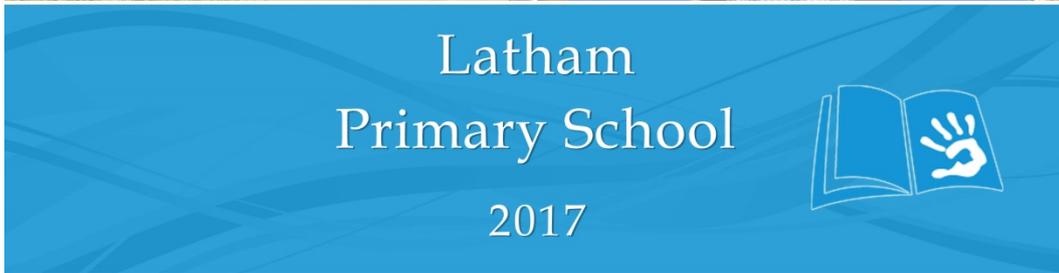




Latham Primary School

Annual School Board Report 2016



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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*'.

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

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School Board Chair Report

In 2016 Latham Primary School welcomed ten new teachers, a number of whom were new to the profession. This was a significant change to the staffing of the school and the Executive and existing staff worked hard to create a cohesive team with mentoring, Professional Learning Communities, shared beliefs and consistent practices. Results of the annual Satisfaction Survey showed that the staff felt supported and very happy at Latham Primary School, which was a pleasing recognition of this effort. In 2016 we also had a new School Business Manager, Hayden Weeks. Hayden has a strong interest in sustainability and improving our aging school facilities, which have led to initiatives that will be felt in coming years.

There were some physical changes to the school throughout 2016. The school was painted and some roof repairs and window replacements were carried out. The external paint has brightened and refreshed the building. Our inclusion in new road safety trial measures has seen new parking lines and reduced speed limits around the school, so the environment is now brighter, and safer, for our children.

The P&C, once again, did a fantastic job of supporting the school through volunteer hours and fundraising efforts. Weather for the school Fete was inclement but there was a lovely family atmosphere and an enjoyable afternoon was still had by all. The P&C contributed funding to the Letters and Sounds Program, which was introduced throughout preschool and the junior classes as part of the Annual Action Plan's goal to improve reading and spelling. Another significant financial contribution by the P&C was the purchase of BenQ interactive smart boards for 2 classrooms. The School Board has committed to upgrading the outdated and broken technology in our classrooms and this contribution was a significant help towards that goal.

The School Board had an almost complete change of staff and parent representatives in 2016. The new board has been working hard to improve its governance and administration procedures. We are working hard to improve communication with the school community and we look forward to continuing to help our school improve in the coming year.

Laura Mukherjee

Board Chair

Context

Latham Primary School is a small school in the Belconnen region. Our students live primarily in Latham and surrounding suburbs. We have maintained consistent enrolment numbers over the past 12 months. Enrolments in the preschool remained at capacity throughout the year and as a result some families took up places at neighbouring schools. Children who remained on our waiting list however were offered places some time during the year. We have two less Aboriginal students than the same time last year, and eight more students who come from a language background other than English.

Student Information

Student enrolment

In 2016 there were a total of 264 students enrolled from kindergarten to year 6 at this school. There were an additional 44 students enrolled in the preschool program.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	137
Female	127
Indigenous	4
LBOTE	46

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.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.0
1	94.0
2	93.0
3	92.0
4	91.0
5	89.0
6	92.0

Source: Planning and Analytics, December 2016

The school staff works closely in a personalised approach with families to encourage full attendance. Students with attendance concerns are discussed at weekly executive meetings, ensuring that no child inadvertently escapes our notice. If a student is absent for three consecutive days, the class teacher phones the parents. If no contact is made and the period of absence continues without explanation, the executive team leader will follow up with an additional phone call. In occasional cases a student may have attendance issues that require a personalised attendance plan to be developed collaboratively between parents, student and teacher. In the case of persistent non-attendance the principal makes a termly report to the Network Leader, engages the support of the Network Student Engagement Team (NSET) and makes a report to Child and Youth Protection Services.

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	36

Source: Teacher Quality Institute, 16 December 2016

All teaching staff hold a minimum qualification of a Bachelor or Education, and in addition thirty-six percent of teachers have added to this with postgraduate studies in special education, educational leadership, management and marketing and diplomas in Children's Services.

Workforce composition

The 2016 workforce composition of Latham 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	25
Teaching Staff: Full Time Equivalent	23.3
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	6.9

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.

In 2016 we had a significant number of teacher changes with most taking up full time positions. Two teachers job-shared in a year 3/4 class, and our Learning Assistance teacher worked at an 80% load; all other teachers were 100%.

