Hughes Primary School
Board Report
2013

Figure 1: Front of Hughes Primary School
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.hughesps.act.edu.au.

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About our school

Introduction to School
Hughes Primary school provides an inclusive educational philosophy through which the academic, multicultural and social aspirations of our families are the priority. Our school thrives in a culture of collaboration and teamwork to ensure we clearly understand the needs of each student and cater for individual strengths and challenges. We meet the needs of all learners through mainstream classes, Introductory English centre (IEC) classes and the Learning-support centre-Autism (LSUA). The core values of our school are C.A.R.E – cooperation, attitude, respect and excellence.

All learning spaces offer a dynamic and engaging curriculum with an emphasis on the explicit teaching of literacy and numeracy across all curriculum areas. Inquiry based learning integrates history, geography, science and the arts – from kindergarten to year 6. Preschool classes deliver experiences and outcomes through a rich play based learning curriculum. All students are engaged through a digitally rich classroom. Students regularly use interactive whiteboards, computers, iPads and digital cameras to engage with their learning. Our specialist programs in 2013 are: Environment Science, Japanese and Drama.

Our school hosts the IEC for the South Weston network children from over 48 different countries attend this school for a twenty week English immersion program. At the conclusion of this period, some students continue their mainstream learning at Hughes, while the remainder successfully transition to their local primary school. Our school is very proud of the high multicultural focus and contributions of many families from across the globe. The benefits of having the IEC within our school revolves around authentic celebration of different culture and customs – as evident from our very successful International Food and Wine extravaganza held in November.

During 2013, our school has undertaken an older school upgrade. The front foyer, ten classrooms, junior school toilets and some sections of the corridors have been altered and improved to build new environments. New classrooms will facilitate team teaching and interclass connections.

Student Information

Student enrolment
In 2013 there were a total of 360 students enrolled at this school.
Table: 2013 Student Enrolment Breakdown

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>188</td>
</tr>
<tr>
<td>Female</td>
<td>172</td>
</tr>
<tr>
<td>Indigenous</td>
<td>9</td>
</tr>
<tr>
<td>LBOTE</td>
<td>200</td>
</tr>
</tbody>
</table>

Source: Planning and Performance

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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.1</td>
</tr>
<tr>
<td>1</td>
<td>91.7</td>
</tr>
<tr>
<td>2</td>
<td>93.6</td>
</tr>
<tr>
<td>3</td>
<td>94.9</td>
</tr>
<tr>
<td>4</td>
<td>93.9</td>
</tr>
<tr>
<td>5</td>
<td>92.8</td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
</tr>
</tbody>
</table>

Source: Planning and Performance

Our school has established an absenteeism program to gather data on latecomers and non-attenders. Children who arrive to school after 9.10am must report to the Front Office to be registered and given a late-note to take to class. The teacher keeps the late notes as part of the Roll marking process. We have seen a decrease in latecomers in comparison to 2012. Individual cases of poor attendance are followed up by class teachers and executive staff.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: School Data

Workforce Composition

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

Table: 2013 Workforce Composition Numbers

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>10</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>1</td>
</tr>
<tr>
<td>School Leader C</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Management, Note: This table includes pre-school staffing

There are no Indigenous staff at this school.

Volunteers

2013 was a particularly busy year for volunteers at Hughes Primary School. Our volunteers worked tirelessly to add value to the learning programs, social and community events, operational administration and cultural/community belonging.

Over 3000 hours of volunteering work can be accounted for within the list of activities:

- International food and Wine Extravaganza – major fundraiser
- Tree planting project – complement the Centenary of Canberra vision
- School Uniform Shop – purchase and sale of uniforms
- Book Club – promoting, collating, ordering, delivering books for K-6 students
- Student banking – promoting, banking and running raffles
- Harmony Day – providing food, cultural lessons, performances for the concert
- Canteen – provide special lunch days and special theme days.
- Making classroom resources – literacy and numeracy games
- Carnivals- timekeeping and preparation, and pack up.
- Welcome morning teas for our IEC families – preparation, speeches and sharing.
- Sports Coaches / travel assistance – for various teams
- Transport assistance for combined school performances
- Excursions – participants for supervision for several school excursions.
- Library administrative support – covering books, shelving and accessioning books.
- Storeroom clearance and tidy up
- Community afternoons – BBQ, games, preparation, mingling and pack up
- SPARK reading program – Ernst & Young, Minter Ellison tutors visit the school to lead in a reading tutor program.

The P&C embarked on a yearlong journey to present the International Food and Wine Extravaganza in November. After months of planning and organising, collecting and promoting – the day resulted in a vibrant explosion of culture, food and wine, resulting with an amazing $31,000 being raised before, during and after the event. The success was due to the synergistic representation of our P&C community.

