



Ngunnawal Primary School Board Report 2015



Ngunnawal Primary School front entrance

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

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

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

Inquiries about this publication should be directed to:

Ngunnawal Primary School
Unaipon Cres.
Ngunnawal ACT 2913

General Enquiries:

Telephone (02) 6205 8182

School Board Chair Report

This year at Ngunnawal Primary was a very busy one right from the beginning. The school saw the addition of four new transportable classrooms to cater for the ever increasing enrolment demand. The new unit was handed over to the school the day before school started for 2015. With a great deal of excitement the year 5 students moved in and quickly made it their own. Students chose to name this new teaching unit 'Kosciusko'.

To support the management of school enrolments at the school, the board endorsed the School Enrolment Management Plan (SEMP) and acted as the Enrolment Review Committee during 2015. The management of enrolments at the school ensured that students within the school's 'Primary Enrolment Area' were accommodated at the school as well as those that moved into this area throughout 2015.

One of the biggest highlights for the School Board during 2015 was the presentation to the board by the School Captains at the end of the year. Student leadership has been a school priority over the last few years and it was pleasing to see how responsible and articulate the school captains were during their presentation. The fostering and development of student leadership skills within Ngunnawal Primary is providing a very positive impact on learning outcomes and on the wider school environment. The entire primary school community can be very proud of our young leaders.

Introduction to School

Ngunnawal Primary School is a large and growing school in the Gungahlin region that is located in Canberra's north. The school community at Ngunnawal is diverse, with approximately 30 percent of students coming from a language background other than English, and around 10 percent of students who identify as Aboriginal and/or Torres Strait Islander. This diversity adds richness to the programs and curriculum taught at the school. The school has experienced growth over the last few years with the student population growing to approximately 700 for students in preschool to year 6. This growth in student population resulted in four transportable classrooms being added to the school site in readiness for the 2015 school year.

Student enrolment

In 2015 there were a total of 556 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	275
Female	281
Indigenous	41
LBOTE	158

Source: Planning and Performance, December 2015

This table reflect the enrolments totals of kindergarten to year 6, preschool is not included.

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.0
1	93.0
2	93.0
3	93.0
4	92.0
5	91.0
6	91.0

Source: Planning and Performance, December 2015

Student attendance is monitored on a daily basis. Teachers mark their rolls at the start of each day and notify administrative staff with a list of students who are absent. The administrative staff contacts parents or carers to confirm the non-attendance of their child and authorise their absence. Where patterns of non-attendance occur executive staff work follow-up with families ensure that regular attendance for all students is maximised.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	33

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

The above table indicates that 33 percent of teaching staff at Ngunnawal Primary School have post graduate qualifications.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	45
Teaching Staff :Full time Equivalent Permanent	35.9
Teaching Staff :Full time Equivalent Temporary	6.4
Non Teaching Staff (Head Count)	15
Non Teaching Staff :Full time Equivalent	11.1

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There is one indigenous staff at this school.

Note: * Indigenous staff is reported where the staff member has self-identified.

Ngunnawal Primary School has one staff member who is the Indigenous Education Worker.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 1500.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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.

The school will be reviewed in 2017. A copy of their most recent 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 2015 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 2015, 88% of parents and carers, 96% of staff, and 86% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 45 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	96
Teachers at this school provide students with useful feedback about their school work.	93
Teachers at this school treat students fairly.	91
This school is well maintained.	89
Students feel safe at this school.	93
Students at this school can talk to their teachers about their concerns.	98
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	56
Students like being at this school.	98
This school looks for ways to improve.	91
This school takes staff opinions seriously.	76
Teachers at this school motivate students to learn.	98
Students' learning needs are being met at this school.	87
This school works with parents to support students' learning.	91
I receive useful feedback about my work at this school.	76
Staff are well supported at this school.	80

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 177 number of parents who took part in the survey are tabled below.

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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	89
Teachers at this school treat students fairly.	89
This school is well maintained.	92
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	79
My child likes being at this school.	91
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 119 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 5 and 6 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	96
My teachers provide me with useful feedback about my school work.	83
Teachers at my school treat students fairly.	74
My school is well maintained.	82
I feel safe at my school.	77
I can talk to my teachers about my concerns.	71
Student behaviour is well managed at my school.	58
I like being at my school.	82
My school looks for ways to improve.	83
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

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.

