



Hughes Primary School

Annual School Board Report
2016

This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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.hughesps.act.edu.au>.

Inquiries about this publication should be directed to:

Hughes Primary School
Kent St.
Hughes ACT 2605

General enquiries:

Telephone (02) 6205 5699

Contents

School Board Chair Report	2
Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	3
Teacher qualifications	3
Workforce composition.....	4
Volunteers	4
School Review and Development.....	5
School Satisfaction.....	5
Overall Satisfaction.....	5
Learning and Assessment	7
Performance in Literacy and Numeracy	7
Early years assessment	7
NAPLAN assessment.....	8
Performance in Other Areas of the Curriculum	8
Progress Against School Priorities in 2016	9
Financial Summary	10
Professional Learning	11
Voluntary Contributions	11
Reserves.....	11
Endorsement Page.....	12
Members of the School Board.....	12

School Board Chair Report

Given that we were into the third year of the school's four year strategic plan, it was a year of consolidation and ensuring that the key improvement strategies were well and truly embedded in the school's core business. This was fortunate too, given that the school had staff changes in most of the executive positions, including Principal and Deputy Principal.

With the implementation of the 'bring your own device' (BYOD) initiative in 2015, the beginning of 2016 was focused on providing the wireless network required to support the program. Education of students around cyber-safety and digital responsibility remain a focus area as students and parents alike adjust to a new way of learning.

The Hughes P&C was actively involved in fund-raising during 2016 with sausage sizzles and cake stalls at both elections being the source of most of the funds. Funds from the 2013 and 2015 fetes were used to install a state-of-the-art audio/visual system in the school hall.

The end of 2016 saw the school organise a heart-warming farewell to Kate Smith, who had been the Principal at Hughes for five years. Nina McCabe was appointed as Kate's replacement a few days before Christmas.

Karen Rainbird

Board Chair

Context

Hughes Primary School has 440 students, from P-6, including our IEC classes and an LSU-Autism. 157 Students come from LBOTE families. 46 different languages are spoken across the entire student body. Given we have a highly transient student body, the school remains an engaged learning environment where children thrive with the wide repertoire of learning opportunities presented to them across the school year.

Relationships are strong between all key stakeholders; parents, staff and students report that Hughes Primary School has a high profile in the community. The rigorous play based program at the preschool sets students up for a continued rich learning program on the primary site.

As per the School's Strategic Plan, staff have continued to develop and refine a concepts-based curriculum using the Australian Curriculum. Professional Learning concentrated on differentiation, with a focus on assessment: the effectiveness of pre-testing the core outcomes to establish prior understandings and skills of students; determining 'acceptable evidence' of student understanding and proficiency; developing benchmarks for assessment; ensuring that teachers provide many opportunities for students to show what they know. Teachers continue to embrace this curriculum journey.

Student Information

Student enrolment

In 2016 there were a total of 405 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	221
Female	184
Indigenous	7
LBOTE	157

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

If students arrive at school past 9.10am, they receive a purple slip from the Front Office to take to class to register late arrival. Teachers file the slips and pay close attention to habit forming lateness patterns and alert Executive teachers and parents. This affects change. For students who partially attend a day, the same process is activated. For students with unexplained absences: no note, email or phone call, teachers contact parents to ascertain the absence. In the rare instance of repeated absences, the school has processes in place to work with the parents/carers to improve appropriate arrival times for learning.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	95.0
1	92.0
2	93.0
3	93.0
4	94.0
5	94.0
6	94.0

Source: Planning and Analytics, December 2016

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	24

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Hughes Primary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	29
Teaching Staff: Full Time Equivalent	29
Non Teaching Staff: Head Count	10
Non Teaching Staff: Full Time Equivalent	7.1

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

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

There are no indigenous staff members at this school.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2016 was approximately 3500 hours. In August, Hughes Primary School held their biennial School Musical – The Lion King. Countless hours and volunteers made this musical an outstanding success that ran over three nights. Harmony Day is an annual highlight with parents, carers, Embassy staff and community volunteers working together to provide a massive feast for over 500 people, entertainment in the concert and also running student workshops at the beginning of the day. A lot of preparation is given before and after the event. As well as these two major events, our volunteers worked tirelessly and enthusiastically with: running the P and C, attending the P and C, P and C Election Day BBQs and cake stalls, a Movie Night, Kids Hope mentor program, SPARK reading program, the Adult Conversation Group, library support, resource making, book club, school banking, transport support, excursion attendance, camp support, working bees and in class support for students with core learning. This is an invaluable injection of people power and our school greatly benefits from such rich dedication.