School Board
2013 was a marvellous year for the Hughes Primary School community. It was a year for recognising excellence, with our principal being awarded a national teaching award (NEiTA), and many staff and students receiving recognition for their outstanding efforts and contributions to the school community.

The school embraced new technologies and forms of communication through the website, Facebook page and the phone App. The Calendar has been filled with countless celebrations and special events, including the International Food and Wine Extravaganza, community afternoons, discos and special lunch days to name a few. And what a transformation of the building and grounds!

The school improvements have resulted in a beautiful, modern environment for the children and staff, with new resources and purpose-designed learning spaces. The grounds have
been magically transformed with the additions of the junior stage area, the fairy garden and the racetrack in the junior school. These props provide the perfect backdrop for the action, adventures and dramas being played out on a daily basis.

We are fortunate to have a wonderfully diverse student body. Students and staff embrace this diversity, fostering an inclusive culture that celebrates the shared experience of children as much as the difference. As a community, we are all richer for the experiences this diversity provides.

We are a unique school led by a dynamic and passionate team and supported by an active, engaged community. As School Board President I would like to take this opportunity to congratulate the school community for providing such a vibrant and nurturing environment for our children to learn and grow.

*Melanie O’Hanlon*
School Board President

**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 schools progress towards achieving system and school priorities.

Hughes Primary School was validated in 2013. A copy of the 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, 91% of parents and carers, 100% of staff, and 86% 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

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>96</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>88</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>97</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>94</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>97</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>98</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>93</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>99</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>93</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>93</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>91</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>92</td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school.</td>
<td>88</td>
</tr>
<tr>
<td>This school works with me to support my child’s learning.</td>
<td>93</td>
</tr>
</tbody>
</table>

Source: 2013 School Satisfaction Surveys, August/September 2013

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

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>98</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>92</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly.</td>
<td>79</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>84</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>82</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>76</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>62</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>87</td>
</tr>
</tbody>
</table>
Item (continued) | (%)  
---|---  
My school looks for ways to improve. | 97  
My school takes students’ opinions seriously. | 81  
My teachers motivate me to learn. | 90  
My school gives me opportunities to do interesting things. | 92  

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](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 hughesps.act.edu.au

**Professional Learning**

Professional learning undertaken was through different avenues to meet needs across the staff and different learning needs depending on teacher experience.

- Authentic Assessment in mathematics
- Teaching Spelling Using Authentic texts – David Hornsby
- Teaching Spelling using Authentic texts- Misty Adoniou
- Britannica Online
- Mr Tim workshop- music through movement
- ACHPER Health and PE Conference- two award winning teachers attended.
- Fun and Games Kodaly Music Workshop
- Online courses - Health & Safety, Bullying & Harassment
- Speech, Language & Communication Course
- Online courses - Health & Safety, Bullying & Harassment
- AEU Women’s Leadership Conference

**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: Hughes Primary School PIPS 2013 mean raw scores

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>School Start</th>
<th>School End</th>
<th>ACT Start</th>
<th>ACT End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>45</td>
<td>106</td>
<td>51</td>
<td>126</td>
</tr>
<tr>
<td>Mathematics</td>
<td>33</td>
<td>48</td>
<td>39</td>
<td>54</td>
</tr>
</tbody>
</table>

Source: CEM Centre

Our school had 27 mainstream kindergarten students commence the school year and participated in both the beginning and end of year PIPS assessment. We had 21 IEC kindergarten students commence the school year, of which 13 students transitioned into the mainstream kindergarten classes at the end of term 2 and term 3. A different 14 students completed only the end of year PIPS assessment. This year level in our school is very fluid. This affects the overall progress. Children are in the IEC program due to having no English or minimal English. PIPS is an English based assessment tool – so this poses barriers. This will continue to be a factor when looking at the end of year PIPS results for students at this school.

Of students who did sit both beginning and end of year assessment:

- In maths – 3% made below average progress
  56% made average progress
  38% made above average progress
- In reading – 15% made below average progress
  38% made average progress
  47% made above average progress

Students in the lower 18% were catered for with differentiation in class, and in Learning Assistance (LA) programs, Integration Support programs (ISP), using small group work, iPads and technology to introduce, engage and assess concepts.