Volunteers

During 2016 volunteers ran or were involved in many varied programs at Latham Primary including: Brightsparks, Meccano, Breakfast Club and school banking. They also supported class reading programs, Father's Day and Mothers' Day gift stalls, family barbeques, the school fete, and volunteering in the canteen and at school carnivals. The estimated number of hours in which volunteers have worked in the school during 2016 was approximately 3700 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.

Latham Primary School will be reviewed in 2020. 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, 73% of parents and carers, 96% of staff, and 78% 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 27 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.	96
Teachers at this school treat students fairly.	100
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.	96
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	81
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	96
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	96
I receive useful feedback about my work at this school.	93
Staff are well supported at this school.	93

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 78 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.	82
Teachers at this school provide my child with useful feedback about his or her school work.	71
Teachers at this school treat students fairly.	78
This school is well maintained.	76
My child feels safe at this school.	80
I can talk to my child's teachers about my concerns.	79
Student behaviour is well managed at this school.	63
My child likes being at this school.	82
This school looks for ways to improve.	72
This school takes parents' opinions seriously.	63
Teachers at this school motivate my child to learn.	76
My child is making good progress at this school.	74
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 55 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

National Opinion Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	79
Teachers at my school treat students fairly.	75
My school is well maintained.	78
I feel safe at my school.	69
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	40
I like being at my school.	72
My school looks for ways to improve.	82
My school takes students' opinions seriously.	61
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: Latham Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	51	123	49	121
Mathematics	39	56	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, no 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: Latham Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	383	441	483	514
Writing	380	420	446	474
Spelling	383	421	457	490
Grammar & Punctuation	398	442	490	511
Numeracy	384	412	468	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

Japanese 2016

The Japanese Program was expanded in 2016 to have all students in the school studying Japanese, with one of our executive teachers taking classes from preschool to year 2 and the Language teacher taking years 3-6. The focus in junior classes was an introduction to Japanese language and culture through songs and crafts. In senior classes the focus was on developing cultural understanding and learning some basic, functional language skills. The aim across the school is to engage students in learning about all things Japanese and to ignite an interest in learning about the Japanese way of life and language. Japanese lessons focused on having fun, whilst learning and engaging in the culture and language.

Latham Primary School participated again in the ACT Japanese Network's Primary School Japanese Fun Day held at Farrer Primary School. Latham's Japanese teacher ran one of the activities, and 15 Latham students from years 4-6 participated in a wide range of engaging Japanese cultural and language activities throughout the day. A new group of students will participate next year.

All classes participated in the inaugural Japanese assembly in week 7 of term 3 which was very successful.

Physical Education

Latham Primary School has continued to promote a culture of health, physical activity and sport during 2016 in order to develop the whole child and maximise their potential. In 2016 the specialist Physical Education (PE) program was expanded to include the preschool students as well. All students have participated in PE lessons once per week with the specialist PE teacher, as well as participating in other PE lessons and opportunities for physical activity delivered by class teachers. The focus of specialist PE lessons in the junior school continues to be the Fundamental Movement Skills Program which has had a significant positive effect on students in PE classes as well as in their daily life in the school as a whole. Whilst senior classes worked on fundamental movement skills, they also participated in modified sports activities as well as 'games sense' and 'sport education' models of PE.

Latham Primary School has continued working with the Australian Sports Commission's Sporting Schools Program, which has provided funding for students to participate in specialised coaching clinics in rugby league, touch football, tennis and gymnastics. The school has also used the funding to purchase a range of sporting equipment.

Latham Primary celebrated Health & PE Week at the end of term 3 with 'Try Out Tennis' sessions, a lunchtime health hustle and a lunchtime soccer competition.

Sport

The sports program in Latham has again been very busy, with lots of opportunities for students to participate and some fantastic results from Latham teams and students. All students participated in the following whole school sporting events:

- Latham Cross Country Carnival
- Latham Walkathon
- Active Kids Challenge

Unfortunately due to the unusual amount of wet weather in Canberra this year, we were unable to hold the Latham Athletics Carnival. Senior students participated in athletics during PE lessons in order to qualify for the Latham athletics team which participated in the Belconnen Regions Athletics Carnival. Junior students participated in the Junior Sports Fun Day which was run by the schools house captains and vice-

captains and SLT members, with the help of the Student Engagement and Leadership (SEAL) members, and was very successful.

A number of sporting opportunities were offered in 2012 through school sporting teams. Throughout the year students had opportunity to be involved in teams for rugby league, swimming, cross country, touch football, athletics, netball and basketball.