Learning and Assessment

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 2015, 1.00 % of year 3 students and 3.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Ngunnawal Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	417	443	496	521
Writing	396	420	463	486
Spelling	406	410	493	500
Grammar & Punctuation	405	441	500	516
Numeracy	389	410	482	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

The table above shows the comparison between the mean scores of the school and ACT for NAPLAN.

Performance in other areas of the curriculum

In 2015, a music program was introduced as part of our specialist programs offered to K-6 students across the school. All classes participated in the music program for at least 2 of the 4 terms in 2015. During the program, students were exposed to and learned to play a range of instruments including percussion instruments, djembe drums, recorders and ukuleles.

The students also developed their singing skills through explicit lessons focused on tone, pitch, rhythm and harmony. A senior choir and a junior choir were established and run as part of the extra-curricular activities available to students in years 1 to 6. A group of approximately 40 students also participated in the Limelight Massed Choir that is run every year across the ACT.

Students in years 5 and 6 continued to be provided with the opportunity to participate in the year 5 or year 6 band which is run by the Instrumental Music Program. NPS students make up the woodwind contingent of the combined band across our cluster schools. Students participated in combined band performances throughout 2015.

In 2015 Ngunnawal Primary School introduced PE as one of our specialist release programs. We also continued using the Every Chance 2 Dance program which culminated in our little and big gigs at the end of the year.

Students participated in a number of sporting events including: the annual swimming, cross country and athletics carnivals, swimming lessons (K-2), Aqua Safe water safety program (Yr 2), BMX workshop (Yrs 5/6), self-defence workshops (Yr 4), Active Kids Challenge, hockey clinics (Yrs 3 and 5), kids at play active play session (preschool), rugby clinic (Yrs 1/2), AFL clinic (Yrs 3/4), Kenny Koala (preschool), school camps/outdoor education (Yrs 4 and 5/6), walk/ride safely to school day and *Championstix*, an after school hockey competition.

Aboriginal and Torres Strait Islander education continued to be a priority at the school during 2015. In term 4, Ngunnawal Primary School, Gungahlin Child and Family Centre and ACT Libraries provided a limited number of Aboriginal and Torres Strait Islander families with an opportunity to be a part of an exciting project 'Digital Stories'. Eight workshops were held in our Koori Pre-school room after school to better engage community members. This project enabled Aboriginal and Torres Strait Islander families to connect with and create stories about their families by developing a script, prepared graphics and selected music to tell their stories in the digital age and families produced their own videos.

Progress against School Priorities in 2015

Methodology in evaluating progress

The school used a variety of data sources to prepare for the self-evaluations. These were:

- NAPLAN results
- PIPs results
- School based assessment data
- School Satisfaction Survey results
- Staff Feedback

All teaching staff are involved in the school improvement process at Ngunnawal Primary School through being part of a Targeted Action Group (TAG) team. The teams do the work needed to keep the priorities and goals in the AOP clearly in focus. TAG members consult with members of their teaching team and provide feedback during whole staff meetings. TAGs meet three times during the term. The last meeting in term four they presented achievements through static displays, where everyone has the opportunity to provide feedback and identify the next steps for that priority. These next steps are used to inform

the development of the next AAP.

Strategic Priority 1: To improve student outcomes in literacy and numeracy

Desired Outcomes: All students at Ngunnawal Primary School will demonstrate growth in all areas of learning each year. This will be achieved through the implementation and completion of the key actions.

Targets

- Increase percentage of students at or above National Minimum Standards by 2 percentage points from 2014 results in NAPLAN
- 75% of kindergarten students' PIPS growth results in maths are at expected levels or better
- 85% of mainstream students read at or beyond the school based reading benchmark levels for their year level

Key Improvement Strategy 1: Review and implement a consistent approach to the teaching of literacy and numeracy across the school

During 2015 a number of key actions were undertaken to support the achievement of the targets in this priority.

The first action was to provide additional time for teams to collaboratively plan learning programs during the contractual day. Team leaders and the Literacy and Numeracy Field Officer (LNFO) work with teams to build the capacity of teachers in developing purposeful literacy and numeracy programs that demonstrate rigor.

Teams were allocated planning days that preceded the term that enabled them to develop programs that were consistent with pacing of delivery and assessment. All teams used the Understanding by Design (UbD) framework to document planned learning.