**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, 27.1% of year 3 students and 24.4% 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: Hughes Primary School 2013 NAPLAN Mean Scores

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>Year 3 School</th>
<th>Year 3 ACT</th>
<th>Year 5 School</th>
<th>Year 5 ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>449</td>
<td>444</td>
<td>535</td>
<td>520</td>
</tr>
<tr>
<td>Writing</td>
<td>428</td>
<td>423</td>
<td>512</td>
<td>487</td>
</tr>
<tr>
<td>Spelling</td>
<td>421</td>
<td>417</td>
<td>510</td>
<td>497</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>443</td>
<td>445</td>
<td>525</td>
<td>516</td>
</tr>
<tr>
<td>Numeracy</td>
<td>431</td>
<td>415</td>
<td>543</td>
<td>500</td>
</tr>
</tbody>
</table>

Source: Planning and Performance December, 2013

Students benefit from rigorous literacy and numeracy programs, analysed by and with executive staff, cross class grouping and catering for ability levels and maintaining high student engagement. Relationships between teachers and students are highly positive and this assists in the learning process. 58% of our students have a language background other than English, many of whom have graduated from the IEC twenty week intensive English program, and are emergent English language learners.

Highlights of the 2013 NAPLAN results include:

**Year 3:**
- Reading – the school mean score of 449 was well above the national mean of 419. 88% of students appear in the top three bands.
- Numeracy - the school mean score of 431 was significantly above the national mean of 397. 77% of students appear in the top three bands.
- 88% of students appear in the top three bands for grammar and punctuation.

**Year 5:**
- Each area of year 5: reading, writing, spelling, grammar & punctuation and numeracy were well above or significantly above national means.
- 74% of students appear in the top three bands for grammar and punctuation.
- 77% of students were in the top three bands.
- 74% of our students appear in the top three bands for reading.

Spelling, writing and reading will continue to be a focus for all students, with teacher professional development and ongoing professional discussions and workshops to strengthen teaching and learning practices. These areas remain strategic priorities for the next four year school plan.
Performance in other areas of the curriculum

During 2013, many initiatives that were introduced in 2012 continued to grow and involve more children across the school. Our arts program was a highlight as every class was exposed to weekly drama lessons from a specialist teacher. We witnessed definite growth in confidence of students from preschool to year 6 at school assemblies, speaking into the microphone and public speaking. Our music program remains robust and strong with growth of members in the before school strings ensemble and before school choir. We continued to build our rapport with the clients of St Andrews Retirement Village through our outreach singing program. Two students acted as the main actors in the 2013 Step Into the Limelight production, and we also participated in the massed choir, and this year – the dance troupe. A most exciting initiative was the introduction of Kulturebreak – firstly with years 4, 5 and 6 - participating in the Centenary of Canberra Dance Nation in semester 1. It was such a success; we offered this experience to our senior girls during semester 2. Our students thrived within the Instrumental Music Program (IMP) with woodwind bands and a fife and drum band: performing at Floriade, school assemblies and Bandstrav. A highly successful end of year concert – with the amazing Mr Tim – culminated celebration of the centenary, singing, dance and movement- with the staff also presenting an item.

During the year, some teachers initiated an interschool basketball competition with Curtin and Garran Primary Schools. Teams of senior boys and girls travelled between schools to compete in the inaugural basketball competition.

Environmental science and learning through inquiry continued to be a highlight of the curriculum. The older school upgrade was completed in the science centre- giving it a new life and an interactive learning space – however, due to the remainder of the school undergoing the upgrade; it was used as a temporary classroom for different year levels across the year. The science program became a flexible learning experience, and children still continued to prepare experiments, benefit from visiting scientists from CSIRO and participate in Mad Scientist Day.

Year 6 students were involved in creating the Kids Café- a business like venture whereby they work together to simulate a work environment and each class member plays a certain role- advertising, human relations, chefs, front of house staff, waiting staff, cleaners and together they serve the parent, teacher and wider community. This culminates in raising money for future endeavors and extensive reflections are discussed and recorded for future growth.

Student leadership was a highlight of 2013. Across a wide variety of leadership opportunities, our students and Student Representative Council, (SRC) led some meaningful fundraisers to build empathy for the living and learning environments in low socio economic parts of the world eg Timor Leste and the Philippines. We were announced as the single
highest fundraiser across Australia in the Dollars for Dili project. The growth of awareness for our students was a highlight as well – and helped us meet our philosophy of growing globally aware citizens.

**Progress against School Priorities in 2013**

**Priority 1**
Improve outcomes for all students

**Targets**
By the end of 2013:

- students from K – 6 will continue the whole school approach to learning numeracy focussing on differentiation
- students from K – 6 will demonstrate increased performance in the use of authentic text to improve spelling, grammar and punctuation
- students will demonstrate increased results against a writing criterion reference tool.

**School improvement domains covered with this priority**
Learning and Teaching / Leading and Managing / Student Engagement

**Progress**
Hughes Primary School (HPS) has taken specific actions to improve outcomes for all students through:

- strengthening pedagogy and assessment
- developing a collaborative and professional learning culture within the school and across the networks.

