



# Gilmore Primary School Board Report 2014



The 'Alison Lester' literacy themed mural, one of seven created by Gilmore K-6 students as part of the ACT Government 'Artist in Residence' program undertaken during 2014.

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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

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## About our school

### Introduction to School

Gilmore Primary School opened in 1987 in the days of rapid growth and expansion in the Tuggeranong Valley. As the demographic of the area has changed over time with an 'aging' of the suburb, the school population has decreased leaving us with a dynamic, well-resourced small school catering for students from preschool to year 6.

## Student Information

### Student enrolment

In 2014 there was a total of 170 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	90
Female	80
Indigenous	12
LBOTE	29

Source: Planning and Performance, August 2014

### Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
K	90.9
1	86.2
2	91.2
3	90.8
4	90.0
5	90.7
6	93.8

Source: Planning and Performance, July 2014

The school regularly articulates the expectation that all students will consistently attend school. Staff members are systematic in recording and following up on late arrivals and

unexplained absences with parents and carers. A weekly reward program operates across the school to encourage students to be: 'at school, on time, in class, and ready to learn'.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	60

Source: School Data, 2014.

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	11
<b>TOTAL</b>	<b>22</b>

Source: Workforce Management, August census 2014

**Note:** This table includes pre-school staffing

There was one indigenous staff at this school in 2014.

Gilmore Primary School was a National Partnership School. As part of this program an additional School Leader C – Literacy and Numeracy Field Officer was appointed to the school for the period 2010 – 14.

## Volunteers

Within our school we have a hard working and dedicated group of volunteers who provide assistance from preschool through to year 6. These volunteers have been involved in activities such as: - the School Board; fund raising with the Parents & Citizens Association; working in the school canteen or uniform shop; helping out with school based sporting activities or excursions; providing in-class assistance with guided reading; and administrative assistance in the school library. During 2014 we estimate that our school volunteers contributed over 3875 hours working for the school and its students.

## School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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.

Gilmore Primary School will be validated in 2015. 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 2014 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, who were invited to take part in an online survey.

## Overall Satisfaction

In 2014, 22 parents, 19 staff and 36 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 91% of parents and carers, 84% of staff, and 92% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

*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.	100
Teachers at this school provide my child with useful feedback about his or her school work.	100
Teachers at this school treat students fairly.	86
This school is well maintained.	100
My child feels safe at this school.	64
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	36
My child likes being at this school.	91
This school looks for ways to improve.	68
This school takes parents' opinions seriously.	55
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	95
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	82

Source: 2014 School Satisfaction Surveys, September 2014

*Table: Proportion of students in agreement with each national opinion item*

Item	(%)
My teachers expect me to do my best.	97
My teachers provide me with useful feedback about my school work.	86
Teachers at my school treat students fairly.	86
My school is well maintained.	78
I feel safe at my school.	58
I can talk to my teachers about my concerns.	83
Student behaviour is well managed at my school.	44
I like being at my school.	71
My school looks for ways to improve.	82

My school takes students' opinions seriously.	78
My teachers motivate me to learn.	97
My school gives me opportunities to do interesting things.	91

Source: 2014 School Satisfaction Surveys, September 2014

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.

## Professional Learning

Staff at Gilmore Primary School believe it is important to maintain currency in their skills through ongoing involvement in professional learning. Both administration and teaching staff annually upgrade their First Aid qualifications: - Anaphylaxis, Asthma and CPR training.

All teaching staff have continued working with the Literacy and Numeracy Field Officer to maintain currency with their training in First Steps: - Reading; Writing; Speaking and Listening.

Professional Learning throughout 2014 has focussed on three areas: -

- What is being taught? – First Steps, Writers Notebook, Numeracy, Principals as Literacy Leaders (PaLLs) Program Reading Institutes in the January and April stand-down period.
- How it is being taught? – Maintaining Quality Teaching - intensive focus on further developing teaching skills - pedagogy; Promoting Positive Behaviour Support program – Trauma and its Impact on Learning.
- How are we measuring success? – Whole school assessment practices/timetable focussing on the ongoing use of the GradeXpert program.

## 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 one and two.

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

*Table: Gilmore Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	52	120	51	124
Mathematics	36	53	39	54

Source: Planning and Performance December 2014

The PIPS data in the table above is showing that in 2014 the kindergarten students at Gilmore Primary School have made less progress in reading when compared to ACT students and slightly greater progress in mathematics than ACT students.

A detailed analysis of our school's academic achievement are incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

### **NAPLAN Assessment**

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

In 2014, 0.00 % of year 3 students and 4.20 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

*Table: Gilmore Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	348	440	513	523
Writing	334	405	456	474
Spelling	353	413	488	502
Grammar & Punctuation	393	441	504	520
Numeracy	359	415	532	499