School wide consistent use of programs for spelling, grammar and number was an important focus during 2015. A challenge for the executive team was to make sure that all teaching staff had the knowledge, skills and understanding of these programs so that they were able to confidently use them to improve the learning outcomes of student in literacy and numeracy at the school. Professional learning in these key areas was differentiated so that teachers were able to access sessions that were relevant to their needs.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Planning documentation is recorded and written feedback given and stored*

A planning checklist is used by all teachers to record targeted areas when developing learning programs. Executive teachers collected programs and provided feedback to teachers in their teams. 100 percent of classroom teachers at Ngunnawal Primary received written feedback about their planning documentation. Areas of strengths and areas for development were identified and discussed either on an individual or team level. As teachers became more familiar with using the checklist, teachers used it an evaluative tool and the evaluation formed the basis of their professional discussions with their executive team leaders.

- *Timetables reflect planning days*

All teaching teams at Ngunnawal Primary School were provided with additional planning time that preceded the next term. In total all teams received three additional planning days

during 2015. During these days both the LNFO and executive team leader worked with teams. These days were timetabled at the beginning of term one and at the end of terms two and three.

- *Staff confidence survey reflects teacher growth in whole school approaches*

During the previous two years new approaches have been introduced for the teaching of literacy and numeracy at NPS. The school has purchased new resources and dedicated a large proportion of the professional learning focus on introducing and embedding these programs. The annual turnover of staff was seen as a barrier to maintaining momentum for these programs so the approach to professional learning was differentiated to allow teachers to access the learning that was appropriate for them. This approach was evaluated by conducting a pre and post confidence survey. The results of this survey indicated that 88 percent of teachers were more confident after accessing differentiated professional learning to support their use of whole school approaches to support student learning in literacy and numeracy.

Key Improvement Strategy 2: Adopt an evidenced based model across the school to identify and target the literacy and numeracy learning needs of all students

Ngunnawal Primary School operates as a Professional Learning Community (PLC) and draw upon the work of Richard and Rebecca DuFour. Questions that are asked by the teachers at the school when developing learning plans is:

What do we want our students to learn?

How will we know they have learnt it?

What will we do if they have not learnt it?

What will we do if they have already learnt it?

The key improvement strategy has really focused on these questions and has been the driver for the work done at the school in order to determine the school's success.

All P-6 teams worked collaboratively to develop SMART Goals for literacy and numeracy. Common formative assessments were developed and intervention was planned to support all students' area of needs. Periods of impact teaching occurred and post assessment data was used to determine student achievement. It became evident during SMART Goal cycles that there was still work to be done with teachers around the collection and analysis of post-assessment data. This will be a focus in the Annual Action Plan for 2016.

The school worked towards developing a consistent method for the collection of data and as a result common assessment tools were used during 2015.

- Spelling Inventory
- SENA
- PM Reading Benchmark
- Middle Years Mental Computation (MYMC)

A major focus was developing a Response to Intervention (RTI) model during the year. This is still a work in progress and will be completed during 2016.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *School based reading, spelling and maths data will demonstrate growth in all areas for all students.*

Reading data indicated that at the end of 2015 a majority of mainstream students had reached the school based reading benchmark.

- Kindergarten – 79 percent
- Year One – 88 percent
- Year Two – 86 percent
- Year Three – 77 percent
- Year Four 80 percent
- Year Five – 82 percent
- Year Six – 86 percent

This data also reflected that all students made progress with their reading. Individual Learning Plans (ILPs) demonstrated that 100 percent of special needs students reached their reading targets.

School based maths and spelling results 2015 were not tracked across the year as no system was put in place, SENA (K – 2 maths) assessment were annotated by class teachers and handed on to the receiving teachers at the beginning of the new school year. Spelling inventories were used to inform planning to meet student needs. A tracking system for maths and spelling will be a focus for 2016 so that the school can measure student progress.

Key Improvement Strategy 3: Strengthen partnerships with parents and carers about literacy and numeracy education

The Literacy and Numeracy Field Officer (LNFO) developed and presented a reading workshop for parents and also provided opportunities for parents to consult on an individual basis about how best to support their children with reading at home.

