



Theodore Primary School Board Report 2015



Figure 1: The entrance to the Theodore School hall

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.



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School Board Chair Report

The Theodore Primary School Board provides a formal platform for parents, carers, staff and students to participate in school decision-making. The board consists of an Executive Officer (Principal), Secretary (Business Manager), Teacher representatives, Parent/Carer representatives and a community representative.

The role of the Board is to maintain the school's strategic direction through constant review of the Annual Operating Plan, the school's annual budget, educational performance and school policies. The Board meets twice a term and minutes of their discussions and decisions are posted on the school's website for the community to refer to.

The School Board also liaises closely with the Theodore Primary Schools' Parents and Citizens Association to ensure that the educational outcomes for students at Theodore are optimal and that funds are raised for the continual improvement of student resources and school environment.

During 2015, the members of the School Board were able to approve initiatives for Theodore Primary School such as the purchase of plasma screens to replace outdated interactive whiteboards in some classrooms; the purchase of chromebooks as part of the upgrade to student ICT resourcing as well as funding to upgrade and improve the outdoor environments and playgrounds.

Introduction to School

Theodore Primary School is a P-6 school based in Tuggeranong. The student population in 2015 was 313 across year levels P-6 and includes students from EALD (English as a Second Language or Dialect) families, Aboriginal and Torres Strait Islander families and students with a range of special needs and learning difficulties. At the end of 2014, the enrolment numbers at Theodore Preschool increased enabling the establishment of a third preschool class which commenced in February 2015.

Theodore Primary School's population is situated in Canberra's culturally and historically significant Tuggeranong valley in South Canberra. The valley has been recognised as a significant area to the Ngunnawal people and contains a number of significant sites within the local area. Theodore Primary School recognises the important role that Aboriginal and Torres Strait Islander people and families have played in shaping our community and environment.

At the beginning of the 2015 school year 5 new staff members joined the teaching staff at Theodore. During first term, a staff member took leave for an injury sustained in her previous workplace and another staff member took extended leave due to family reasons. This necessitated the acquirement of two contract teachers for the remainder of the school

year. During 2015 the school's Indigenous Education Officer (IEO) accepted a position within the Department leaving this position vacant. However, the school has been fortunate to employ a community member, on a part-time basis, who has been able to fulfil many of the duties previously undertaken by the IEO.

Theodore Primary School applied for, and was accepted for, several major project opportunities which then defined the majority of the professional learning undertaken by teaching staff during 2015. The first of these projects was the 'Trauma, Understanding and Sensitive Teaching' (TRUST) project which was led by psychologists from the Australian National University (ANU). The project was designed to develop a deep understanding of trauma in childhood, its effect on brain development and emotional regulation, as well as long term implications for life outcomes. The project also assisted with practical strategies, both specific and universal, for classroom teachers to apply to their relationships with children. There was also an element of mentoring for teachers whereby the psychologists undertook classroom observations and then met with teachers to provide feedback.

The second project was the Therapy at Primary Schools (TAPS) program accessed through Therapy ACT. This project was both an outreach program, giving students the opportunity to be assessed and access therapy services, and a professional learning opportunity for teaching staff. Teaching staff were provided with universal classroom strategies for students to assist with speech development and fine and gross motor skill development.

Student enrolment

In 2015 there were a total of 248 students enrolled at this school in kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	130
Female	118
Indigenous	24
LBOTE	37

Source: Planning and Performance, December 2015

In 2015 we also had 65 preschool enrolments.

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	89.0
2	92.0
3	91.0
4	92.0
5	91.0
6	90.0

Source: Planning and Performance, December 2015

Non attendance is monitored by teachers, executive and the Principal. Parents/carers are required to account for non attendance through a written document once the student returns to school. Periods of invalidated non-attendance are followed up by the teachers, executive or Principal via a phone call or face to face discussion.

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	35

Source: Teacher Quality Institute, Date 18 December 2015

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	24
Teaching Staff :Full time Equivalent Permanent	14.9
Teaching Staff :Full time Equivalent Temporary	4.4
Non Teaching Staff (Head Count)	9
Non Teaching Staff :Full time Equivalent	7.3

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There is one indigenous staff member at this school.

Note: * Indigenous staffs are reported where the staff member has self identified.

