff have a strong relationship with the School Psychologist (counsellor). The Special Needs Team meets weekly where new referrals and ongoing student support are discussed. Referrals are made through both parent and staff request. Occasionally students self-refer and make appointments to meet with the counsellor.

Individual Learning Plans (ILPs) are in place for students who have additional needs and have been developed in collaboration with parents and in some cases students. Each of our ATSIE students has Personalised Learning Plans.

We have scheduled time in January 2014 professional learning week for this year's teachers to meet with 2014 teachers to share information about individual students so that the transition process is as smooth as possible. Our preschool and kindergarten teachers developed an extensive transition program for term 4 and have been sharing information throughout this time.

In terms of achieving the targets for this priority, the school achieved the following.

**Percentage of students who agree or strongly agree to the question "I have a say in the things I learn" increases from 88% to 92%.** This was no longer a question in the national survey so to support the work developing individual student learning goals we added a specific question "Teachers help me set my learning goals". Ninety-four percent of our students agreed or strongly agreed with this statement.

**75% of students have met their personal learning goals at the time of review.** Ninety-eight percent of students met at least of their personal learning goals this year, with several setting and meeting up to five goals.

#### Priority 4

Improve preschool collaborative partnerships with families and community

##### Targets

T1. Percentage of respondents who agree or strongly agree to the question "Communication between the school and parents and carers is effective" in system or national survey increases from 80% to 85%.

T2 Percentage of respondents who agree or strongly agree to the question "Community partnerships are valued and maintained" in system or national survey increases from 78% to 83%.

T3. Percentage of Latham Preschool families who choose Latham Primary as their school of choice for kindergarten increases from 80% to 85%.

## School improvement domains covered with this priority

### Community Engagement

#### Progress against outcomes and targets

This priority had two key improvement strategies being to develop effective transition processes and to strengthen community and external partnerships.

We changed both the staff meeting and assembly rosters to ensure that preschool staff and students were able to attend. Our Preschool groups alternate term by term to attend assemblies on Wednesday and have a clearly articulated understanding of what is expected at whole schooling such as these. We have conducted a Learning Safari at the preschool for all staff in term 2 so that elements of the successes and challenges in delivering the preschool program could be shared.

Our preschool students participated for the first time in both the whole school Athletics Carnival and Cross Country events. Staff have noted that the management for groups of four year olds could be improved, quite simply, and this is something we will look to develop further in 2014.

The kindergarten team have developed a comprehensive transition program for term 4 both for students currently enrolled at our own and other preschools. There have been twice as many weekly visits than in previous years and have included working with next year's year 6 group. In addition an Information Booklet has been prepared by one of our kindergarten teachers for parents whose child is moving into kindergarten next year. It covers thoroughly a wide range of typical questions asked by parents. This has been distributed to our parent group and teachers will seek feedback on how well this booklet met parent needs.

The Principal visits each of the two preschool groups each week and is well known now to the children. The Principal and one of the Executive teachers also meets with the preschool staff once a fortnight to reflect on current practice and to identify future action areas.

This has been an area of highlight and achievement for us. Preschool teachers report that they feel more connected to the rest of the school than ever before and the k-6 teachers report that for the first time ever, they feel they are getting to know the preschool staff, students and program.

The achievements against the targets set for this priority are as follows.

#### **The percentage of respondents who agreed or strongly agreed to the question**

**“Communication between the school and parents and carers is effective” in the system or national survey increases from 80% to 85%.** This question did not appear in the national survey but we added it as a school question. Only 77% of our families responded that they agree or strongly agree with this statement. Whilst we have no strong evidence to support this, informal feedback from parents suggests that while one of the teachers sends home a

fortnightly newsy email, the other does not and they would like this to be a more common practice. It has raised the opportunity for all of our teachers to prepare a term overview that highlights what they hope to achieve as a simple way of keeping parents informed, and this will be included as a specific action in the 2014 AOP.

**The percentage of respondents who agree or strongly agree to the question “Community partnerships are valued and maintained” in the system or national survey increases from 78% to 83%** We had an overwhelming 91% of respondents agree or strongly agree with this statement.

**T3. The percentage of Latham Preschool families who choose Latham Primary as their school of choice for Kindergarten increases from 80% to 85%.** We maintained 80% of our families selecting Latham Primary as their school of choice for kindergarten. The remaining 20% of our families either moved interstate or have selected a Catholic school education for their children.

### Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School’s Operating Plan.

The Latham Preschool is a vibrant place of learning where our students begin their education in a warm and supportive environment. The staff worked hard in 2013 on reflective practice, meeting fortnightly with executive staff to discuss Quality Areas and make plans for refinement and improvement. We have identified particular strengths in the areas of Education program and practice, Children’s health and safety, Relationships with children and Collaborative partnerships with families and communities. Highlights in each of these areas include:

#### Education program and practice

- Use of EYLF in programming, observations, newsletters, learning stories, work samples and displayed around the room.
- Observation / programming loop that is well documented and programming decisions are traceable to observations.
- Program uses observation notes to form activities, lessons, songs, books and experiences to include each child.
- Routine reflects inside/outside time and active/passive experiences.
- Program is displayed in the room and on the shed.
- Children are supported to be independent, they choose activities from the around the room and from the shed for outside.