Source: Performance and Planning December 2014

## Performance in other areas of the curriculum

- Each class teacher delivers the science program following a detailed Scope and Continuum linked to the Australian Curriculum and running from kindergarten through to year 6. A wide range of topics is covered building on previously obtained skills and focussing on much 'hands-on' learning. The students across the school are highly engaged with the Primary Connections program and teachers are really enjoying presenting their weekly science lessons.
- All classes from preschool to year 6 once again took up the Physical Activity Challenge to be active for at least sixty minutes per day at both home and school. All classes actively participated with more than 80% of students successfully completing the challenge.
- The year 3 to 6 students once again took up the MOVband Challenge for a fortnight to see how many 'movement kilometres' they could record. Staff also joined in the challenge with some individuals recording in excess on one hundred and twenty movement kilometres across the fortnight.
- The Bluearth program continues to be the focus for regular class based physical activity across the school. A Bluearth day is held once per term as an additional activity focus for both the students and teachers.
- Year 3 to 6 students had the opportunity to take part in the 'Buoyed –Up – Tackers' sailing program being held during terms 1 and 4 at the Canberra Yacht Club. This program runs over three years and not only provides students with the opportunity to take part and learn the skills of sailing, but also to further develop their team building, resilience and confidence skills.
- Students from years 3 to 6 had the opportunity to take part in the 'First Aid Skills in Schools' program run by St John's ACT. The program was first piloted in a handful of ACT school in 2012, and has now returned to a broader audience across our primary classes. Once again the First Aid program was readily accepted by the students, providing them with important life skills to deal with emergencies as well as further developing their resilience, organisation and co-operative skills.
- Twenty of our year 3 to 6 students once again participated actively in the Kulturebreak Act Dance Spectacular at the Royal Theatre that involved an after school program over semester 1 leading to an outstanding performance.
- In 2014 all classes from kindergarten through to year 6 took on a new focus for the teaching of Dance and movement as part of the Physical Education and Sport curriculum. Each teacher and their class were engaged in using the web-based dance program – 'Every Chance to Dance' developed by local dance company Kulturebreak. Weekly lessons built on student dance skill levels over the term. A special 'Every Chance to Dance' assembly was held at the conclusion of each semester to showcase all of the students new found dance skills.
- Gilmore Primary School continues to be actively engaged in the AuSSie (Sustainable Schools) program that operates in some eighty plus schools across the ACT. The Sustainable School program has been developed with cross curriculum perspectives interwoven through our Integrated Unit annual cycle. Within the ACT five areas are assessed for accreditation as an AuSSie school. In 2013 Gilmore became one of the first ACT schools to have successfully completed the AuSSie accreditation in all five areas with the completion of the Biodiversity award which was presented to student representatives in 2014 by Minister Corbell.

## Progress against School Priorities in 2014

### Priority 1

Improve literacy and numeracy outcomes for all students P-6

#### Targets

- Increase the number of high performing students P-6.
- Reduce the number of students who are not achieving.
- In writing across P-6 at least 60% of students are achieving at or above the school writing benchmark as evidenced in our year 3 and 5 NAPLAN results.
- In numeracy across P-6 at least 60% of students are achieving at or above the school numeracy benchmark as evidenced in our year 3 and 5 NAPLAN results.
- Increase percentage of students achieving at or above the school reading benchmark to 88%.
- Close the gap for our Indigenous students in both literacy and numeracy so that at least 50% will perform at or above the school's mean results as measured by PIPs, NAPLAN and other school based data.
- Increase parental participation, communication and understanding of literacy and numeracy programs as evidenced by their active involvement in school information sessions, assemblies, Facebook participation, involvement in classroom programs and learning journeys.

#### Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.

#### Progress

In order to improve literacy and numeracy outcomes for all students P-6 Gilmore Primary School staff have focused on implementing five key improvement strategies throughout 2014:

1. continue to develop and further embed a sustainable whole school approach to the teaching of numeracy;
2. continue to develop and further embed a sustainable whole school approach to the teaching of literacy;
3. continue to develop and refine whole school assessment practices K-6 across all KLAs;
4. further develop teacher pedagogy through participation in Quality Teaching Rounds and Instructional Leadership; and
5. continue to actively engage parents in their children's learning.

Continue to develop and further embed a sustainable whole school approach to the teaching of numeracy.

The school 2014 PIPs results indicated that whilst the number for students making better than expected growth in numeracy increased (7% in 2013, 25% in 2014), significantly less

students made expected growth in numeracy (80% in 2013, 50% in 2014). This data continues to show inconsistencies between years and a general improvement over the last five years.

Students in year 3 achieved significantly below the school target (2014 target  $401 \pm 26$ , actual mean 359.1) in numeracy achievement as evidenced by 2014 NAPLAN. This result is also significantly lower than the 2013 mean (390.8). However, students in Year 5 achieved above the school target (2014 target  $480 \pm 22$ , actual mean 532.2) in numeracy achievement as evidenced by 2014 NAPLAN. This result is significantly higher than the 2013 mean (482.1). School NAPLAN trend data showed that students in year 5 demonstrated growth in numeracy achievement significantly higher than the ACT average.

During 2014 the school has moved towards the implementation of a new balanced numeracy model to improve teacher confidence and student outcomes. An action research plan was used to trial a model that aligned the current *Stepping Stones* resource with a balanced numeracy design. It was designed to establish best practice for teaching multi age classes while still covering the content of the Australian Curriculum. Three teachers took part in this trial with the model to be rolled out from K-6 in 2015. To support teachers in this process the Literacy and Numeracy Field Officer has provided coaching and mentoring to the research participants to build individual teacher capacity and assist in the creation of resources.

Acknowledging the need to create resources, team meetings in the early childhood section of the school were reorganised to create time once a fortnight for the development of subject resources. Upper primary staff used a selection of team meetings to attend the Middle Years Mental Computation training and have implemented it into their weekly planning.

Continue to develop and further embed a sustainable whole school approach to the teaching of literacy.