Staff at Theodore Primary work predominantly in a full time capacity with two classroom teachers sharing a full time role. Our Physical Education and Science teachers also hold part time positions with both providing non-contact teaching time for regular classroom staff.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 1200 hours

At Theodore Primary we have many parents and community members who willingly volunteer their time in a variety of ways to assist our students. In 2015 we acknowledge our volunteer mentors who provided one on one mentoring to selected students as well as the members of our parent and community association who supported the school to run a range of carnivals, a school walk-a-thon and our end of year community celebration. The canteen service was able to operate through volunteer community members. In total the community contributed approximately 1200 hours of volunteer time to support our students in their learning.

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 2018. 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, 82% of parents and carers, 94% of staff, and 82% 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 33 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.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	97
This school is well maintained.	85
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	94
Students like being at this school.	94
This school looks for ways to improve.	100
This school takes staff opinions seriously.	88
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	88

Item (cont)	(%)
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	94
Staff are well supported at this school.	91

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 97 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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	85
This school is well maintained.	97
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	72
My child likes being at this school.	90
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	84
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	85

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 55 number of 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

Item	(%)
My teachers expect me to do my best.	90
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	80
My school is well maintained.	77
I feel safe at my school.	74
I can talk to my teachers about my concerns.	69
Student behaviour is well managed at my school.	46
I like being at my school.	68

Item (cont)	(%)
My school looks for ways to improve.	81
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	85
My school gives me opportunities to do interesting things.	81

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, grammar and punctuation and numeracy.

In 2015, no 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: Theodore Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	383	443	463	521
Writing	392	420	427	486
Spelling	362	410	467	500
Grammar & Punctuation	392	441	464	516
Numeracy	373	410	470	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found in the report against our priorities following this section.

Performance in other areas of the curriculum

Student learning in other curriculum areas is highlighted by the learning in the areas of science, health, physical education and music. Physical education learning has been enhanced through the work of a physical education and health curriculum development program run at our school by a specialist teacher.

In science, the students in K-6 are taught by a specialised science teacher. Science learning is enhanced by learning through a variety of science based programs; Primary Connections, Sustainable Schools program, Waste Wise and the school garden.

The music program encompasses playing, reading and appreciation of music and is offered to Year 5 and 6 through the ACT Instrumental Music Program.

In addition Theodore is working toward becoming a 'Trauma Sensitive School' giving recognition to the importance of the impact of the social and emotional wellbeing of students on their educational progress. Students are explicitly taught about human values and emotional self-regulation as part of the 'wellbeing' program.

During 2015 selected students from Preschool to Year 2 were involved in an inter-school enrichment program which focused on the curriculum areas of science and the arts.

Progress against School Priorities in 2015

Methodology in evaluating progress

During the year the School Improvement Leadership team completed an evaluation of the progress towards the strategic priorities outlined in the 2015 Annual Operating Plan once a term. This enabled a continuous assessment of the progress towards key improvement strategies being met and the key actions being undertaken.

During term 4 the school executive team and staff reviewed the school's current direction using the National School Improvement Tool. Staff were asked to comment on the school's current placement against each domain. The information was collated, used to assess the progress of the 2015 Annual Operating Plan and to project into the 2016 Annual Action Plan.

The School Board and the Parents and Citizens' Association were consulted as required and kept informed of progress and any changes to the key actions within the school's Annual Operating Plan.

Evaluation of Performance:**Strategic Priority 1: Improve student learning outcomes**

By the end of 2015

- Achieve a 1 percentage point improvement in the proportion of in school matched students achieving proficiency in PAT comprehension and mathematics from years 1-6 based on the 2014 results
- Obtain baseline data using PAT Science
- Achieve a 1 percentage point improvement in the proportion of in school matched students achieving proficiency in DIBELS from years K-6 based on 2014 data
- Achieve the Theodore ETD NAPLAN mean score targets for Reading, Writing and Numeracy
- Achieve a 4 percentage point improvement in the proportion of within school matched year 5 students achieving expected growth in NAPLAN Reading, Writing and Numeracy based on 2014

Priority Progress:

In 2015 the school continued to action five key improvement strategies as our theory for improving student learning outcomes.

1. Whole school approach to the delivery of the Australian Curriculum and Early Years Learning Framework

During 2015, teaching staff have continued to plan their English programs with a focus on the explicit teaching of reading and writing strategies. In Kindergarten to year 2 the purpose for writing is aligned with selection of rich text which in turn reflects the current direction of their inquiry focus. Through the adoption of an inquiry-based pedagogy in years 3 to 6, programming reflects the linking of English to other curriculum areas such as History, Geography, Science and the Arts. Writing for a purpose is clearly linked to the specific subject being taught. A high proportion of programming evidence indicates that staff are moving from the teaching of writing as a genre driven model to a purpose driven model. Through assessment of inquiry based units, student engagement was evident as they make connections between key curriculum areas and express their understanding of their learning through writing, technology and the arts.