- Observations and photos are taken regularly (tally sheet is used to record how each child is being documented each term) and learning stories are recorded as appropriate. These form part of the programming cycle.
- Intentional teaching episodes are planned based on children's interests, needs, ideas and observations. Teaching is adapted 'on the fly' as the children's conversations lead the area of investigation through provoking and open ended questions.
- Reflection on learning for children and whole/small groups is recorded straight on to the program to inform future teaching and experiences.
- Observations are taken on the way in which children have responded to learning experiences.

### Children's health and safety

- Resources chosen for the Preschool based on children's interests, professional judgement based on what will be developmentally appropriate, curriculum areas
- Safety checks are carried out daily, monthly, termly and yearly for furniture, equipment, resources and the building
- ILPs document any adaptations needed in the physical environment for specific students
- Large entrance doors allows the indoor space to flow to the outside verandah
- Play spaces are set up to encourage investigations and learning through play (provocations)
- Outdoor environment has spaces that have been created to encourage play in the natural environment and also resources are provided to encourage play in built aspects of the playground
- Natural items are used in the classroom as often as possible and if not, resources are presented in natural baskets/containers
- Nature walks around the back of our Preschool are taken to encourage students to connect with their natural environment
- Classroom and school recycling program
- Gardening tools accessible all the time at Preschool
- Growing vegetables that we then use in cooking experiences or share with families
- Incursions to promote sustainability e.g. ACT NoWaste
- Part of our program focuses on children developing skills to look after their own rubbish and dispose of it correctly
- Upcycling products

### Relationships with children

- We have developed respectful relationships with the students in our classes
- Children demonstrate their trust with us as they are willing to ask for help, share their discoveries, share information about their home lives, share personal successes and anxieties
- We are inclusive of all children, ILPs document how we do this
- Children are praised for their achievements and encouraged to feel comfortable in the environment

- Collaborative learning projects are encouraged and children learn to work respectfully with one another, taking turns equally
- Children are supported to make positive behaviour choices
- Children are encouraged to use their words when resolving problems, word choices are modelled for students

### **Collaborative partnerships with families and communities**

- Information session for families in Term 3
- Website has information for prospective families
- Handbook for new families at Preschool
- Families regularly contribute their ideas and time to the preschool to help add to our program and environment
- Fortnightly news is emailed to families from each class teacher
- Preschool P & C Subcommittee share newsletters a few times a year with families
- Noticeboards have information for families
- Programs are displayed in the classroom and outside on the shed
- Significant decisions are discussed at Preschool Sub Committee meetings and parents share their thoughts on new ideas
- Family skills and expertise is identified at getting to know you interviews
- Community services are advertised on our notice board, information booklets /leaflets are available for families to take home
- Parents complete an information sheet about their child at the start of the year fitting into the theme of Being, Belonging and Becoming
- Preschool staff liaise with EIU teachers and other specialist school teachers
- Transitions for students continuing to kindergarten at Latham are undertaken during term 4, information is shared with new teachers, reports are available for teachers to read, ILPs and PLPs are shared, some transitions are personalised and supported with other staff members
- Connections are made with people in our community when visiting the library or shops
- External community members are invited into our Preschool e.g. Kenny Koala
- Connections are made with ACT Therapy for particular students

## 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.

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1304.

### Voluntary contributions

This school received \$4920 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

**Reserves;** Nil

	31-Dec-13
<b>INCOME</b>	
Self management funds	249890
Voluntary contributions	4920
Contributions & donations	3252
Subject contributions	18894
External income (including community use)	11774
Proceeds from sale of assets	
Bank Interest	4600
<b>TOTAL INCOME</b>	<b>293330</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	77340
Cleaning	70341
Security	825
Maintenance	41127
Mandatory Maintenance	
Administration	3054
Staffing	
Communication	9348
Assets	9300
Leases	
General office expenditure	22516
Educational	46624
Subject consumables	1950
<b>TOTAL EXPENDITURE</b>	<b>282425</b>
<b>OPERATING RESULT</b>	<b>10905</b>
<b>Actual Accumulated Funds</b>	<b>66823</b>
Outstanding commitments (mit	10830
<b>BALANCE</b>	<b>66898</b>

## Endorsement Page

I declare that the Latham Primary School Board has operated in accordance with the provisions of the 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - 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-
- be present when the board considers the issue or
  - 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

<b>Parent Representative:</b>	Mark Harriott	Karen Green
<b>Community Representative</b>	Karen York	
<b>Teacher Representative</b>	Chris Shaddock	Lyndal Andrew
<b>Board Chair:</b>	Janet Abbott	
<b>Principal:</b>	Liz Bobos	

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 this year.

**Principal Signature:**  **Date:** 21.3.14

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

**Board Chair Signature:**  **Date:** 21/3/14