A major success for Ngunnawal Primary during 2015 was the introduction and take up of the *Holiday Reading Program*. This program was introduced to encourage and support students who were not at benchmark to continue to read over the holidays. Once students were identified they worked with the LNFO to choose five quality texts that they could take home for the holiday period and read. A covering letter and recording sheet went home with the reading packs. At the beginning of the new term students returned their reading packs and swapped them for brand new text that they were able to keep.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Attendance at workshops*

During the year a total of 19 parents attended workshops for reading and NAPLAN. This number was disappointing and the school will review the best way to engage parent / carers with supporting their children's learning.

- Parental feedback

No feedback was collected at the workshops, this is in large part due to the low attendance rates.

- Return of reading kits

The majority of reading kits were returned and swapped for texts. Over the course of the year 116 students participated in the reading program. Data demonstrated that of 86 percent of students' demonstrated positive growth with their reading.

Key Improvement Strategy 4: Strengthen the school's programs to benefit Aboriginal and Torres Strait Islander students

During this school improvement cycle the school has focused on school engagement for Aboriginal and Torres Strait Islander students (A&TSI). The homework club continued to run during 2015 to complete homework tasks that were set by their class teachers. The homework club ran each Wednesday afternoon during week's two to nine. Teachers along with the school Indigenous Education Worker (IEW) provided support for students when required.

Indigenous student data was collected and monitored so that interventions, if needed were put in place. At times the school consulted with outside agencies if additional support was required.

Indigenous students from years one to six attended Wirra Club during 2015. Wirra Club is organised and run by the David Wirrapunda Foundation and works with students to develop an active and healthy lifestyle. The program always had a cultural component with students participating in a dance program.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Attendance records of homework club*

During 2015 an average of 50 percent of A&TSI students attended homework club on a regular basis.

- *Reading results for A&TSI students*

Reading data indicated during 2015 that 63 percent of A&TSI students met or exceeded the Ngunnawal Primary School reading benchmark. A&TSI students who had an ILP in place met their reading target in 2015.

- *WIRRA club outcomes met*

Wirra Club operated one morning on an average of eight times during the school term and approximately 50 percent of Ngunnawal Primary's A&TSI students accessed this program. During each Wirra Club session mentors worked with students teaching them about healthy lifestyles, nutrition and playing active games. The mentors used competitions and fun events/games to encourage the participants to improve their fitness each term.

The school's progress towards meeting the targets for Strategic Priority one are outlined below.

- The table below shows the school's progress towards achieving the NAPLAN target for strategic priority one:

Table: Percentage of students who achieved at or above the national minimum standard in NAPLAN

Domain	Year 3				Year 5		
	2014	2015	Diff		2014	2015	Diff
Reading	89%	95%	+6% *	Reading	93%	97%	+4%*
Writing	96%	97%	+1%	Writing	79%	80%	+1%
G & P	95%	92%	-3%	G & P	92%	91%	-1%
Numeracy	89%	96%	+7%*	Numeracy	95%	97%	+2%*

The target of increasing students at or above the National Minimum Standard was not met in all aspects of NAPLAN, it was met in two out of the four aspects for both year three and five. Grammar and Punctuation was the only NAPLAN aspect where results were not

improved upon from 2014 to 2015. Improving NAPLAN results will continue to be a feature in the school's next Annual Action Plan.

- PIPs data demonstrated a 78 percent rate of kindergarten students achieving the expected level or better for growth in maths. This met the stated goal for this priority area.
- 83 percent of mainstream students achieved the reading benchmark or better for their year level. This was 2 percentage points below the target that was set for this priority area.

Strategic Priority 2: Improve the capacity of teachers through Instructional Leadership

Desired Outcomes: Every teacher at Ngunnawal Primary School is a highly skilled practitioner, who can meet the learning needs of all students.

Targets

- Every teacher will participate in four peer observation cycles in the year
- 90% of teachers report they get constructive feedback about their practice in the 2015 School Satisfaction Survey
- 95% of teachers indicate improved skill capacity through school based perception data

Key Improvement Strategy 1: Develop a coaching and mentoring model that demonstrates quality practice

The LNFO and Literacy and Numeracy Coordinators (LN) developed a coaching program for teachers to build their capacity in literacy and numeracy teaching. The program used the GROWTH Coaching model and targeted early career teachers with some scope to include more experienced teachers through self-identification.