The estimated number of hours volunteers worked with the school during 2016 was 3500 hours.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

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

Hughes Primary School will be reviewed in 2017. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 95% of parents and carers, 100% of staff, and 89% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 36 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	97
Teachers at this school treat students fairly.	100
This school is well maintained.	94
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	64
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	81
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	81
Staff are well supported at this school.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 148 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	96
Teachers at this school provide my child with useful feedback about his or her school work.	91
Teachers at this school treat students fairly.	91
This school is well maintained.	96
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	89
My child likes being at this school.	96
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	91
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	88
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	88

Source: 2016 School Satisfaction Surveys, August/September 2016

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

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

National Opinion Item	(%)
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	86
Teachers at my school treat students fairly.	73
My school is well maintained.	98
I feel safe at my school.	82
I can talk to my teachers about my concerns.	64
Student behaviour is well managed at my school.	56
I like being at my school.	80
My school looks for ways to improve.	89
My school takes students' opinions seriously.	71
My teachers motivate me to learn.	83
My school gives me opportunities to do interesting things.	88

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

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

Table: Hughes Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	48	118	49	121
Mathematics	38	52	39	54

Source: Planning and Analytics

NAPLAN assessment

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

In 2016, 13.00 % of year 3 students and 14.00 % 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 results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Hughes Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	431	441	518	514
Writing	419	420	466	474
Spelling	404	421	488	490
Grammar & Punctuation	422	442	512	511
Numeracy	418	412	509	497

Source: Planning and Analytics

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

Performance in Other Areas of the Curriculum

This year Hughes Primary School had four specialist teachers who worked with students across K-6, while classroom teachers were released from face to face teaching. Our Physical Education and Health specialist teacher crafted an excellent program for students using the Australian Curriculum. Whole school physical pursuits were undertaken and highly valued such as the swimming, athletics and cross country carnival. Lunchtime clubs, Kulturebreak dance, bike riding and skipping are some extra opportunities offered. A gymnastics and acrobatics program, Acro, was offered in term 3 and was well received by students across K-6, as students loved the physical challenges offered. Outdoor camps to Birrigai and Cooba provided different education opportunities for students in Years 3-6, and Year 2 students enjoyed an outdoor adventure day, simulating camp in preparation for Birrigai next year.

The school also provided many opportunities centred on the Arts. Students were exposed to a wide variety of learning opportunities such as: choir, instrument playing, lunchtime clubs, performance incursions and excursions, visual arts, media, drama and plays. Students participated in learning the ukulele, strings ensemble, fife and drum, and woodwind instruments – this was provided by the Instrumental Music Program – IMP. And, of course, there was the whole school musical, The Lion King.

Japanese is the language learnt across Year 3-6, with preschool also having several sessions across the year. Students learn the written and spoken language and also are exposed to multimedia, drama and performance tasks. This year, we also benefited from a Japanese aide, who worked closely with the teacher and was billeted by some of our lovely school families.

Learning Technologies was another specialist area in 2016. Our new learning technologies teacher brought a wealth of knowledge and abilities and children have very enthusiastically developed their design-make-appraise abilities using technology. A dedicated teaching space, in the library, has been generated for this area of the curriculum. A Coding Club was also established one morning a week before school, for students

in Years 4-6. This has enabled students to engage in computer science and allowed them to gain a practical understanding of basic coding. And, the Bring Your Own Chromebook BYOC program continued in Years 5 and 6 this year, while students in other year levels have access to Chromebook trollies and iPads.

Progress Against School Priorities in 2016

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

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

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

- Click here to access the Adobe PDF version

- Click here to access the Microsoft Word version

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

Financial Summary

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

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

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	276235.50	198488.50	474724.00
Voluntary contributions	27403.75	5675.00	33078.75
Contributions & donations	42663.65	1885.00	44548.65
Subject contributions	1570.00	2125.00	3695.00
External income (including community use)	7978.91	10332.38	18311.29
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2216.30	1782.51	3998.81
TOTAL INCOME	358068.11	220288.39	578356.50
EXPENDITURE			
Utilities and general overheads	59222.07	56954.92	116176.99
Cleaning	52589.74	38920.25	91509.99
Security	60.00	0.00	60.00
Maintenance	39664.85	22653.04	62317.89
Administration	6847.23	2591.40	9438.63
Staffing	54780.00	0.00	54780.00
Communication	5520.32	1681.85	7202.17
Assets	45070.12	50525.18	95595.30
Leases	23642.81	0.00	23642.81
General office expenditure	12247.38	12636.98	24884.36
Educational	32032.31	36712.93	68745.24
Subject consumables	552.90	1202.26	1755.16
TOTAL EXPENDITURE	332229.73	223878.81	556108.54
OPERATING RESULT	25838.38	-3590.42	22247.96
Actual Accumulated Funds	19572.89	15218.80	15218.80
Outstanding commitments (minus)	-24898.99	0.00	-24898.99
BALANCE	20512.28	11628.38	12567.77

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$606.00.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Name: Whiteboards & Air Conditioners This reserve has been established to update all classrooms with upgraded whiteboards. Air conditioners.	\$60,000	12/2020

Endorsement Page

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

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

Members of the School Board

Parent Representative(s):	Ellen Pope	Melanie O'Hanlon	
Community Representative(s):	Joshua Ceramidas		
Teacher Representative(s):	Helen Cox	Julie Ferguson	Gaye Broad
Board Chair:	Karen Rainbird		
Principal(s):	Kate Smith	Kylie Croke (a/g)	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  Date: 26 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017