



Gilmore 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.gilmoreps.act.edu.au>.

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School Board Chair Report

The 2016 Annual School Board Report is the first report in the 2016-2019 school improvement cycle. This was a year of considerable change as the long-standing principal retired mid-year and a new principal was appointed to lead the community through the school improvement process. The School Board developed a School Uniform and Colour Code procedures in line with Directorate requirements. It also reviewed the Student Well-Being Policy during 2016 to ensure school-based processes aligned with the Directorate's Safe and Supportive Schools Policy. These amended documents can be found on the school website.

The Gilmore Primary School community is encouraged to consider this Annual School Board Report as a summary of school activities during the past school year. Feedback about this report through your family and community representatives on the School Board is warmly welcomed.

Context

Gilmore Primary School is a dynamic, well-resourced small school catering for students from preschool to year 6. The school has several long-standing community partnerships providing enrichment opportunities for students. In partnership with the home and the community, Gilmore Primary School strives to provide a caring, supportive learning environment to enable every child to reach their potential.

Student Information

Student enrolment

In 2016 there were a total of 90 students enrolled at this school, Kindergarten to Year 6. There were 13 children enrolled in their preschool year of schooling at Gilmore Primary School in 2016.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	53
Female	37
Indigenous	17
LBOTE	17

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	90.0
1	92.0
2	92.0
3	89.0
4	91.0
5	93.0
6	90.0

Source: Planning and Analytics, December 2016

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.

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	58

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Gilmore 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	8
Teaching Staff: Full Time Equivalent	7.4
Non Teaching Staff: Head Count	4
Non Teaching Staff: Full Time Equivalent	3.4

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 is one Indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 150. This figure does not include the significant investment of time made by parent/carer volunteers on the Gilmore P&C Committee and/or School Board.

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.

Gilmore Primary School will be reviewed in 2019. 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, 77% of parents and carers, 85% of staff, and 68% 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 14 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.	86
Teachers at this school treat students fairly.	100
This school is well maintained.	93
Students feel safe at this school.	71
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	86
Students like being at this school.	86
This school looks for ways to improve.	100
This school takes staff opinions seriously.	93
Teachers at this school motivate students to learn.	86
Students' learning needs are being met at this school.	86
This school works with parents to support students' learning.	79
I receive useful feedback about my work at this school.	71
Staff are well supported at this school.	93

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 30 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.	87
Teachers at this school provide my child with useful feedback about his or her school work.	77
Teachers at this school treat students fairly.	83
This school is well maintained.	87
My child feels safe at this school.	77
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	57
My child likes being at this school.	93
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	87

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 19 students who took part in the survey are tabled below.

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

National Opinion Item	(%)
My teachers expect me to do my best.	84
My teachers provide me with useful feedback about my school work.	84
Teachers at my school treat students fairly.	79
My school is well maintained.	58
I feel safe at my school.	53
I can talk to my teachers about my concerns.	79
Student behaviour is well managed at my school.	53
I like being at my school.	58
My school looks for ways to improve.	82
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	74
My school gives me opportunities to do interesting things.	68

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: Gilmore Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	36	87	49	121
Mathematics	33	50	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: Gilmore Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	364	441	435	514
Writing	354	420	417	474
Spelling	345	421	411	490
Grammar & Punctuation	378	442	425	511
Numeracy	331	412	450	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

Bike Education

Gilmore Primary School continued their involvement in the Ride or Walk to School Program in 2017. Children from years 5 to 6 participated in regular lessons on bike skills and road safety as part of the Health and Physical Education curriculum. Children from years 4 to 6 were also able to participate in weekly lunchtime bike riding club supervised by an executive teacher.

Buddies Program

Students in senior classes supported younger students to complete a variety of activities over the year, gaining valuable mentoring and leadership skills. Over the year the groups alternated learning areas for joint activities; providing the preschool children with further opportunity to gain security in the primary setting.

Early Years Enrichment

Children in preschool, year one and year two participated in the Tuggeranong Network Early Years Enrichment day for the first time this year. Children in Preschool, Kindergarten and Years 1 and 2 travelled to other schools to join children from 11 other schools to engage in challenging writing and creative arts based activities.