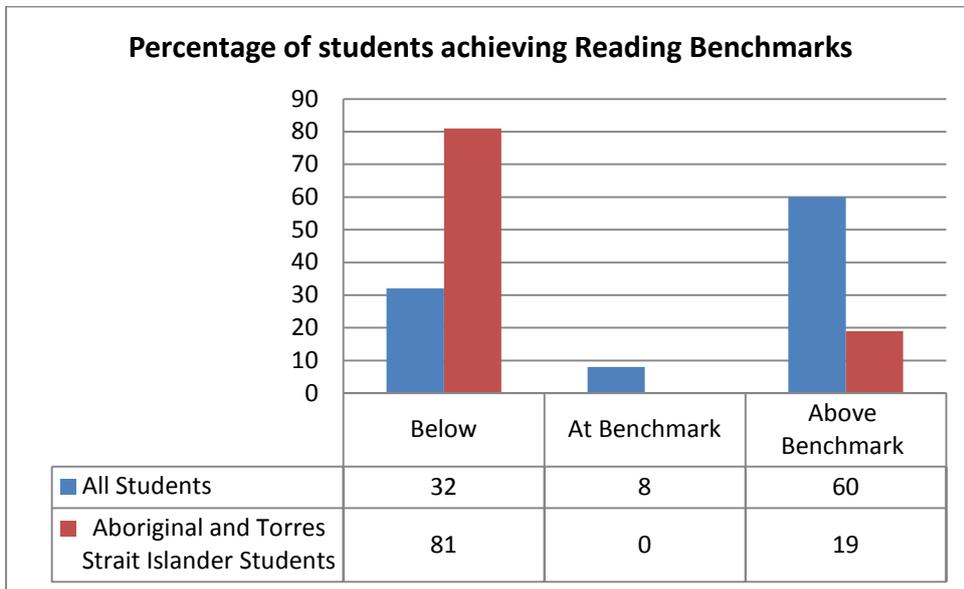
As part of an ongoing process to support whole school approaches to curriculum, folders have been created that provide staff with guides for planning, whole school programs and assessment. The folder contains a variety of balanced literacy templates from which teachers can select a model that suits their personal needs.

Acknowledging the need to improve reading standards across the school, staff attended professional development as part of the Principals as Literacy Leaders (PaLLs) program. From this the 'Daily 5' reading model was implemented across the school. A selection of teachers visited schools both in and out of the Tuggeranong network to observe teachers who had already successfully implemented the program. Staff 'learning journeys' were then used as a way of demonstrating and sharing their knowledge around improving reading outcomes.

The school 2014 PIPS results showed no improvement in the number for students making better than expected growth in reading (33% in 2013 and 2014) and that less students made expected growth in reading (47% in 2013, 42% in 2014). This data continues to show inconsistencies between years and a general improvement over the last five years.

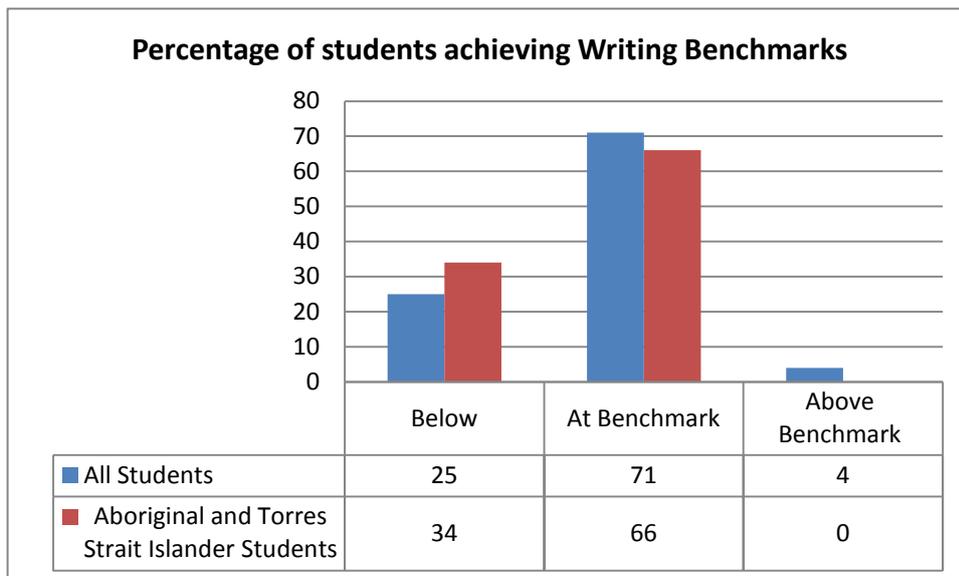
Students in year 3 achieved significantly below the school target (2014 target  $426 \pm 34$ , actual mean 348.4) in reading achievement as evidenced by 2014 NAPLAN. This result is significantly lower than the 2013 mean (390.8). However, students in year 5 achieved slightly above the school target (2014 target  $485 \pm 26$ , actual mean 513.2) in reading achievement as evidenced by 2014 NAPLAN. This result is above the 2013 mean (505.1). School NAPLAN trend data showed that students in year 5 demonstrated growth in reading achievement higher than the Tuggeranong Schools Network average but below the ACT average.

The school set a reading target in 2014 to raise the percentage of students reading at or above benchmark to 88 percent. We achieved 68 percent of students at or above benchmark across the school and 17 percent of Aboriginal and Torres Strait Islander students reading above benchmark.



The consistency of the use of BEE Spelling and First Steps as whole school programs was revised by the Literacy and Numeracy Field Officer. Particular attention paid to staff knowledge and confidence. Through the use of staff surveys staff with particular needs or expertise were identified and flagged as possible peer mentors. Teachers were also targeted for mentoring through the use of modelled lessons. The success of this mentoring will be extended to a larger selection of staff as a way of improving literacy outcomes in 2015.

In 2014 writing was assessed across the school using First Steps Writing Map of Development as a guideline for benchmark. The table below shows 75 percent of students across K-6 were achieving at or above the benchmark level set by the school and 66 percent of Aboriginal and Torres Strait Islander students reached benchmark level. This exceeds our target of 60 percent. In 2015 the school will move towards a more formal assessment practise to ensure benchmarking is aligned and moderated with the Australian Curriculum.