In 2015 there was a focus on improvement in the whole school teaching of Mathematics. NAPLAN data and schoolwide PAT data indicated a need to embed quality practices with teaching and learning to enable improved student outcomes. In 2015, Nelson Maths was implemented as a schoolwide program to plan and assess students work. All teachers were required to plan according to the capabilities within the Australian Curriculum and align these with the outcomes cited in the Nelson Maths program.

The Theodore preschool program continues to provide high quality experiences in English and Mathematics activities. Weekly planning by the teacher demonstrates that specific activities designed to promote and target children's pre-literacy and pre-numeracy skills at an age appropriate developmental level are included. The Early Years Learning Framework is used as the foundation for all programming to ensure that learning outcomes are focused and engaging.

2. Build teacher capacity to assess and report student achievement aligned with the Australian Curriculum's achievement standards

During the professional learning at the start of the 2015 school year, staff were involved in professional learning to discuss how inquiry based learning was to be planned, assessed and implemented. The aim was to build teacher capacity with the alignment of English and the social studies curricula i.e. Geography, The Arts and History. When the whole school moderation process occurred in Term 2 and Term 4, inquiry based learning units of work were included. The result has seen a notable shift in how teachers plan and implement for inquiry based learning. Along with the explicit teaching component there is evidence of individualised programming and assessment is focused on the achievement of outcomes through the use of rich tasks.

Numeracy assessment tasks were created, in consultation with teaching staff, using the Nelson Maths Program and the Australian Curriculum achievement standards to ensure consistency. Assessments were delivered in term 1 and again in term 3 with ongoing formative assessment occurring in individual mathematics groups throughout the year. This data was collected, analysed and used to group students into ability level mathematics groups.

In week 5 of terms 1 and 4 teachers met as a whole school, with the executive team, and undertook an intensive moderation process to ensure consistency in assessment and grading.

3. Build teacher capacity to deliver quality teaching and learning programs

Throughout 2015 the Literacy and Numeracy Field Officer provided coaching and mentoring in a number of areas of Literacy. This included mentoring two beginning teachers through their planning and programming for reading lessons as well as providing some coaching lessons in the area of reading. The main focus of coaching for the year was in the area of writing in the 3/4 unit. The mode of delivery was coaching teachers through the implementation of 'Writer's Notebook'. The drive for this was supported by numerous research articles which talked about the importance of students having some choice about what they write about and how they present their writing.

The coaching of classroom teachers in the area of Mathematics was not initiated this year due to a number of other initiatives taking priority. This included the introduction of the TRUST project and Response to Intervention program. Further the professional

development that was to occur was deferred as the presenter engaged to provide the learning moved interstate.

During 2015, the Literacy and Numeracy Field Officer was responsible for the delivery of targeted professional development to provide common understandings to the teaching of writing. However due to delivery of other professional learning (TRUST and Therapy ACT), a number of planned sessions around a whole approach to writing were postponed and will be incorporated into the 2016 professional learning for teaching staff.

In term 1 staff engaged in professional learning to create whole school writing rubrics. The suite of rubrics that were developed were trialed in semester 2. Following this trial staff feedback was positive. The feedback received from the staff will be added to the writing rubrics prior to the start of the 2016 school year.

4. Provide professional development and opportunities for parents to engage with their child's learning

During 2015 several workshops related to Literacy and Numeracy were held throughout the year. An information session for Kindergarten parents regarding the purpose of the Kindergarten book bags was held in first term. In term 2 the school conducted a 'Pizza and Problems' maths night with a focus on the number strand. Community members engaged in meaningful maths through the use of games and concrete materials. During Book Week, in conjunction with our community reading evening, parents were invited to a workshop based on how to support students with their home reading. The Tuggeranong Child and Family Centre held a parents group called 'Cool Kids' during term 1 which assisted parents of children with anxiety. Ten to twelve parents attended this course.

In addition, Theodore Preschool held several open days for families. At these days families were invited to come to preschool and participate in activities with their children. These included Mother's Day which 39 people attended; Science week open morning which attracted 42 people; Father's Day to which 35 fathers and grandfathers attended and the Art Show which attracted 72 people.