The strategic implementation of a selection of new practices has provided a more effective and consistent whole school approach to the teaching of literacy and numeracy.

This is a clear indication of the success we have had in implementing new facets of the Annual Operating Plan (AOP), consolidating introduced strategies and processes and embedding practices.

HPS introduced a whole school approach to teaching and learning in Numeracy utilising the GO Maths ACE (Australian Curriculum Edition) program. This provided a common metalanguage across the school for reflection and discussion. Through this program the students developed their mental computation strategies. Mental computation was listed as a priority in all senior school teachers’ professional pathways. Anita Chin delivered professional development for both staff and parents and remains a critical friend. Feedback from teachers indicates that this approach provides students with the skills and language to articulate the mental computation strategies that they use. As part of the GO Maths ACE
program and our Gifted and Talented program the students who exhibited high cognitive thinking and high mathematical knowledge, as assessed through a range of means, were provided with extension and enrichment activities. These included Individual learning Plans (ILPs), online activities, problem solving and Think Tank cards and through telescoping these students to their proximal zone of development. The top 20% of students demonstrated at least a 10% increase in summative assessments. Students also demonstrated increased problem solving abilities in both written and verbal work.

As a result, HPS now has a whole school approach to the effective and consistent teaching and learning cycle (planning, teaching, assessing, moderating and reporting) for mathematics and numeracy, focussing on differentiation.

Formative assessment and providing students with meaningful feedback was implemented through Professional development (PD) in semester 2 2013. Whole school meetings - Fundamental Lines of Work meetings (FlOW) focused on providing effective feedback, using ‘How to give Effective Feedback to your Students’ by Susan M Brookhart. Books have been purchased for workshop use. Teachers downloaded the electronic version of the book onto their personal iPads. This was a priority for all areas after it was demonstrated and used in GO Maths ACE sessions. This focused PD in semester 2 ensured all teachers have the ability to set clear high expectations and to examine their own and peers written feedback to gauge the effectiveness for students to understand and from which to grow. School satisfaction survey (SSS) results show a high proportion of students who believe they receive helpful feedback to assist their learning.

In 2012, through the financial generosity of the P & C, iPads were introduced across the P - 2 classes and the Blue Gum classroom. The school was able to then match this by providing iPads across years 3 - 6. These are utilised on a daily basis to provide exploration and investigation in all areas of the curriculum. In 2013, the iPads were updated so that there is now a common set of educational apps across the classes. Students are confidently using these to research, make movies and write books, to teach and consolidate spelling, grammar and punctuation concepts and skills, for sound, letter and sight word consolidation, and just for fun. In 2013, teachers were also provided with a teacher iPad to use for planning and assessment. Through sharing of understanding, high quality apps and ongoing professional development, teachers now have the capacity to explore at their leisure, how to best use iPads for student learning. Fortnightly PD sessions for teachers in term 2 2013 were targeted at both beginning and advanced iPad users, and provided the means for teachers to familiarise themselves with the iPads and different apps. These sessions continued in semester 2. New staff in 2014 will also have access to ongoing PD in-house from executive teachers.

To facilitate the effective instruction of reading and writing a dedicated Literacy Block was introduced across the school. English as an Additional Language or Dialect (EAL/D) and
Learning Assistance (LA) support times were utilised to run targeted reading groups and individual conferencing. Targeted Reading Strategies were explicitly taught, with 100% of teachers embedding at least two new reading strategies. Participation with SPARK reading program assisted targeted years 3 and 4 students to receive individual mentoring across a 10 week period. This culminated in a graduation with parents and SPARK mentors from Ernst and Young and Minter Ellison sharing the successes. Teacher feedback indicates that students are now able to verbalise what reading strategies they are using and why. To strengthen the accurate grouping of students based on their reading abilities, teachers engaged in PD on the explicit use of a consistent approach for conducting running records and its miscue analysis. Professional conversations were held about current practice and how to align practice across the school. Teachers engaged in professional learning with executive staff and the literacy officer to explore Education and Training Directorate (the Directorate) documents, such as READ and EAL/D documents, the Australian Curriculum, First Steps Reading and Writing Programs and the use of authentic text. Assessment data was collected through spreadsheets which were analysed to create differentiated grouping for all classes and to target specific reading strategy needs within the school. This resulted in a shift in school culture with a growing whole school approach to the teaching of reading where teachers have a higher level of awareness and provide attention to explicit reading strategies and quality feedback to students. There are now shared understandings of what constitutes effective planning, teaching, assessing, moderating and monitoring of reading, a focus on every teacher being accountable for improving individual student outcomes in reading, and closer monitoring by team leaders of individual and class data to inform practice.