Teachers incorporated strategies from PaLLs when discussing children's learning needs during P-6 case management meetings. We introduced an RTI program that includes the use of the MiniLit program throughout the year as a response to the need to increase reading achievement.

Continue to develop and refine whole school assessment practices K-6 across all KLAs.

Substantial work has occurred around the collection and use of data to inform future practice. As well as entering student results into GradeXpert, teachers also utilised planning days to analyse student performance across the cohort and identified areas of development for the following semester. Data from GradeXpert and planning days was consolidated to provide information about whole school trends, identify student strengths and weaknesses and give suggestion to future school goals.

In 2014 professional learning was provided at the school level around the more effective use of the Australian Curriculum Achievement Standards. Moderation folders currently include writing exemplars from the ACARA website and are in the process of having school based examples added. Writing exemplars are currently being created for each classroom, the completion and use of these will be a high priority for 2015.

Mathematics assessment strategies have undergone significant review in 2014. As part of an action research project two teachers changed from assessing using quarterly summative tests to using weekly formative tests. The feedback from these staff indicated a truer reflection of student knowledge and the ability to adapt learning in a timely fashion. This change will now be considered across the whole school in 2015.

Staff meetings have been used to better improve teacher knowledge around the use of learning intentions and success criteria. The implementation of these into classrooms was supported by the Literacy and Numeracy Field Officer and progress was shared at staff learning journeys. All teachers (kindergarten to year 6) are using 'I Can' statements to guide learning intentions and success criteria in the form of rubrics have been introduced in upper primary.

Teaching teams were provided with two one-day release from teaching to enable them to interrogate cohort and class data to ensure that teaching and learning programs reflect a deep understanding of the needs of their students. This information was presented at whole school staff meetings to ensure that trend data is understood across the school.

Team meetings utilised Quality Teaching model principles throughout the year.

Whilst progress was made towards aligning A-E reporting in English, History, Geography, Science and The Arts with Australian Curriculum Achievement Standards during 2014, further work will be undertaken during 2015 as part of a Tuggeranong Network wide moderation project.

#### Further develop teacher pedagogy through participation in Quality Teaching Rounds and Instructional Leadership.

Further development of teacher pedagogy through participation in Quality Teaching Rounds and Instructional Leadership did not occur.

The Professional Learning Team format was utilised to provide timely feedback and encourage professional dialogue. This included situating the meetings in different classrooms each week to provide an opportunity for the sharing of practice and the provision of collegial advice.

Changes to the executive team contributed to a reduced focus on the Quality Teaching model from the end of term one this year. Whilst the principles were supported during professional discussions between colleagues and with supervisors, teaching rounds and explicit coding did not occur.

Teachers participated in regular case conference meetings to develop individual learning intentions for students focussing on reading during term one and two. This continued during semester two, with a broader focus dependent on the needs of the students identified. Teachers shared evidence of the learning intention progress in team meetings.

#### Continue to actively engage parents in their children's learning

In 2014 staff participated in several opportunities to showcase student learning and promote teaching and learning. At the Tuggeranong Network Quality Learning Showcase Gilmore shared their use of data in developing a 'Response to Intervention' (RtI) program. Staff contributed to the PaLLs Showcase by sharing literacy practices from their classroom. Gilmore Preschool journey of quality improvement was shared with the Woden/Weston and Tuggeranong Preschool networks at a network meeting. Furthermore staff participated in four in-school staff learning opportunities.

Links to literacy and numeracy articles, publications and video clips were included in the Gazette, Facebook and the school web page throughout the year.

Families were surveyed during the 'getting to know you interviews' held in term 1 to identify the areas of need to enable them to become better equipped in supporting their child's learning. Templates were developed to support this process to ensure consistency between teachers and across the school. Teachers reported that this process was most successful.

Family literacy and numeracy workshops were not provided during 2014; however, individual meetings with families to discuss school approaches to literacy and numeracy were conducted upon request throughout the year.

These five strategies led to a number of the targets set this year being met. In response to 2014 NAPLAN data that showed inconsistent achievement by students in years 3 and 5, the school developed a sustainable whole school approach to the teaching and assessment of numeracy and this model will be fully implemented in 2015. Processes were developed to support a more consistent approach to the teaching of literacy, as the target for students reading at benchmark level decreased in 2014. The school made significant progress towards improving whole school assessment practices K-6 across all Key Learning Areas; however, A-E grades for years 1-6 demonstrated that the school did not increase the number of high performing students or decrease the number of students not achieving. The analysis and use of assessment data continues to be a focus for the school in 2015 as part of the Tuggeranong Schools Network project to increase consistency of A-E grades.

While the school is happy with the growth of our Indigenous students, we are unable to report on the specific nature of the growth due to privacy laws and the small number of Aboriginal and Torres Strait Islander students at our school, particularly in kindergarten and years 3 and 5. It is acknowledged that our Aboriginal and Torres Strait Islander students continue to read below benchmark levels; this will continue to be a focus for the school in 2015.

Closer scrutiny of the efficacy of targets set for 2015 has been identified as a priority for the school.

## Priority 2

To increase cultural awareness of staff, students and the wider school community

### Targets

- 5% increase in positive responses through the staff, student and school community annual satisfaction data survey in areas of valuing self and others.
- Australian Curriculum with a focus on embedding Cross-Curriculum priorities.
- QTm coding of lessons reflects an increase in the frequency of background knowledge and cultural knowledge in the dimension of Significance.