In 2015 Theodore Primary entered into an alliance with 'The Smith Family'. This organisation supported students and families with the opportunity to engage in a reading program called 'Student 2 Student', conducted out of hours through the use of mobile phones. The Smith Family also provided 11 families (22 students) with financial support through 'Learning for Life' scholarships. These scholarships supported families to purchase book packs and fund excursions and or camps.

In 2015, 31 families had children attending the Playgroup (averaging 15 students each week over 34 sessions). There continues to be a focus on oral language with activities planned to encourage the children to talk and interact with each other. Parents and carers also enjoy the opportunity to connect and share. In February 2015, an article about the Theodore Playgroup was published in the Australian Literacy Educators Association publication, Practically Primary. Staff from Tuggeranong Child and Family Services continue to visit and support families by providing information about services available in the ACT.

5. Collect, analyse and use data to inform classroom teaching and whole school priorities

Throughout 2015 Theodore Primary School has maintained assessment policies and procedures as per the Theodore Assessment Gantt chart. This cites the following assessments: DIBELS (Reading), PAT (Comprehension, Mathematics, Science), and Bee spelling. PAT Science testing was successfully implemented in 2015 to create baseline data that will give longitudinal information around the performance of Theodore Primary students in this curriculum area.

Throughout 2015 team meetings were held each fortnight with a focus on team planning and assessment of data. Schoolwide, year level and individual class data was analysed in order to provide a platform for future planning. Specific opportunities were provided to staff to undertake intensive moderation of students work to ensure consistency of grading.

The outcome of the approach detailed above assisted in the progress towards our identified priorities for this priority.

Progress towards our identified targets for this priority include the following:

Target 1: Achieve a 1 percentage point improvement in the proportion of in school matched students achieving proficiency in PAT comprehension and mathematics from years 1-6 based on the 2014 results.

In 2015, there were four year levels (a total of 115 students) that exceeded the target of a 1 percentage point improvement on 2014 results in PAT Reading Comprehension from years 2-6.

Table: Percentage of matched students achieving PAT stanines in Reading Comprehension

Year Level	2014	2015	GROWTH
Year 1	BASELINE	33%	N/A
Year 2	36%	55%	+19%
Year 3	41%	56%	+15%
Year 4	54%	42%	-12%
Year 5	36%	39%	+3%
Year 6	50%	62%	+12%

In 2015, there were three year levels (a total of 85 students) that exceeded the target of a 1 percentage point improvement on 2014 results in PAT Maths from years 2-6.

Table: Proportion of school matched students achieving PAT stanines in Mathematics relative to their year level

Year Level	2014	2015	GROWTH
Year 1	BASELINE	96%	N/A
Year 2	92%	77%	-15%
Year 3	65%	27%	-38%
Year 4	14%	18%	+6%
Year 5	3%	19%	+16%
Year 6	4%	15%	+11%

Source: PAT data 2014 & 2015

Target 2: Obtain baseline data using PAT Science:

This is the first year that Theodore has used a formalised test to collect baseline data for student growth in Science. The school used the PAT Science Assessment to collect this data. The PAT Science test is not available for students lower than year 3. In 2015, only one year level has more than half of the students performing at stanine 5 or above.

Table: Percentage of students achieving PAT stanines in Science relative to their year level

Year Level	2015
Year 3	42%
Year 4	41%
Year 5	51%
Year 6	37%

Source: PAT data 2015

Target 3: Achieve a 1 percentage point improvement in the proportion of in school matched students achieving proficiency in DIBELS from years K-6 based on 2014 data:

The table below shows the comparative levels of improvement over the course of the year.

Tier 1 = At benchmark for this year level. No intervention required.

Tier 2 = Below benchmark. Intervention required in a small group situation.

Tier 3 = Well below benchmark. Intense intervention in small group/individually required.