To increase the fluency and speed of written work, a strong focus on writing was implemented. The writing focus reviewed persuasive writing samples from students in years 3 and 5 during timed writing in class and with daily writing occurring in all classes. Writing exemplars from First Steps (2nd Edition), the Australian Curriculum annotated samples, South Weston Network Writing Project, RIC posters and web-based resources were utilised to moderate and improve writing standards. Exemplars were displayed as needed. Students, both collectively and individually, were provided with explicit feedback about their writing looking at strengths and areas for improvement. Students demonstrated increased understanding of the marking criteria and the detail needed to improve from a ‘C’ to a ‘B’ and from a ‘B’ to an ‘A’.

Furthermore, high ability students in years 2, 3, 4 and 5 attended weekly challenge lessons where they were involved in writing individualised projects on a chosen text type. Students chose to write short novels, a musical, poetry, information posters and cartoons, which they presented to an audience of parents and teachers at the end of semester. Many students valued this opportunity to explore their love for writing and all agreed they would like to do it again next year.
The support of parents in improving literacy outcomes of students was gathered through evening information sessions to inform parents of the school’s approach to balanced literacy and enhance the partnership between school and home in regard to the NAPLAN process and how parents could support their child. The school achieved a minimum 30% attendance of parents of year 3 and 5 students, with another 10% meeting privately with the executive teacher for each year. Our numbers were lower than expected, so we investigated reasons why. Several parents did not attend the sessions, as they had received this information last year, and with different children in year 3 and year 5 in 2013, felt the comprehensive session last year was all they needed.

Spelling, grammar and punctuation became a whole school focus in 2013. The whole staff undertook several whole staff PD sessions with Misty Adoniou, around the use of authentic texts and ten staff attended the David Hornsby use of authentic texts PD. Team meetings included reflection and discussion on the use of authentic texts for spelling in classrooms, with ideas and specific lessons shared with colleagues. One hundred percent of staff included the use of authentic texts to improve spelling outcomes as a professional pathways goal. Senior school teachers engaged in professional learning and discussion with executive staff through the Quality Teaching Model (QTm) lens to explore the use of authentic text. Teachers introduced the use of authentic text to look at the child’s own writing within the context of everyday writing, aligning it to First Steps Writing. Evidence of the use of authentic text for writing and spelling were displayed in classrooms using word walls based on inquiry learning and real texts. As a result of this shift in pedagogy, 100% of teachers K - 6 now use authentic text elements for writing, spelling and proofreading, with K - 2 students able to know and use the Magic 100 Words (M100W), and years 3 - 6 students demonstrating a 20% growth in spelling scores using the South Australian (Westwood) Spelling Test.

The school also instigated networking between the Learning Support Units Autism (LSUA) units within the network to streamline effective planning and assessments for students on the Autism Spectrum. The Deputy Principal (DP) met with staff from Malkara School to commence the planning and DPs from both schools visited each other. A new network has been established with regular visits from Malkara students to our school on a weekly basis – firstly participating in drama, then year 3/4 buddies and ball skills. We welcome Malkara students into our mainstream classes on a weekly basis which commenced in semester 2, to help them achieve ILP goals of socialising with same aged peers. This has been a highlight of our interschool program, with all stakeholders relishing the opportunity to learn from each other. The leadership of the DPs has strengthened network partnerships. We have committed to further partnerships in 2014.

To strengthen partnerships across the network meetings we initiated several networking opportunities. Meetings were held twice a term for P - 2 teachers during Early Childhood (EC) team meetings, the Introductory English Centre (IEC) team hosted cluster school EAL/D
teachers, and the whole school hosted Garran Primary staff at Monday’s FLoW meeting in week 8, term 2, 2013. At Hughes Primary School, we were looking forward to the reciprocal visit, however, that unfortunately was never fulfilled. We also initiated the first ever inter school basketball competition with Garran and Curtin Primary – and this was so successful we will continue in 2014.

We are proud of our impact to enhance spirit of collaboration among cluster schools.

With the older school upgrade taking a major role in the geographical change in the school, with several classes taking up temporary spaces eg Library, Science Centre, some of the planned events for parents did not take place. To combat this, we decided that our newsletters would become a beacon of information, and across the year, many newsletters have given families strategies for spelling, reading and writing, as well as mathematical hints to help their children at home. We introduced apps and websites via information sheets in the newsletter too, so while the face to face intended meetings did not take place, we did implement a substitute answer.

The 2013 school satisfaction surveys (SSS) reveal high results in from all stakeholders. Our data shows significantly high reports from students, parents and staff acknowledging the learning process and communication to families. One hundred percent of staff acknowledges high expectations in all that we do. Ninety eight percent of students believe teachers expect them to achieve their best. Ninety eight percent of parents believe they can talk to their child’s teacher about any concerns. The external validation panel stated the following as a commendation.