Gilmore Good Citizens Club

The Gilmore Good Citizens Club supports Gilmore Primary School's approach to promoting good citizenship. It acknowledges and celebrates children displaying confidence, cooperation, organisation, persistence and resilience. Members of the Club have been observed to have consistently:

- contributed positively to the class learning community;
- worked collaboratively with peers;

- been in the right place at the right time, ready to learn;
- tried their best, even when things were hard; and
- bounced back from challenges popped up in the classroom.

Members are invited to join me for special morning tea that includes awarding membership to new members, discussing school improvement possibilities, and celebrating our school.

National Reconciliation Week

Aboriginal students in years 2-6 invited a non-Indigenous friend to participate in the annual Sorry Day Bridge walk in May. Gilmore Primary School secured funding to enable students from Gilmore, Gowrie, Fadden and Caroline Chisholm schools to participate as a cluster for the first time.

School sports

Students across the school have been involved in a number of sporting events. They have included both school-based and regional cross country events; regional swimming carnivals; Royal Life Saving Society AquaSafe and Swim and Survive programs; in-school clinics in netball, Oztag and AFL; school based and regional (AIS) athletics; and a variety of multi trials, including hockey, touch football, basketball, soccer. Individual students have gone on to represent in other areas such as state events. Teams also participated in the Oztag gala event, coached by parents. The school's achievements in this area were recognised by winning the inaugural ACT School Sports Participation Award.

Social and Emotional Learning

The Bungee Circus program supporting targeted children's resilience skills was conducted by Belconnen Community Services in semester one. During semester two, this program had a musical focus with children creating musical instruments from every day materials.

The school continued its partnership with the Salvation Army to benefit from the Learning Mentoring program and Lunchbox Learning program with children in years 1-6.

The school commenced implementation of the MindUp social and emotional learning program this year. The MindUP curriculum is a universal program that teaches social and emotional learning skills that draw on cognitive neuroscience, positive psychology and mindful awareness training. The program is comprised of 15 lessons in which students are taught to self-regulate behavior and mindfully engage in focused concentration required for academic success.

Progress Against School Priorities in 2016

Below is Gilmore 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	132692.00	93209.00	225901.00
Voluntary contributions	1499.00	45.00	1544.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	2385.00	130.00	2515.00
External income (including community use)	8476.44	13825.79	22302.23
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3219.23	3553.59	6772.82
TOTAL INCOME	148271.67	110763.38	259035.05
EXPENDITURE			
Utilities and general overheads	28524.59	34595.59	63120.18
Cleaning	27546.97	28621.46	56168.43
Security	0.00	0.00	0.00
Maintenance	15520.37	2897.47	18417.84
Administration	963.65	906.80	1870.45
Staffing	0.00	0.00	0.00
Communication	7648.03	1406.65	9054.68
Assets	906.36	4468.73	5375.09
Leases	0.00	0.00	0.00
General office expenditure	3901.47	4269.17	8170.64
Educational	2883.76	4364.39	7248.15
Subject consumables	0.00	5691.48	5691.48
TOTAL EXPENDITURE	87895.20	87221.74	175116.94
OPERATING RESULT	60376.47	23541.64	83918.11
Actual Accumulated Funds	65768.19	67867.99	67867.99
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	126144.66	91409.63	151786.10

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$725.

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
Emergency repairs – building repairs. <ul style="list-style-type: none"> ▪ Due to ongoing roof leaking and flooding of classrooms. This reserve was to be used replace damaged ceilings and flooring to ensure classrooms and common areas were kept safe and maintained. 	\$9340	Reserves Amended End of 2016 ACTED Repairs and Maintenance to replace the roof in flooded buildings
Grounds maintenance <ul style="list-style-type: none"> ▪ To go towards upgrading the carpark lighting and student playgrounds and surrounds to improve appearance of the school and encourage outdoor play. 	\$10000	Reserves Amended End of 2016 ACTED Repairs and Maintenance will upgrade the carpart lighting

Endorsement Page


I declare that the Gilmore 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):	Nina Downes	Karl Hock
Teacher Representative(s):	Antonia McGuire	Jasmin Nuzda
Board Chair:	Lauren Conron	
Principal:	Andrew Geering	Vicki Lucas

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: 28 / 04 / 2017

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

Board Chair Signature:  Date: 02 / 05 / 17