Table: Percentage of students achieving Dibels Benchmark levels in 2015 compared to the equivalent cohorts in 2014

Year level	Tier 1	Tier 2	Tier 3
Kindergarten Term 4	38%	28%	34%
Year 1 Term 4 2015	33%	22%	44%
Year 1 Term 4 2014	55%	15%	30%
Year 2 Term 4 2015	32%	19%	48%
Year 2 Term 4 2014	53%	18%	29%
Year 3 Term 4 2015	39%	5%	56%
Year 3 Term 4 2014	23%	0%	9%
Year 4 Term 4 2015	30%	21%	48%
Year 4 Term 4 2014	17%	23%	60%
Year 5 Term 4 2015	32%	21%	47%
Year 5 Term 4 2014	23%	34%	43%
Year 6 Term 4 2015	22%	28%	50%

Source: School data November 2015

The data displayed mixed results. For all year levels we have not achieved our targets, with the exception of the students in year 5 2015. These percentages represent how well students are performing against a national standard for their year level but do not measure individual progress, which has been positive in all cases. The intervention model will continue to be implemented and over time it is expected that there will be an increase in the number of students in Tier 1.

Target 4: Achieve the Theodore ETD NAPLAN mean score targets for Reading, Writing and Numeracy:

Table: NAPLAN mean scores against ACT targets for Theodore Primary School

Year Level	Theodore PS Targets	Theodore PS mean	Theodore Matched students 3-5 mean
Year 3 Reading	380 ± 28	383.0	n/a
Year 3 Maths	364 ± 20	373.3	n/a
Year 5 Reading	475 ± 24	462.7	467.6
Year 5 Maths	460 ± 20	470.3	471.9

Source: SMART data December 2015

Theodore Primary School NAPLAN results demonstrate that we were successful in meeting the Directorate prescribed targets in year 3 reading and numeracy as well as year 5 numeracy in 2016. The year 5 results for reading meet the target taking the confidence levels into account. The year 5 matched student results for numeracy are higher than the target and the year 5 matched student results for reading met the target taking into account the confidence levels.

Target 5: Achieve a 4 percentage point improvement in the proportion of within school matched year 5 students achieving expected growth in NAPLAN Reading, Writing and Numeracy based on 2014:

Table: Percentage of year 5 within school matched students achieving expected growth in NAPLAN

Test Domain	2014 Result	Target 2015	2015 Result
Reading	65.2	69.2	45.5
Numeracy	42.3	46.3	65.4
Writing	52.4	56.4	54.5

Source: SMART data December 2015

In 2015 Theodore Primary School met its set target of a 4 percentage point improvement in the proportion of within school matched year 5 students achieving expected growth in NAPLAN numeracy when compared to 2014 data. The school did not meet the same target in NAPLAN reading and writing, however did have a 2.1 percentage point increase in the number of students achieving expected growth in NAPLAN writing when compared to 2014 data.

Strategic Priority 2: Establish a safe and caring environment that promotes learning

Targets:

By the end of 2015

- Achieve a 4 percentage point improvement in the proportion of students satisfaction related to feeling safe at school / management of student behaviour based on 2014 School Satisfaction Survey based on the 2014 results
- Achieve a 4 percentage point improvement of parents satisfaction related to their child feeling safe at school / management of student behaviour based on the 2014 results
- Reduce number of students receiving behaviour slips for socially unacceptable behaviours from 363 in 2014 to 310 in 2015

- Achieve a 4 percentage point improvement in the proportion of students who perceive they are supported and Safe at school (to an excellent standard) based on the 57% in the 2014 Culture Survey
- Achieve a 4 percentage point decrease in proportion of students who feel victimised (to a severe and moderate level) based on the 28% in the 2014 Culture Survey

Progress:

The school progressed the following four key improvement strategies in our endeavour to achieve this priority and associated targets.

1. Embed a whole school P-6 social skilling curriculum

In 2015 the executive team at Theodore was successful in applying for an opportunity to be involved in the 'Trauma, Understanding and Sensitive Teaching' (TRUST) project in collaboration with the Australian National University (ANU). This project is built on the premise that student behaviour and relationships can be more clearly understood if we are sensitive to the underlying cause. The project has involved very regular executive meetings with the psychologists from the ANU as well as an intensive professional development program for teaching staff. In addition, the school has begun to resource classrooms with sensory areas to assist with student's emotional regulation, additional outdoor play opportunities through our play pod and has reconsidered the social emotional learning program for the school.

During 2015 the school developed a school mindfulness program based on the 'MindUp' program. As part of our TRUST professional learning, a sub-committee of staff have researched and selected the social/emotional learning program of 'Bounce Back' to be used from the start of next year as the agreed whole school approach to teaching explicit social skills.

In 2016 teachers will be required to program for explicit social skills teaching and mindfulness teaching on alternate Fridays. This will ensure that the programs are delivered consistently across the school and all students are being taught the same skills and strategies.