### Links to Directorate Strategic Plan

Inspirational teaching and leadership, High expectations, Connecting with Families and the Community

### Progress

In order to increase cultural awareness of staff, students and the wider school community Gilmore Primary School staff have focused on implementing three key improvement strategies throughout 2014:

1. to encourage staff and student awareness of the wide variety of cultures in our community in order to increase student identity and further develop school harmony;
2. to broaden staff's awareness of the 'unseen' culture which can impact on teaching and learning; and

3. focus on cross-curriculum awareness using: quality classroom practice; increased professional dialogue around high quality pedagogy; and professional learning communities in QT rounds.

Encourage staff and student awareness of the wide variety of cultures in our community in order to increase student identity and further develop school harmony.

Students actively contributed elements of their home culture during the teaching of integrated units of work. In particular, teachers sought advice to ensure that integrated units focussing on 'first contact' were respectful to both British and Aboriginal interpretations of this period of Australian history.

All students signed the school's Code of Conduct as an acknowledgement of their commitment to the agreement. The school Student Wellbeing policy was referred to in articles in the weekly Gazette, links on the website and posts on the school Facebook page. Specific in-class activities to re-affirm the school's anti-bullying stance occurred on a needs basis, including in response to parent concerns and playground incidents.

Teachers reviewed the Student Wellbeing Policy in relation to managing undesirable behaviours during 2014. This led to greater understanding of processes, professional dialogue about how to support positive behaviour and more consistency across the school. Students were regularly reminded about the expectations of the school in accordance with the Student Wellbeing Policy.

Broaden staff's awareness of the 'unseen' culture that can impact on teaching and learning.

The school's target to increase positive responses through the staff, student and school community annual satisfaction data survey in areas of valuing self and others by five percent was achieved. School 2014 Satisfaction data indicated that 55 percent of parents/carers believed the school takes their concerns seriously representing a nine percent increase from 2013, 78 percent of students believed the school takes students' opinions seriously representing an increase of 30 percent increase from 2013, and 100 per cent of staff believed that colleagues valued their opinion (equal to 2013 data).

Focus on cross-curriculum awareness using: quality classroom practice; increased professional dialogue around high quality pedagogy; and professional learning communities in QT rounds.

Changes to the executive team contributed to a reduced focus on the Quality Teaching model from the end of term one this year. Whilst the principles were supported during professional discussions between colleagues and with supervisors, teaching rounds and explicit coding did not occur.

The school is not satisfied that the Australian Curriculum, with a focus on Cross-Curriculum priorities, has been embedded across all grades; this remains a professional learning focus for 2015.

The target set this year to engage in QTm coding of lessons that reflect an increase in the frequency of background and cultural knowledge in the dimension of significance was not achieved.

### Priority 3

Undertake a review of the school values across staff, students and the community.

#### Targets

- An understanding and acceptance of the school values will be reflected in the ongoing improvement of school satisfaction data across staff, students and the community.
- Increase participation, engagement and feedback from the community by 40%.
- School data will reflect an increase in staff morale and overall job satisfaction by 10%.

#### Links to Directorate Strategic Plan

Connecting with Families and the Community, Business innovation and improvement

#### Progress

In order to undertake a review of the school values across staff, students and the community Gilmore Primary School staff have focused on implementing five key improvement strategies throughout 2014:

1. Professional Learning Communities to continue to reflect on current vision and the roles and responsibilities for staff, students and the community;
2. Promote, engage and provide feedback to increase community involvement in all school programs;
3. Ensure that staff, student and community successes are celebrated and acknowledged widely;
4. Further develop teacher pedagogy through participation in Quality Teaching Rounds and Instructional Leadership; and
5. Ensure that Friendly Schools and Families ethos is reflected in all aspects of school life by developing a common understanding for staff students and parents.

#### Professional Learning Communities to continue to reflect on current vision and the roles and responsibilities for staff, students and the community;

The 2014 Australian School Climate and School Identification Measurement Tool indicated that 100 percent of students moderately to strongly perceived a sense of shared values and cohesion. This result is greater than the ACT average (95 percent). The school is unable to report upon parent and staff perception as fewer than 10 participants responded.

Staff Satisfaction Survey indicated that 95 percent of staff understood the values of the school during 2014. This is consistent with 2013 results (100 percent). Similarly, 88 percent of staff indicated that they had opportunities to practise leadership across the school. This represents an increase/a decrease from the 2013 figure of 85 percent.

#### Promote, engage and provide feedback to increase community involvement in all school programs.

All school programs were promoted and celebrated through the weekly Gazette, Website, Facebook and foyer displays. The Gazette was distributed electronically during the year and email was widely used to efficiently and effectively distribute notes and other reminders. The school's Facebook page has been an effective tool for communicating with families and the broader community about school activities and achievements. The reach of the school

Facebook page steadily increased throughout the year and “likes” have increased by 65 per cent. The school website was updated; however, further work is needed in 2015 to make it more user-friendly.

The school’s partnership with the P & C and the School Board strengthened during 2014, promoting school values, programs and functions.

Ensure that staff, student and community successes are celebrated and acknowledged widely.

The Dame Mary Gilmore Writing Competition Assembly and Student Learning Journey were combined in 2014 to successfully increase family involvement.

Staff achievements were celebrated in a number of ways. Team meetings were remodelled to provide opportunities to share best practice from the classroom and provide collegial support for areas requiring development. Teaching staff celebrated growth following their participation in professional learning during a ‘Teacher’s Learning Journey’ each term. This successful practice will be continued in 2015. Staff achievements, including positive comments from the school community were acknowledged through staff awards, the weekly Gazette and the school Facebook page.

The 2014 Staff Satisfaction Survey data indicated that 89 percent felt valued for the work that they do. This represents an increase of one percent from 2013 figures.