In addition to LNFO and LN coaching, peer observations were also revisited in TAGs to refine the observation and feedback protocols. All teachers were expected to participate in peer coaching cycles during the year. Teachers self-identified focus areas and worked with their colleagues to organise their observations.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Perception survey results demonstrate increase in teacher capacity*

The school collected information using a perception survey at the beginning of 2015 to determine teacher's confidence levels in using school endorsed literacy and numeracy programs. This information was used by LNFO and coordinators in targeted coaching episodes with teachers. At the end of the 2015 teachers were resurveyed to determine if this strategy was successful.

- *School Satisfaction survey results indicate 90 percent of teachers receive constructive feedback about their practice*

School Satisfaction survey results indicate that 76 percent of teachers reported that they received constructive feedback. The school will continue its focus on providing constructive feedback to staff during 2016, thus resulting in an improved response from teachers on the system survey.

- *Program feedback collected*

To support the implementation of consistent practices across the school a checklist was developed to aid teachers when planning teaching and learning programs. When providing written feedback to teachers and teams about their programs, school leaders used the checklist as a guide. This feedback cycle enabled teachers to share what was their strength and also identified areas for future focus. Over the course of the year teachers and teams used the checklist to evaluate and provide feedback to their team and team leader about their teaching and learning programs. Feedback was collected and analysed to inform professional learning.

Key Improvement Strategy 2: Develop an ethos of professional learning communities across the school

All teachers at Ngunnawal Primary School work in collaborative teams and operate as a Professional Learning Community (PLC) based on the model developed by Richard and Rebecca DuFour. Integral to the success of a PLC is ensuring that teams have time to collaborate. When recognising this the school made the decision to put additional resources into the staffing budget so that all year level teams could access an additional hour of release from face-to-face teaching each week. This additional time allowed for team leaders and the LNFO to work together with teams to develop programs that met the needs of students.

The additional planning time also allowed for teams to write programs that were consistent and plan so that pacing was common across year levels. Team leaders and the LNFO also worked with teams to deepen their understanding of using the Understanding by Design (UbD) methodology.

During 2015 teams collected literacy and numeracy data and together in collaborative planning time it was analysed using the *Disciplined Dialogue* script. Once data had been interrogated and at-risk student identified, intervention was planned. Intervention involved a period of impact teaching, with assessment to determine student achievement.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Release timetables – providing time equitably*

Release timetables demonstrated that 100 percent of teachers were provided with an additional hour of release from face-to-face teaching so they could work in collaborative teams to develop consistent teaching and learning programs.

- *Program documentation*

All teachers planned learning programs using the *Understanding by Design (UbD)* framework when planning learning. Teachers across kindergarten to year 6 received written feedback from school leaders on their program checklists. In term two the school moved towards the checklist being a teacher reflection tool

- *Data gathered, targeted students identified, post intervention results collected*

Year cohort teams across the school used the SMART goals for literacy and numeracy to identify student's areas of needs and undertook a cycle of impact teaching to target learning needs. Pre and post data was analysed during team's collaborative planning time and interventions were developed.

Key Improvement Strategy 3: Differentiate support to teachers based on individual need

Teachers at the school were identified by years of experience, levels of expertise and confidence. This information was used to inform Professional Pathways goals as well as identify coaching models to be used with individual teachers. One coaching model that was used in 2015 was GROWTH, this model allowed for a differentiated approach when supporting teachers at the school.

- *Records of teacher need show growth in skill level*

All teachers participated in a confidence survey at the beginning of the year to identify whole school gaps in delivery of school based endorsed programs. Professional learning and coaching plans were developed to develop teacher capacity.

- *Coaches report improvement in coaches*

The school's Literacy and Numeracy field Officer (LNFO) and Literacy and Numeracy Coordinators developed timetabled regular coaching sessions and anecdotal records indicated an improvement in teacher capacity at the school.

The school's progress towards meeting the targets for Strategic Priority two are outlined below.

- All teachers at the school participated in peer observations during 2015. Of those teachers 71 percent participated in four. The target for this was not met and will continue to be a focus in 2016.
- The system satisfaction survey indicated that 76 percent of teachers received constructive feedback about their practice. This was fourteen percentage points below the target that was set by the school. The school will use this information to improve feedback process in 2016.
- School based perception data indicated that 88 percent of teachers reported that their skills capacity had increased and although the target of 95 percent was not met the increase was notable.