2. Build teachers capacity to engage students in learning through differentiation of curriculum

Teachers' Professional Pathways plans for 2015 included a goal that stated, "To further develop an understanding of formative assessment techniques to inform future planning and teaching". The Field Officer modelled some formative assessment strategies in coaching sessions and some teachers have taken note of those and have used them in their teaching. Work on assisting teachers to embed the use of formative assessment strategies will continue during 2016.

3. Embed whole school Student Wellbeing Procedures

In term 4 of 2014 we engaged Jane Caro to assist the community to discuss why they choose to send their child to Theodore Primary School and what made Theodore such a great school. This led to a review of the current school values, roles and responsibilities by all stakeholders at school, staff, students and families. The Principal and the Deputy Principal then reviewed and included all relevant ETD policies and procedures into the document. The Theodore Primary School Student wellbeing procedures have been completed however we are now waiting on recommendations from the 'expert panel on students with complex needs and challenging behaviour' to be implemented as this may have implications for the schools' well-being procedures.

4. Provide a Response to Intervention model that caters for the individual learning needs of students

In 2015 Theodore Primary School continued to embed a structure, using the Response to Intervention (RTI) framework, to support the learning needs of targeted students from Years 1-5 via delivery of the 'Minilit' program. In addition an intervention program called 'PreLit' was introduced to Kindergarten and Preschool in term 1. Students who were assessed as not making expected progress following participation in this program were then referred to the school psychologist for additional assessment and follow up.

A case conference model was embedded at Theodore Primary School during 2014 and this model has continued throughout 2015. Two case conference meetings are held per week involving discussions about a junior and a senior student. Class teachers were rotated through on a weekly basis. In addition, every teacher attended the weekly special needs meeting with the Learning Assistance teacher, School Psychologist, Principal and Deputy Principal on a rotational basis, to discuss any concerns for students in their class and to receive updated information about any students the psychologist was involved with.

Staff at Theodore Primary School participated in a range of Professional Learning provided by Therapists from the Therapy at Primary School (TAPS) program in 2015. Speech therapy was the focus in semester 1 and occupational and physiotherapy in semester 2. Teaching staff evaluated and selected suitable students to participate. Parental permission was sought and parents were informed about the therapy processes their children were undertaking and received results at the end of each semester. Therapy ACT staff then attended the school to undertake assessments with the selected students. The results have been extremely positive with families given feedback on their child's skills and progress and advice on whether ongoing therapy is required. This has meant that we have been able to provide access to therapy for children who may have otherwise not had that opportunity. It has also built teacher capacity in identifying needs of their students and provided universal strategies to implement in their classroom teaching programs.

A recommendation from the 2014 Validation Report was that Theodore Primary School has programs in place to cater for high achieving students. The Junior School Executive teacher aligned with executives from three other schools within the Tuggeranong Network to establish an Early Years Extension Workshops. This involved working collaboratively with nine early childhood and primary schools across the Tuggeranong Network. Three Early Years Extension Workshops were planned throughout 2015 and targeted the extension of students from Preschool to year 2. On individual days Mathematics, Arts and Science were a focus. In 2015, 48 students from Theodore Primary School attended Early Years Extension days.

Theodore Primary School's Science specialist teacher organised a Science extension day for our cluster schools in September 2015. Twelve Year 5/6 students from Theodore joined with students from Richardson Primary, Calwell Primary and Calwell High School to work in the Science laboratories at the Australian National University. The students were challenged with scientific activities and worked in mixed age groups to reach a resolution to their assigned task.

Progress towards our identified targets for this priority include the following:

Target 1: Achieve a 4 percentage point improvement in the proportion of students satisfaction related to feeling safe at school / management of student behaviour based on 2015 School Satisfaction Survey based on the 2014 results.

Student satisfaction data in 2015 demonstrated an increase of 18 percentage points in the levels of students whom reported '*I feel safe at my school*' when compared with 2014 data. There was also an increase of 4 percentage points in 2015 of the number of students who feel that they can '*talk to their teachers about concerns*' when compared to 2014 data. Student perceptions about '*student behaviour is well managed at my school*' also increased by 9 percentage points.

Table: Student satisfaction data

Item	2014	2014	2015	2015
	School	ACT	School	ACT
I feel safe at my school	56%	78%	74%	73%
I can talk to my teachers about my concerns	65%	65%	69%	60%
Student behaviour is well managed at my school	37%	54%	46%	50%

Source: Planning and Performance, September 2015

Target 2: Achieve a 4 percentage point improvement of parents satisfaction related to their child feeling safe at school / management of student behaviour based on the 2014 results.