The development of the collaborative and professional learning culture within the school has assisted in the growth of school-wide agreed learning and teaching strategies targeted to improve learning outcomes of each child within the diverse context of the school.

Students from K – 6 have demonstrated increased performance in the use of authentic texts to improve spelling, grammar and punctuation. Students across the school have benefitted from carefully selected picture books and non-fiction books, to promote an interest with words, spelling patterns and the reasons for punctuation. Students have become immersed in word studies and have developed a greater interest in punctuation, transferring this into their own writing. The range of authentic texts has grown as teachers and learners work with texts at a growing rate. Students can identify different genres from an earlier age, due to the explicit teaching of different writing procedures

Students have demonstrated increased results against a writing criterion reference tool, both in confidence and results. Across the school, depending on different year levels, students have been immersed in clear and informative instruction when beginning a writing task. For example, year one and two students have benefitted from models of explicit teaching to outline writing expectations, teacher’s model, re-teach, reflect and individually
conference students throughout the writing process. Timely feedback is also individualised, ensuring students know where to focus on in the next stage. Teachers provide checklists on the interactive whiteboard and also on individual strips for students to refer to as guides. Results have shown growth in the sophistication of vocabulary used, correct punctuation, understanding of genres and length of written texts. Most importantly, students have demonstrated confidence with knowing strategies and a growing passion for writing. They can articulate what strategy is needed and why.

Across the senior classes, teachers used CARS data to motivate the class by making test results anonymous, and allowing the students to access this data, interpret areas of deficit and then also, what strategies and effort need to be undertaken to improve those particular marks. The students were greatly empowered by this. At the end of the year, the teachers were able to see definite growth as a result of students understanding the purpose of assessment and the related purpose of explicit teaching. One student was able to self diagnose and move from 42% to 78%. Intensive English Centre (IEC) teachers use ESL scales and joint construction alongside individual feedback and explicit instruction to move their levels of work and understanding.

**Priority 2**

Develop an inclusive, respectful and safe school environment that meets the wellbeing needs of students

**Targets**

By the end of 2013:

Show improved student satisfaction data related to:

- the school is catering for their needs from the 2011 figures of 63% with increased focus on management of student behaviour
- students respect each other’s property
- support when addressing bullying behaviours

New connections within the cluster will be built with Malkara students.

Students within our LSUA will spend increased time in mainstream classrooms for academic and social development.

**School improvement domains covered with this priority**

Learning and Teaching / Leading and Managing / Student Engagement

**Progress**

In order to develop an inclusive, respectful and safe school environment and to strengthen interclass relationships one IEC class and one mainstream class in the senior school have
formed buddies to focus on music. Each week they join together for ‘Hughkelele” lessons during class times. One IEC class and one mainstream class in the junior school also join together weekly for dance and music sessions. This has resulted in strengthening the inclusivity of the school culture.

Additionally, Blue Gum students have increased integration into mainstream classes for physical education, art, inquiry and maths. Students also integrate with our year 1 class for physical education (PE) and sporting clinics, and through singing, dancing and junior assemblies twice a term. This has resulted in a positive impact on the school wide culture of inclusivity, with parents of Blue Gum students commenting that they are thrilled for their children to be immersed in other areas of the school. Raising the profile of our Aboriginal and Torres Strait Islander students has resulted in regular opportunities to demonstrate pride in their culture with the creation of an identity group. The first leadership task was to generate an appropriate name and after research and discussion, the word ‘Mudi’ was chosen to represent ‘togetherness/in friendship’. The Mudi Mob was created in 2012. The Mudi Mob still meet weekly at lunchtimes with a class teacher and Learning Support Assistant (LSA), to build relationships and plan events. They are regularly consulted about whole school decisions regarding ATSI culture, e.g. selection of resources, invitation of cultural facilitators for workshops and participation in ATSI events. A member of the Mudi Mob represents the school at National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, whole school presentations, concerts, Literacy Week and school assemblies by leading the school in Acknowledgement of Country. Mudi Mob students host and perform at Reconciliation Week and NAIDOC Week assemblies. They have also benefitted from increased exposure to a variety of cultural activities across Canberra, including participating in an excursion to the National Sorry Day Bridge Walk in May 2013. This in turn, empowers their children and sense of pride for their ‘story’. It has also raised the awareness of the non-Aboriginal students of the culture and history of Australia’s First People.

Aboriginal and Torres Strait Islander parents have raised their contributions to our school within classrooms by listening to children read and being guest speakers. Aboriginal and Torres Strait Islander parents joined in leading a stall at our recent International Food and Wine Extravaganza- by running a face-painting, coloured hair and nails stall, much to the delight of all the children at the event.