Further develop teacher pedagogy through participation in Quality Teaching Rounds and Instructional Leadership.

The implementation of Quality Teaching Rounds did not take place during 2014 due to changes in personnel and competing priorities. The majority of teaching staff did engage in the Tuggeranong Network focus on David Langford’s quality improvement tools.

Ensure that Friendly Schools and Families ethos is reflected in all aspects of school life by developing a common understanding for staff students and parents.

The Friendly Schools and Families program was explicitly taught in K-6 classrooms during Term 1. All teaching and learning programs included specific elements of this program.

The school worked closely with the Targeted Support Team, Tuggeranong Schools Network Behaviour Support Partner and external agencies to develop response plans for targeted students. Anecdotal feedback from the families of targeted students and external agencies indicate that the support and interactions have been successful.

The weekly Breakfast Club was attended by an average of 52 children, representing 42 percent of students, per week throughout 2014. It was funded by the school and staffed by the school’s Indigenous Education Officer and a teacher volunteer each morning. Greater support by family volunteers and opportunities for community partnerships to subsidise the food provided to children will be sought in 2015.

The You Can Do It reward system was implemented consistently across all classrooms. This was extended in Semester 2 with the introduction of the Gilmore Good Citizens Club. Students were nominated by their class teachers for demonstrating confidence, cooperation, persistence, resilience and organisation in the classroom and playground setting. This group met regularly to welcome new members and seek students’ ideas about

school directions. Membership was celebrated in the weekly gazette and on the school Facebook page.

Continue to review and update preschool practices to align with the National Quality Standard for Preschools.

In 2014 Gilmore Primary School achieved an overall rating of Meeting National Quality Standard for our preschool program. Particular strengths were demonstrated in the areas of staffing arrangements and leadership and management. Educators also demonstrated strengths in providing engaging and inclusive learning environments. There has been an ongoing focus on planning and providing teaching and learning programs that are based on children's individual interests, abilities and needs. The success of the preschool team was highlighted by their invitation to share their journey at a recent Preschool Network meeting.

These three strategies resulted in some improvements across the school; however, the targets set this year were not met. The target to reflect an understanding and acceptance of the school values in the ongoing improvement of school satisfaction data across staff, students and the community was not sufficiently specific enough to enable data to be gathered. Data was not consistently collected to report accurately on a 40 percent improvement on the participation, engagement and feedback from the community. Whilst data indicated that staff morale and overall job satisfaction remained high, the goal of 10 percent improvement was not achieved.

#### Priority 4

To improve the outcomes of Aboriginal and Torres Strait Islander students

##### Targets

- Close the gap for our Indigenous students in both Literacy and Numeracy so that at least 50% will perform at or above the school's mean results as measured by PIPs, NAPLAN and other school based data.
- Further develop strong partnerships with our Aboriginal and Torres Strait Islander community.

##### Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.

##### Progress

In order to improve the outcomes of Aboriginal and Torres Strait Islander students Gilmore Primary School staff have focused on implementing six key improvement strategies throughout 2014:

1. continue to implement a transitional school strategy for Aboriginal and Torres Strait Islander students;
2. further development of a School-Aboriginal and Torres Strait Islander Community partnership;
3. continue to use a strategic approach to maintaining attendance levels of Aboriginal and Torres Strait Islander students;

4. focus on improving the teaching of Literacy and/Numeracy for Aboriginal and Torres Strait Islander students;
5. continue to build capacity of staff to support Aboriginal and Torres Strait Islander students; and
6. develop a school RAP.

Continue to implement a transitional school strategy for Aboriginal and Torres Strait Islander students

Whilst the transitional school strategy for Aboriginal and Torres Strait Islander students was not furthered in 2014, significant support was provided to those children and their families throughout the year. The school's Indigenous Education Officer supported Aboriginal and Torres Strait Islander students and their families enrolled in Preschool – Year 6 in a number of ways including support to complete enrolment paperwork, submit excursion permission forms, and provide children with appropriately nutritious school lunches. She also supported one child to attend the Koori Preschool Program; representing 50 percent of Indigenous preschool children attending this enrichment program.

The school partnered with families of three Year 5 Aboriginal students to successfully nominate them for the Student Aspirations Program that supports them through until Year 10. These students also participated in a one-day leadership program. One student was nominated for a MURA Award.

The EAL/D teacher provided in-class support for students for whom Aboriginal English is an additional dialect. The MiniLit and the Rtl program provided was used to provide support to these students.

The 2014 PIPS final assessment data indicated that 66 percent of Aboriginal students made expected progress in reading and mathematics, compared to 42 percent and 50 percent of non-Indigenous students respectively. Due to small numbers these percentages may change dramatically across years.

Further development of a School-Aboriginal and Torres Strait Islander Community partnership

This was not completed in any formal sense during 2015.

Whole school assemblies were held to acknowledge National Reconciliation Week and celebrate NAIDOC Week following P-6 cross-curricula classroom-based activities. The National Reconciliation Week was facilitated by Aboriginal students and a non-Aboriginal peer and the NAIDOC Week assembly was presented by the Year 2/3 class to demonstrate that Aboriginal and Torres Strait Islander cultures and histories are significant to all students.

In 2014, an average of three percent of Aboriginal children in Kindergarten to year 6 regularly submitted homework, compared to 40 percent of non-Aboriginal students. This remains a concern for the school and will form part of a broader discussion about the school's approach to homework during 2015.

As part of the Accepting the Challenge: Action Research Project Gilmore Primary School introduced MiniLit as a tier two Response to Intervention. MiniLit program is an intensive

small group early intervention program that includes the five essential components of literacy instruction. It has been developed to target the bottom 25% of students and is specifically aimed at year 1/2 readers that are below benchmark. All students involved in the MiniLit program to this point showed improvement in reading, writing, spelling and increased contributions to class.