Latham fielded year 3/4 and year 5/6 teams in the Rugby League Legends competitions run by the Canberra Raiders Development Team. We also had three teams in the year 3/4 touch football gala day and two teams in the year 5/6 day. The 5/6 girls narrowly missed the semi-finals and the 5/6 boys performed very well to make the semi-finals. We had two teams in the Jamie Pearlman Cup for basketball.

Latham had four touch football teams playing in the Deakin after-school competition in term one and four teams in the Kippax after-school competition in Term 4. The school also had a year 3/4 and year 5/6 team competing in the Lyneham after-school netball competition.

Further sporting opportunities were provided through lunchtime sports competitions (such as soccer, and basketball) and Ride and Walk to School activities.

A swim and survive swimming program delivered by the Royal Life Saving Society was offered to students in years K - 6 in term 4 with 120 students participating.

19 Latham students represented the Belconnen Region in ACT carnivals for touch football, athletics, cross country, basketball, softball, rugby league, hockey and soccer. Four students also represented the ACT in hockey, basketball, Tag 20 and Oz Tag. All students were awarded sports certificates at assembly in term 4.

Latham has been represented by the PE specialist teacher on the Belconnen Region Schools Sports Coordinators Network and was also responsible for coaching the Belconnen Region girls touch football team, as well as managing the ACT U12 teams for Rugby League and Cricket.

The Arts

The specialist Arts program has been running successfully at Latham Primary since been introduced to the school in 2012. This exciting program encompasses weekly lessons in music, drama or dance for all students from preschool to year 6. As well as offering weekly lessons in the performing arts, the students are provided with other wonderful opportunities to showcase their talents and love of performing.

In conjunction with the Instrumental Music Program (IMP), selected students in years 3 – 6 were provided with the opportunity to participate in either the fife or flute band. Both bands were instructed by specialist music teachers. Throughout the year the students performed at many events including the school fete and concert, however the highlight of the year was performing with other schools from all around Canberra at Llewellyn Hall for Bandstravaganza.

The year 3 – 6 school choir provided students who love to stretch their vocal chords (tunefully) with another avenue to demonstrate their artistic talents. In 2016 we were very fortunate to have a wonderfully talented keyboard accompanist to help us sing our way into the hearts of many an audience in the Canberra community at such events as 'Spiral' and 'Singfest', not to mention the numerous school events that the choir performed at.

A voluntary lunchtime recorder group was once again offered to those students in K-2 who wished to test the waters of learning a musical instrument in a less formal, relaxed setting.

In 2017, the School Band program will change its focus slightly. We will still be running two bands however, instead of learning the fife; selected students from years 5 -6 will be delving into the world of ukuleles along with those students who wish to continue learning the flute.

Progress Against School Priorities in 2016

Below is Latham 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	160144.73	125373.00	285517.73
Voluntary contributions	2775.00	1651.00	4426.00
Contributions & donations	2010.00	11741.29	13751.29
Subject contributions	3334.00	50.00	3384.00
External income (including community use)	2276.01	13989.48	16265.49
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2178.80	1947.34	4126.14
TOTAL INCOME	172718.54	154752.11	327470.65
EXPENDITURE			
Utilities and general overheads	26289.12	40308.88	66598.00
Cleaning	34908.75	49947.59	84856.34
Security	60.00	0.00	60.00
Maintenance	31896.93	38711.99	70608.92
Administration	2891.76	643.82	3535.58
Staffing	5132.00	0.00	5132.00
Communication	8606.75	1639.38	10246.13
Assets	4193.47	2137.94	6331.41
General office expenditure	10235.67	13131.29	23366.96
Educational	17013.06	38758.73	55771.79
Subject consumables	1965.45	99.00	2064.45
TOTAL EXPENDITURE	143192.96	185378.62	328571.58
OPERATING RESULT	29525.58	-30626.51	-1100.93
Actual Accumulated Funds	71568.40	57829.89	69329.89
Outstanding commitments (minus)	-6264.60	0.00	-6264.60
BALANCE	94829.38	27203.38	61964.36

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was 1664.50

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
School beautification/future school projects <ul style="list-style-type: none"> ▪ An aging school such as ours requires constant refreshing; we believe that a school that looks as if it's loved promotes a feeling of wellbeing for all stakeholders 	\$8727	01/2018

Endorsement Page

I declare that the Latham 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.

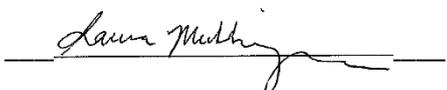
Members of the School Board

Parent Representative(s):	Justin Kerslake	Sharon Brookes
Teacher Representative(s):	Steph Wilson	Laura Ryan
Board Chair:	Laura Mukherjee	
Principal:	Liz Bobos	

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

Principal Signature:  Date: 05 / 05 / 2017

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

Board Chair Signature:  Date: 05 / 05 / 2017