We are proud to reveal a recent addition to the front of the school: three flag poles. It has taken eighteen months to achieve this goal, however, they are standing proud at the front entrance of our school and we fly the three flags beside each other, showing our united stance on the Aboriginal and Torres Strait Islander pride in our school. Our Mudi Mob students delight in seeing this happen. Letters of congratulations and heartfelt acknowledgement to the leadership and teaching team and the promotion of Indigenous education have been received by our Aboriginal and Torres Strait Islander families.
During the Validation preparation, we made a decision to not introduce another new element into the Student Well-being program. Given we are a Restorative Practices (RP) School and also promote You Can DO It; we felt it was too ambitious to add in Habits of the Mind. This is a consideration we may include in years to come when a focus on Gifted and Talented (G&T) and mindsets become more embedded. All staff have continued to undertake RP conferences and corridor conferences. We have seen all executive staff also support RP conferences to consolidate decisions made and set some students up with playground plans to meet the desired change agreed upon. We find this program works very well for all students, and have on occasions, needed some peers to act as interpreters for some of our IEC students who have a minor problem accepting some rules in games on the playground. When everyone feels they have been heard and there is clarity of the situation, playground incidents decrease across both playgrounds.

The external validation panel reports the following as a commendation.

*The development of an inclusive learning framework within a complex school setting, involving the Intensive English Centre, off site Preschool, LSU (Autism) as well as mainstream junior and senior schools, has resulted in a strong sense of belonging and connectedness across all entities.*

**Priority 3**
Achieve improved transition pathways of HPS students

**Targets**
By the end of 2013:

- Improve the process of transition of IEC students into mainstream classes at HPS.
- Improve the process of transition of students beginning preschool.

**School improvement domains covered with this priority**
Learning and Teaching / Leading and Managing / Student Engagement

**Progress**
Hughes Primary School (HPS) has taken specific actions to achieve improved transition pathways of HPS students through:

- Strengthening pedagogy and creating familiarisation.
- Developing a collaborative and professional learning culture within the school and across the networks; and enhanced opportunities for preschool students to develop familiarisation with/at the primary site.

Transitions are a key priority of the Hughes Primary program. Transitions occur P - K, year 2 to year 3, year 6 to high school, including LSUA, and transition into mainstream from the IEC, both to Hughes Primary and into receiving schools. Transitions into mainstream also occur from Lyons Early Childhood School (ECS) especially from year 2 into year 3.
Year 2 - 3 transition opportunities have been strategically scheduled at Hughes. As HPS has two distinct areas for both classrooms and playgrounds, junior and senior, opportunities are provided in term 4 of each year for students in year 2 to visit the senior building and playground, and participate in buddy learning activities. We jointly created a transition program for students from Lyons ECS to smoothly transition to HPS. HPS and Lyons ECS Executive have collaborated to develop strategic transition processes. These include:

- Visits to HPS by Lyons year 2 students to establish buddies and participate in transition activities during week 7 of term 4
- Participation of Lyons EC year 2 students in HPS swimming and athletics carnivals, and Book Week activities.

New enrolments from Lyons Early Childhood School students have increased. Feedback from Lyons families has been positive and children have enjoyed their sessions with their peers in the computer lab and Library, making new connections.

Hughes Primary has strengthened its transition program from preschool to kindergarten through a targeted orientation program, which has been developed over 2012-13. Orientation to School is an important process for all students in preschool. The strategic placement of the Early Childhood executive teacher to be the release teacher has greatly influenced the increased enrolment. Currently, 34 out of the 38 enrolled families will progress to the primary site in 2014, the highest enrolment in many years. The carefully planned orientation program provides the students with many varied opportunities to familiarise themselves with a primary school environment. Students regularly visit the primary site from week 4 term 1 to take part in whole school activities, such as cross country, sporting activities, bike-a-thon, assemblies, NAIDOC activities, Harmony Day, and socialisation through the Buddies program, a program between preschool and year 5 students to share stories, build relationships and play, which supports the prospective Kindergarten students with a known face in the school the following year. Preschoolers successfully ran a whole school assembly in term 4, and for the first time- was part of the end of year concert, taking centre stage in front of a crowd in excess of 600 parents. They were completely comfortable with their two hour and two half days visits in term 4, into the kindergarten classrooms with the 2014 kindergarten teachers, and parents highly appreciate the amount of time and strong transition program in place. In week of this term, letters went home to announce to the family the name of the teacher their child will have for 2014, the classroom and a map to locate the new classroom. This will ensure each child knows what is coming, and on Day One they will know which classroom to directly go to. Feedback from this process in 2012 was overwhelming in support of a settled holiday and less anxiety experienced from children worrying about the new year.