Results show that there has been a 1 percentage point improvement in the number of parents who believe 'my child feels safe at school' from the 2014 data. With respect to 'student behaviour is well managed', there was a decrease of 19 percentage points.

Table: Parent satisfaction survey

Item	2014	2014	2015	2015
	School	ACT	School	ACT
My child feels safe at this school	87%	92%	88%	92%
Student behaviour is well managed	91%	97%	72%	77%

Source: Planning and Performance, September 2015

Target 3: Reduce number of students receiving behaviour slips for socially unacceptable behaviours from 363 in 2014 to 310 in 2015.

Data on in-class referrals for inappropriate behaviour reflects an overall reduced amount of incidents to 258. This could be accounted for by the professional learning undertaken by staff through the 'TRUST' project and the continued executive support provided for classroom behaviour management. In the playground many teachers are asking students to walk with them while they are on duty as opposed to issuing behaviour slips.

Table: In Class referrals related to behaviour

No. of in class behavior issues	2014	2015	% increase/reduction from 2014 to 2015
Term 1	19	6	68% reduction
Term 2	36	30	17% reduction
Term 3	51	48	6% reduction
Term 4	55	34	38% reduction
Total	161	118	

Source: School Data, December 2015

Table: Playground referrals related to behaviour

No. of playground issues	2014	2015	% increase/reduction from 2014 to 2015
Term 1	38	15	61% reduction
Term 2	21	41	49% increase
Term 3	81	54	67% reduction
Term 4	62	30	52% reduction
Total	202	140	

Source: School Data, December 2015

Target 4: Achieve a 4 percentage point improvement in the proportion of students who perceive they are supported and Safe at school (to an excellent standard) based on the 57% in the 2014 Culture Survey.

Results from the 2015 survey indicate that there was an increase of 6 percentage points of students who *felt safe at school (to an excellent standard)* compared to the 2014 results.

Target 5: Achieve a 4 percentage point decrease in proportion of students who feel victimised (to a severe and moderate level) based on the 28% in the 2014 Culture Survey.

The 2015 Culture Survey indicated that there was an increase of 34 percentage points in the proportion of students *who feel victimized (to a severe and moderate level)* meaning that we did not meet this target.

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. Theodore Primary School has identified the following strengths for Theodore Preschool using the National Quality Standard. Areas for improvement in the operation of Theodore Preschool will be identified in Theodore Primary School's Operating Plan 2016.

Education program and practice

- Educators encourage students to work collaboratively in groups.
- Children's interests, ideas and abilities are used as a basis for programming of activities and referred to in documentation e.g. learning stories.
- Families have access to the programs displayed and are able to add ideas and feedback.

- Educators and families work closely together in planning and implementing children's individual learning plans and personalised learning plans where required.
- Educators support children to make decisions about their own behaviour using the whole school social/emotional learning program.
- Children are supported by a comprehensive transition program to Kindergarten during term 4.
- Educators maintain detailed records of children's developmental progress. These are used to comprehensively report to families on two occasions during the preschool year.
- Excursions and incursions are planned which relate to, and support, the educational program.
- Children have the opportunity to participate as focus children on a rotational basis.
- The pre-lit program for early intervention in literacy skills has been introduced to the preschool cohort.
- The Therapy at Schools program offered opportunity for whole class programs which provided staff with universal strategies to embed in the classroom.

Children's health and safety

- The preschool maintains a risk minimising plan for each child's medical conditions.
- Educators and children remind each other to use effective hygiene practices.
- The preschool uses a response flow chart to assist educators in assessing children who have been involved in an accident, illness, injury or trauma.
- The preschool has rest and relaxation procedures.
- Fruit is made available at a table during the morning activities to enable children to eat if they are hungry prior to morning tea.
- All children participate in a daily gross motor program and a weekly fundamental skills program.
- The Therapy at Schools program promoted gross motor skills and upskilled staff to program for gross motor.
- Parents are provided with a phone call (for any concerning illness or injury) or a note at the end of the day (for less severe matters).
- Visuals for health routines are displayed for children to access.
- An automated system provides for a secure sign in and sign out procedure for students and families.