Strategic Priority 3: Increase student leadership opportunities and develop citizenship at the school

Desired Outcomes: Students at Ngunnawal Primary School have opportunities to provide opinions into the operation of the school. They have formal and informal leadership options at school. Everyone knows and understands what it means to be a good citizen of the school community.

Targets

- Student Council elected and meeting regularly by the end of the year
- School Captains and Vice Captains host whole school assemblies
- All students demonstrate knowledge of school citizenship

Key Improvement Strategy 1: Develop and implement an effective leadership program at NPS

Student leadership has been a very important priority for Ngunnawal Primary over the last four years. After a lot of lead up work in previous years, School Captains and Vice Captains were elected for 2015. It was important to make sure that the role of School Captains was an authentic one and that they were clearly seen as the student leaders of Ngunnawal

Primary School. Several key changes were implemented to facilitate this occurring at a school level. Those being:

- Hosting at every whole school assembly (three times per term)
- Attendance at the Minister's Student Congress
- Meeting with the School Board
- Leading the Student Council

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Student Council in place*

At the beginning of the 2015 school year Ngunnawal Primary had four year six student who were elected as School Captains and Vice Captains and election were held early in term one to elect student representatives from years one to six. Kindergarten students were included in the School Council in second half of the year.

- *Student Council meets 10 times per year*

The introduction of the Student Council was very successful and after week seven of term one, students presented a case for the meetings to be held weekly. On average the Student Council met on 34 occasions during 2015.

- *Review is carried out and future actions identified*

Early in term four 2015 a review of the Student Council was carried out. The outcome of the review was that Sporting Houses were to be implemented for 2016. Elections were held at the end of 2015 for Sporting House Captains. This action has provided the opportunity for more student leadership at Ngunnawal Primary School.

Key Improvement Strategy 2: Develop our students as productive members of their community

During 2015 the school implemented the Friendly Schools Plus (FS+) anti-bullying program. This program compliments the school's SHARE Values and every class across the school participates in one explicit FS+ lesson per week.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Deploy Friendly FS+ as a whole school approach*

All staff at Ngunnawal Primary participated in professional learning in January stand down in readiness for implementation for beginning of the 2015 school year. Resources were purchased to ensure a consistent approach to the implementation.

- *Whole school values approach (SHARE) reviewed and its currency assured*

The SHARE Values were closely aligned to the pro-social playground behaviours that were explicitly being taught during FS+ class lessons. Students were awarded a Golden Ticket on the playground for demonstrating school values and these students went into a draw for an award that was drawn at whole school assemblies.

The school's progress towards meeting the targets for Strategic Priority two are outlined below.

- A Student Council was elected and meeting regularly at the end of 2015. This target was met with the student council meeting on 34 occasions during the year.
- All whole school assemblies were hosted by the School Captains and Vice Captains. This target was met with the School Captains and Vice captains hosting 100% of all whole school assemblies.
- All students demonstrate knowledge of school citizenship. This target was difficult to measure and therefore comment on whether the target was met or not cannot be made.

Strategic Priority 4: Build upon and strengthen partnerships in our community

Desired Outcomes: Ngunnawal Primary School values and actively works to strengthen community relationships. All dealings with the community are transparent, ethical and authentic. Community diversity is recognised and celebrated.

Targets

- Current community partnerships are maintained, and grown
- Aboriginal and Torres Strait Islander students and their families are an integral part of the school community

Key Improvement Strategy 1: Develop partnerships with cluster schools related to Reconciliation Action Plan

Over the years Ngunnawal primary has developed strong partnerships with community organisations and cluster schools and have enjoyed many rich partnerships with agencies such as:

- The Smith Family
- The Salvation Army
- Gugan Gulwan
- Gungahlin Child and Family Centre

The decision was made to focus on reinvigorating partnerships between Gungahlin cluster schools to support the embedding of ACARA's cross curriculum priority of *Aboriginal and Torres Strait Islander histories and cultures*.