During week 8 of term 4, the principal and EC executive began a process to meet the 2014 preschoolers, building connections earlier than previous years. From the initial meetings in
this case, 90% of families declared their preschooler will continue at HPS for kindergarten in 2015.

IEC transitions are highly important for the South/Weston Network. A strategic program and plan is implemented towards the end of every term. Graduating students visit their new school with an IEC teacher and parents for a two day visit to the school. Several parental sessions using the interpreter service ensures all information is clear, and that parents know the next stage of their child’s education in Australia. The Deputy Principal (DP) has the responsibility for organizing and communicating the timetable for IEC teachers to visit schools, and have their class covered in their absence. Graduation ceremonies are always a highlight of each term, and all graduating students are congratulated in front of a whole school assembly with often up to 50 parents and friends attending, as well as mainstream families.

The external validation panel commented the following as a commendation.

High quality and visible documentation of student participation and achievements is evident throughout the school, creating a strong sense of student centered practice. This is demonstrated by the representation of children’s work through photography, art work and displays of authentic learning samples throughout the school.

Overall, 2013 has been a highly successful year. As the school underwent a major older school upgrade. Every classroom and learning space has been affected, however, testament to the passion of the teachers, the strong and united leadership, the engaged learners and supportive families, many achievements have been showcased. We thank the validation panel for their work in learning our story and writing a succinct report to prepare our future strategic plan.

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.

Education program and practice
The Early Years Learning Framework (EYLF) is central to the planning and reflection for the group and each individual child within the group. Staff document, reflect and extend the child’s learning and development using the EYLF.
The daily play explorations are centred on individual children and through ‘reflection time’ their ideas and interests are incorporated into learning intentions and planning for the subsequent preschool sessions.

Communication with parents has taken many forms, including incidental and informative discussions on a day to day basis. A weekly email is sent and printed for all families providing an overview of the children’s play experiences and discoveries. A formal reflection has been created and shared with parents each semester.

The children’s learning journals have been shared with parents and careers and the children have taken ownership of them. The journals reflect the belief that preschool is about all learning opportunities and the development of the whole child.

**Children's health and safety**
Healthy eating is promoted daily and options for healthy eating are explored.

A new system for checking Occupational Health and Safety (OH&S) issues has been trialled and adapted to make it manageable and successful, as is expected as part of the National Quality Standards.

**Relationships with children**
The children feel safe, secure and comfortable within the preschool and the whole school environment as is demonstrated through their confidence and passion of learning in preschool. The children feel valued and central to the preschool experiences and delight in sharing ideas and experiences to be explored and developed. All staff highly regard their role as educators of the children within a safe environment that challenges and provides the children with an extensive range of learning opportunities using play.

**Staffing arrangements**
The preschool is staffed by qualified teachers and educators willing to undertake a Certificate 3, all of whom wish to be in the preschool.

**Leadership and management**
Principal and executive are fully supportive of the preschool program. Strategic planning to have the Early Childhood (EC) executive teacher as the preschool release teacher has been very successful. The EC executive has built strong transition programs between preschool and kindergarten and this has resulted in raised enrolments into kindergarten, 2014, to the highest proportion for several years.

The principal and executive congratulate the varied successes and leadership coming from preschool students and acknowledge their positive contributions to whole school assemblies and concerts.
Physical environment
The outside environment is expansive which allows the children to explore and use the natural environment as a central part of their learning experiences. There is wonderful shade which caters for an inside outside free flowing curriculum. The classroom has been organised to allow the children to explore and develop learning opportunities and gain independence.

Collaborative partnerships with families and communities
The families and parents have been very supportive of the new staff and introduction of a child centred play based program. Families have offered positive feedback on the Learning Journals which have been used to inform critical reflections. Parents and carers have actively joined preschool experiences such as celebrating the preschool, the children’s art in the Visual Art Show and the mini concerts.
**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 $914.00.

**Voluntary contributions**

This school received $21125 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**

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<th>Name and purpose</th>
<th>Amount</th>
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<td>Furniture older school upgrade</td>
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### Financial Summary

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**Actual Accumulated Funds** 135693

**Outstanding commitments (mil)** 18433

**BALANCE** 38624
Endorsement Page

I declare that the Hughes 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-
   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: Melanie O’Hanlon, Andrew Reichstein, Denise Collins
Community Representative: Joshua Ceramidas
Teacher Representative: Maryanne Hayes, Adam Porter
Student Representative: not applicable
Board Chair: Melanie O’Hanlon
Principal: Kate Smith

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: [Signature] Date: 8-5-14

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

Board Chair Signature: [Signature] Date: 8-5-14