Relationships with children

- Staff greet children warmly on arrival and support them to settle into the environment.
- Educators support children in documenting other children's learning.
- Educators support individual students' needs in group time experiences.
- Children have an opportunity to be a focus child during preschool sessions several times during the school term.
- The educators and children discuss what each Tribes agreement means in the classroom.

Staffing arrangements

- The leadership team has insured that staff qualifications are current and accredited.
- Educators use practices in the program that support children to express themselves and their opinions and to form positive relationships with their peers.
- Professional readings are shared with educators at weekly meetings.
- Educators use respectful language when communicating with each other.
- Educators acknowledge each other's contributions and knowledge.
- The school ensures that the release and lunch break staff are consistent to enable meaningful relationships to form.

Leadership and management

- Families are provided with information about the governance of the school.
- The leadership team often visit and take part in the preschool program.
- The preschool reviews its philosophy and displays this to the community.
- Professional Pathways are used to develop team and personal focus for ongoing improvement.
- Electronic and paper copies of policies and procedures are available to staff, parents and community members.
- The Preschool staff are active members of the school's action research groups.

Physical environment

- The preschool program provides a range of resources for children both in the classroom and playground.
- Educators use a daily checklist to ensure the premises, furniture and equipment are safe and clean for use.
- The indoor classroom design supports children to independently access their own belongings and toileting facilities.
- The outdoor play space has been enhanced with a dry river bed, plantings and painted rocks. Parents and community assisted with this at a working bee.
- The outdoor playground is designed to make connections with nature.
- The students plan and prepare vegetable and flower gardens.
- The school community follows a waste minimisation policy.
- Indigenous totems and pavers have been completed at the preschool with the assistance of a community member.

Collaborative partnerships with families and communities

- The school has an active parents and friends association which allows for preschool parents to take part in decision making processes.
- The preschool parents and friends association works in collaboration with the Primary School P&C to organise fundraising events and family gatherings.
- Preschool parents are invited to attend all school events.
- The school website is available to all families and includes information on the preschool program, philosophy, policies and procedures and the wider school community.
- Educators from both the school and preschool site meet with parents to complete an interview process.

- A playgroup program is offered at the school site to encourage parents to network and engage in child centred activities.
- Preschool children join in with school events e.g. assemblies, cross country, walkathon, end of year concert, discos.
- The Indigenous Education officer has been involved in delivery of the education program and in the development of Individual Learning Plans.
- There are strong links to the Indigenous community, e.g. Indigenous mural, totems, plantings and visits to the grinding stones.

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 2015	July to December 2015	January to December 2015
Self management funds	162228.50	114224.00	276452.50
Voluntary contributions	3660.00	1875.00	5535.00
Contributions & donations	15535.13	3835.00	19370.13
Subject contributions	3200.00	0.00	3200.00
External income (including community use)	3216.92	3357.82	6574.74
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3728.38	3113.22	6841.60
TOTAL INCOME	191568.93	126405.04	317973.97
EXPENDITURE			
Utilities and general overheads	28392.71	41409.64	69802.35
Cleaning	34457.67	42728.86	77186.53
Security	0.00	0.00	0.00
Maintenance	34672.44	12796.74	47469.18
Administration	20083.69	-4443.02	15640.67
Staffing	0.00	4390.91	4390.91
Communication	2280.43	4296.32	6576.75
Assets	43297.81	49907.89	93205.70
Leases	0.00	0.00	0.00
General office expenditure	9595.69	6054.00	15649.69
Educational	14986.21	14972.07	29958.28
Subject consumables	3900.00	0.00	3900.00
TOTAL EXPENDITURE	191666.65	172113.41	363780.06
OPERATING RESULT	-97.72	-45708.37	-45806.09
Actual Accumulated Funds	55469.69	208227.29	108227.29
Outstanding commitments (minus)	-24260.61	0.00	-24260.61
BALANCE	31111.36	162518.92	38160.59

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$513.00.

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
Informational Technology Reserves. Reserve has been created in line with the School Action Plan for 2015	\$1,100.00	December 2016
Playground. To enhance the student environment	\$4,450.00	December 2016
WiFi upgrade as directed by the Education and Training Directorate	\$10,692.00	May 2016

Endorsement Page

I declare that the Theodore 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 Representatives: Kirsten Baker, Alison Hosking, Grant Stevens

Teacher Representatives: Sharon Swift, Jennifer Lonergan

Board Chair: Kirsten Baker

Principal: Matthew Holdway

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: 23/5/16

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

Board Chair Signature: 

Date: 23/5/16