The Gilmore Learning Community was re-purposed to focus upon mathematics homework. Anecdotal evidence showed that the 2014 structure of this program did not facilitate increased home-school communication with the families of Aboriginal and Torres Strait islander students. The function and timetabling of the Gilmore Learning Community will be reviewed prior to commencement of the 2015 school year.

#### Continue to use a strategic approach to maintaining attendance levels of Aboriginal and Torres Strait Islander students

A range of approaches were used to support the attendance of Aboriginal and Torres Strait Islander students, including individualised approaches such as phone calls and 'car park chats' as well as universal reward program for all students who 'turn up on time and in uniform, in class, ready to learn'.

#### Focus on improving the teaching of Literacy and/Numeracy for Aboriginal and Torres Strait Islander students

All Aboriginal and Torres Strait Islander students have a Personalised Learning Plan or Individual Learning Plan (for those students with a disability). This was developed in conjunction with the student's family and reviewed throughout the year at least once per semester. Of the students raised at case management meetings throughout the year, 15 percent were Aboriginal. One Aboriginal student was referred to and supported by the Targeted Support Team during 2014.

A survey completed during a workshop focusing on teachers' capacity to utilise strategies for teaching Aboriginal and Torres Strait Islander students indicated that 33 percent of teachers did not use specific data related to the literacy and numeracy achievement of Aboriginal and Torres Strait Islander students to plan learning programs. Similarly, 50 percent of teachers would like to increase their own level of knowledge/understanding of Aboriginal and Torres Strait Islander cultures and histories. This will remain a focus in 2015.

#### Continue to build capacity of staff to support Aboriginal and Torres Strait Islander students

Teaching staff participated in a number of workshops related to Aboriginal and Torres Strait Islander students, including the 'Windows and Mirrors' two executive teachers participating in the Stronger Smarter Leadership Program. This supported the school to maintain a focus on instructional leadership and coaching in relation to the needs of Aboriginal and Torres Strait Islander students in the classroom.

Teachers participated in professional learning on collaborative problem solving and used those strategies throughout the year. Functional Behaviour Assessments were not undertaken during 2014 due to staff changes and the implementation of the case management approach to supporting students identified with learning needs. Behavioural response plans were developed for those students referred to the Targeted Support Team.

The school successfully applied for funding through Student Wellbeing to develop a program of lunchtime activities. This program was developed for all students but a small number of the Aboriginal students were identified in the target group. It focussed on providing a small group, hands-on learning spaces to support students to develop social skills to improve engagement and behaviour on the regular playground. This program offered an alternative to playground play each day. Families responded positively and supported the program through donations of materials and suggestions for future activities. Families were kept informed of the program through regular Facebook and newsletter updates.

#### Develop a school RAP

The school did not develop a Reconciliation Action Plan in 2014.

Preliminary work was done, including inviting Aboriginal and Torres Strait islander families to meeting to discuss the development of a Reconciliation Action Plan and surveying teaching staff to assess their understanding of the school's progress toward achieving this priority.

During 2014 Reconciliation Australia re-designed the process to enable schools to develop a Reconciliation Action Plans. Representatives from the Gilmore Primary School community attended training about the new processes and will engage staff, students, families and the broader community in this process during 2015.

These six strategies led to significant progress towards the targets set this year, however further attention is required to close the gap for our Aboriginal students in both Literacy and Numeracy so that at least 50% will perform at or above the school's mean results as measured by PIPs, NAPLAN and other school based data. Neither target for this priority was achieved.

### **Preschool Unit- Quality Improvement**

The National Quality Framework, which has been agreed by the Council of Australian Governments (COAG), has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

#### **Education program and practice**

The Early Years Learning Framework (EYLF) is used as the foundation for curriculum planning and documentation in the preschool unit to enhance each child's learning and development. The program provides a balance of intentional and spontaneous teaching; whole group, small group and individual teaching and learning opportunities; and a balance of teacher and child initiated play experience. A variety of inclusive activities and experiences are provided that enable children to access and participate at a range of levels.

At Gilmore Preschool there is a clearly documented cycle of curriculum planning based on the principles and practices of the Early Years Learning Framework. Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. Children's interests, knowledge, development and needs are incorporated in programming decisions through intentional and spontaneous teaching opportunities.

Formal and informal reflection is regularly undertaken on the program and practice and children's learning and progress.

*In 2014, the preschool was assessed as meeting the National Quality Standard in this area.*

### **Children's health and safety**

Comprehensive policies and procedures are in place for promoting children's health and safety and well-being. Each child's health is promoted with opportunities to learn about effective health and hygiene practices incorporated regularly in the everyday program for children. Children are supported to take appropriate actions for their own health, safety and well-being through a range of planned and spontaneous learning and routine opportunities. Individual children's health needs are catered for and communication occurs regularly with families about children's current health needs.

Healthy eating is actively encouraged and promoted within the program. Spontaneous and intentional teaching opportunities are used to extend children's thinking, awareness and knowledge about nutrition and healthy. Nutrition information is regularly provided to families and they are actively encouraged to provide healthy foods for snacks and lunch. Physical activity is embedded in the daily program and educators actively promote children's participation.

*In 2014, the preschool was assessed as meeting the National Quality Standard in this area.*

### **Relationships with children**

Respectful and equitable relationships are developed and maintained with each child in the preschool. Educators interact with students in a manner that is positive, responsive and respectful to ensure children feel secure and comfortable in the preschool.

Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. The program experiences provide a range of opportunities for children to interact and learn collaboratively. Each child's rights to dignity, equity, support and autonomy promoted and children are encouraged to develop the skills, and understanding they need to interact positively with others.

*In 2014, the preschool was assessed as meeting the National Quality Standard in this area.*

### **Staffing arrangements**

The qualifications and experience of the educators, the consistency of the preschool educator team and strong leadership contribute to a high quality learning and care environment for children and families. Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing. The preschool teacher has a full day release time to focus on the planning, evaluating and documenting the program and the assessment of children's learning.

At Gilmore Primary School educators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships. The preschool team engages in regular professional learning and development opportunities throughout the year and has access to a range of publications and resources, to assist them in understanding their professional, legal, regulatory and ethical obligations. There is a strong team approach. Collaborative work practices are in place, which ensure positive and effective professional relationships.

*In 2014, the preschool was assessed as exceeding National Quality Standard in this area.*

### **Leadership and management**

The experience and qualifications of the educator and leadership team and the ongoing commitment to professional learning, supports the effective operation of the service and contributes to a positive and professional approach to the provision of early childhood education. Strategic decisions have been made by the school to provide continuity of staffing for the children and families, the educator team and the program. The whole school approach to staffing which has benefits for continuity across the school.

At Gilmore Primary there is a strong commitment to continuous improvement and a variety of measures are in place to assess and support this. Educators and school leaders are actively involved in formal appraisals, self-assessment processes, and individual and team reflection. The educational leader and preschool educator team have focussed on addressing quality improvements in areas that were rated as Working Towards National Quality Standard in the service's first assessment and rating report from 2013.

*In 2014, the preschool was assessed as exceeding National Quality Standard in this area.*

### **Physical environment**

In 2014 extensive renovations took place in the preschool building. The layout of the building provides opportunities for appropriate group sizes and flexible use of spaces. The environment is inclusive, promotes competence and independent exploration and learning through play. It is regularly adapted to include all children and accommodate different challenges and skill levels and independent or group play.

At Gilmore Primary School there is a school focus on embedding sustainability. In the preschool educators consistently incorporate sustainability practices into the program and children are directly involved in contributing to sustainable practices and looking after their natural and man-made environment. Sustainability education is included in intentional and spontaneous play and learning opportunities. This includes a focus on caring for the natural environment, largely through recycling activities; reusing and repurposing materials; and looking after the garden areas; and through connections with natural objects and living things and through conservation of natural resources.

*In 2014, the preschool was assessed as meeting the National Quality Standard in this area.*

### **Collaborative partnerships with families and communities**

Respectful, supportive relationships with families are developed and maintained. The preschool holds regular fund raising and social events such as family barbecues, meet and greet events at the beginning of the year and Father's Day and Mother's Day breakfasts. Families contribute to the service and are involved in the program in a range of ways, including contributing to decision making processes through involvement on the P&C and school board.

Detailed information about the preschool and its operation and management is readily available to families in a variety of forms. All families are given a copy of the parent handbook on enrolment that provides detailed information about the preschool. Current information is also available to families through newsletters, brochures, notice boards, photo displays and posters.

Families are supported in their parenting role and their values and beliefs about childrearing are respected. Educators use the knowledge and information that parents share through enrolment records to support and incorporate family wishes and needs into the daily program and show respect for different parenting styles, customs and culture. The preschool takes an active role in supporting families in their parenting role by providing an accessible range of current and relevant information and written and verbal advice about resources and services that are available within the local community.

*In 2014, the preschool was assessed as meeting the National Quality Standard in this area.*

## Financial Summary

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

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

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1800.

### Voluntary contributions

This school received \$950 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

The Gilmore P & C willingly contributes to support the programs at the school. In addition to being able to purchase additional resources and equipment, the P & C donations enabled the staging of a 'Bushwahzee' concert in term 4. This proved to be a highly successful night with very strong support from the school community. The P & C has committed to further support the upgrading of the student computer network in 2015.

Financial Summary	
31-Dec-14	
<b>INCOME</b>	
Self management funds	185547
Voluntary contributions	950
Contributions & donations	10453
Subject contributions	650
External income (including community use)	9408
Proceeds from sale of assets	1818
Bank Interest	7652
<b>TOTAL INCOME</b>	<b>216478</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	65166
Cleaning	55662
Security	
Maintenance	21289
Mandatory Maintenance	
Administration	2834
Staffing	46157
Communication	8736
Assets	38422
Leases	
General office expenditure	8360
Educational	10162
Subject consumables	
<b>TOTAL EXPENDITURE</b>	<b>256788</b>
<b>OPERATING RESULT</b>	<b>-40311</b>
<b>Actual Accumulated Funds</b>	<b>150775</b>
Outstanding commitments (minus)	
<b>BALANCE</b>	<b>110464</b>

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Emergency Repairs: - Contingency funds to cover unexpected maintenance issues that may arise across the year	\$9340	(12/ 2014)
Photocopier: - Accumulating funds for the anticipated replacement of the school photocopier.	\$7966	(12/2014)
Grounds Maintenance: - Ongoing work to improve the grassed playground areas.	\$10000	(12/2014)

## Endorsement Page

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

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

### MEMBERS OF THE SCHOOL BOARD

**Parent Representative:** Bernie Wyatt, Ceinwen Hiscock, Lauren Conron  
**Community Representative** Ross Sutherland  
**Teacher Representative** Aaron Partridge, Kim Middleton  
**Board Chair:** Bernie Wyatt  
**Principal:** Andrew Geering

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 2014.

**Principal Signature:** Geering **Date:** 30.3.15

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

**Board Chair Signature:** BWyatt **Date:** 27/3/15