When evaluating the actions undertaken in 2015 to determine the effectiveness the following indicators of success were used:

- *Cluster schools publish teacher resource to support culturally appropriate teaching and learning sequences.*

During 2015 Ngunnawal Primary led a cluster project to create a website that aims to provide accessible, local and relevant resources for teachers to use in the classroom. Teachers in the Gungahlin cluster were surveyed regarding their experience, level of confidence and needs in the area of Aboriginal and Torres Strait Islander cross-curriculum priorities. Seven Gungahlin schools, Ngunnawal Primary School, Neville Bonner Primary School, Palmerston District Primary School, Gold Creek School, Amaroo School, Harrison School and Gungahlin College have been actively involved in the project.

- *PL in resource provided to educators*

The website has been shared at a whole school level and teachers at Ngunnawal have begun to engage with it. Cluster wide professional Learning has been planned for 2016.

The school's progress towards meeting the targets for Strategic Priority two are outlined below.

- Current partnerships with the community were maintained and grown during 2015. This enabled the school to successfully meet the target for this priority area. The Salvation Army continued their involvement in Homework Club and supported the school Chaplain to deliver the Red Cap Program. The Smith Family continued their support of *Learning For Life* scholarship recipients by using the school as a meeting place for families. Gungahlin Child and Family Centre worked collaboratively with the school on the Gungahlin Libraries Digital Stories project. The school grew and strengthened partnership through the The Gungahlin Aboriginal and Torres Strait Islander Education (GAATSIE) website project that was launched 16 September 2015.
- The Gungahlin Aboriginal and Torres Strait Islander Education (GAATSIE) website was launched 16 September 2015. This was attended by 34 students, parents and community members. The website aims to provide accessible, local and relevant resources for teachers to use in the classroom. Throughout this project the school invited feedback from all stakeholders to ensure that the resource would be an authentic resource. This work contributed towards the target for this area being met.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	216401.00	193532.05	409933.05
Voluntary contributions	8390.00	6500.00	14890.00
Contributions & donations	72.50	10.00	82.50
Subject contributions	3005.50	6495.00	9500.50
External income (including community use)	8843.70	12653.60	21497.30
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6592.43	6335.60	12928.03
TOTAL INCOME	243305.13	225526.25	468831.38
EXPENDITURE			
Utilities and general overheads	38645.37	87763.12	126408.49
Cleaning	69552.40	65434.00	134986.40
Security	2177.00	1467.27	3644.27
Maintenance	28057.17	13843.96	41901.13
Administration	1815.52	2191.01	4006.53
Staffing	0.00	0.00	0.00
Communication	2379.33	4570.62	6949.95
Assets	1312.00	9601.69	10913.69
Leases	0.00	0.00	0.00
General office expenditure	11179.01	12387.03	23566.04
Educational	44532.82	26847.10	71379.92
TOTAL EXPENDITURE	199650.62	224105.80	423756.42
OPERATING RESULT	43654.51	1420.45	45074.96
Actual Accumulated Funds	156788.19	67559.34	67559.34
Outstanding commitments (minus)	-6468.42	0.00	-6468.42
BALANCE	193974.28	68979.79	106165.88

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$530.55

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and purpose	Amount	Expected Completion
ICT 2017 - this reserve will support the school having resources to enable 21 century learning for all students.	\$30,000	02/2017
School Review Development 2017- this reserve will allow for staff to be covered when implementing initiatives as described in the School Strategic Plan.	\$2,000	06/2017
Staff Days 2017 – This reserve supports the school’s ability to engage in innovative practices without incurring a staffing debt.	\$12,000	12/2017
ETD Co Payment 2017 Joint payment schemes for multiple maintenance programs have been entered into with Capital Works and Infrastructure	\$50,000	12/2017
Carpet for ICT & Music Rooms 2017 Ongoing maintenance	\$20,000	01/2017
Painting 2017 For the ongoing maintenance of the school building.	\$40,000	Part use 05/2016 Rest 02/2017

Endorsement Page

I declare that the Ngunnawal 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.

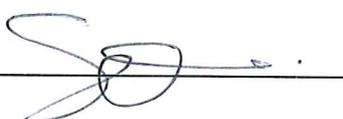
MEMBERS OF THE SCHOOL BOARD

Parent Representative: Stephen Tokley, Sonya Wyman, Daniel Prior,
Community Representative Russell Smidt
Teacher Representative Kristy Williamson, Estelle Stanton Yeaman
Student Representative:
Board Chair: Stephen Tokley
Principal: Kristine Stewart

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature:  **Date:** 25/5/16.

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

Board Chair Signature:  **Date:** 25/5/16.