



Latham
PRIMARY SCHOOL

**LATHAM PRIMARY
BOARD REPORT
2012**



Students at play in the Latham Primary grounds

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



ACT
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The school website is lathamps.act.edu.au.

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About our school

Introduction to School

Latham Primary School is situated in Canberra's west in the suburb of Latham. A relatively small school (305 students in the August 2012 census), it draws students from Latham and surrounding suburbs. In 2012 the school continued to show the slight enrolment growth which began in 2007.

Student Information

Student enrolment

In 2012 there were a total of 305 students enrolled at this school.

2012 Student Enrolment breakdown

	Number of Students
Male	155
Female	150
Indigenous	11
LBOTE	29

Student attendance

The following table identifies the attendance rate of students by year level during 2012. 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.

Year Level	Attendance Rate %
OK	91.1
1	91.1
2	91.5
3	90.8
4	93.7
5	91.2
6	94.4

Staff at Latham Primary work closely in a personalised approach with families to ensure full attendance. If a student is away for five consecutive days, the class teacher will phone the parent to determine the nature of the absence, and that information is shared with the executive staff.

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.

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100%
Postgraduate	8%

Workforce Composition

In 2012 the workforce composition of the school is highlighted in the following table.

Role	No.
Administrative Officers	6
General Service Officers or Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	4
Teachers *	18
TOTAL	31

Note: This table includes pre-school staffing Source: Human Resource Branch, August census 2012

There are no indigenous staff members at this school.

Volunteers

During 2012 volunteers ran or were involved in many varied programs at Latham Primary including: Brightsparks, history discussion group, Meccano, extension Maths, woodworking, Breakfast Club, small group coaching and school banking. They also supported class reading programs, Father's Day and Mothers' Day gift stalls, Learning Journey barbeque, as well as volunteering in the canteen and at school carnivals. A conservative estimate of the number of hours provided by volunteers is well over 2000.

School Board

It has once again been a great privilege to have held the position as board chair at Latham Primary School in 2012. It was a year marked by the consolidation and celebration of the vision, culture and goals at Latham Primary both past and present.

As Fiona Allan's final year as principal and the 40th Anniversary, 2012 was a year of celebrating the journey of growth and learning at Latham Primary School. We enjoyed looking back in time to when Latham opened, meeting Latham graduates such as Senator

Kate Lundy, and looking forward to what the next 40 years may bring. The P&C organised a very enjoyable community Bush Dance and the school Fete continues to be very successful both financially and as a community event. Parent involvement at school events continues to increase as shown at the Learning Journey and the first Children's Week family lunch picnic. The year ended with a celebration of Fiona's long career in education with a whole school performance of 'Fiona: The Musical'.

2012 was also a year of consolidating the work already achieved in improving student engagement and learning outcomes. The efforts of the past few years are evident in the improvement shown in general trend data from NAPLAN scores. The staff continues to use this data to plan areas of focus and development. This information was communicated to the parent community in three sessions on Latham's Strategic Directions. The Latham staff visited Bonython Primary School to view their school journey towards Visible Learning. This sharing of best practices both helped to reinforce our positive journey so far and to help focus Latham for the year ahead.

2012 also saw the refurbishment of junior toilets, hosting the Volunteers morning tea, 40th Anniversary Assembly and participation in inter-school sporting events. The active P&C ran a successful election day BBQ, Trivia Night, Fete and Breakfast Club twice a week.

I look forward to continuing the successful journey at Latham Primary.

School Review and Development

The ACT Education and Training Directorates *Strategic Plan 2010-2013* provides the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 schools progress towards achieving system and school priorities.

Latham Primary School was validated in 2011. A copy of the 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 May 2012 the school undertook a system 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 2012, 90 percent of parents and carers, 96 percent of staff and 100 percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In addition the school maintains parent attendance records for some of our significant school community events.

At the start of the year at the Information Sessions 153 parents attended, as opposed to 105 in 2011. At the Learning Journeys 88% of parents attended with their children in 2012.

These results as well as the continual review of school performance across the four domains of schooling: learning and teaching, leading and managing, student engagement and community engagement contributed to the development of the school plan. This plan is available on the school website at lathamps.act.edu.au

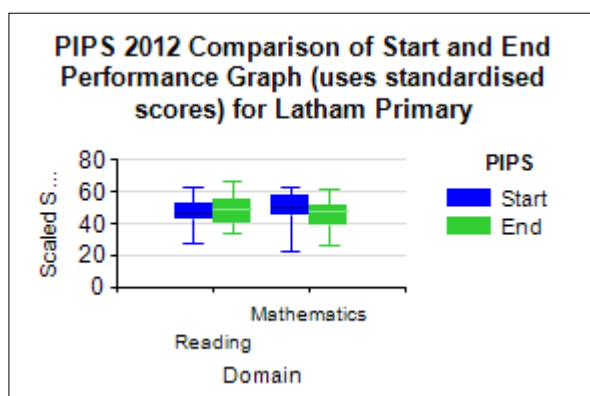
Professional Learning

During 2012, the staff at Latham Primary School participated in a range of professional learning opportunities aimed at supporting the implementation of school and system priorities. Staff undertook professional learning in the Australian Curriculum with a focus on English and Maths, Establishing a Positive School Culture, KidsMatter, Friendly Schools and Families, Igniting a Passion for Reading, Language and Grammar, Middle Years Mental Computation and Visible Learning. The English focus on Reading, Language, Grammar and Maths professional learning sessions were planned and implemented to address the school system and national priorities in literacy and numeracy. Staff also undertook regular mini professional learning sessions at school run by the Field Officer on data collection, tracking, understanding data and how to interpret results of national testing to plan differentiated programs. In school professional learning was also provided by executive staff on Visible Learning. The Visible Learning professional development program for Latham Primary School explored with teachers and executive staff how evidence can be used to create innovation in the school's learning environment.

Learning and Assessment

Performance in literacy and numeracy

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.



PIPS 2012 mean raw scores				
	School		ACT	
	Start	End	Start	End
Reading	44	119	52	125
Mathematics	38	50	39	54

Kindergarten students started the year below the ACT average mean raw scores in reading and slightly below in mathematics. Although students showed considerable gains, particularly in reading, the end of year results still showed they fell below the ACT average in both reading and maths. PM Benchmark data showed that 97% of kindergarten students (excluding students in the Learning Support Unit) achieved or exceeded mid-year targets and 77% of kindergarten students achieved or exceeded benchmark in reading by the end of the year. PIPS data has been combined with school based assessments to identify students requiring targeted intervention in the 2013. Additional school based assessments and data collections procedures will be investigated in 2013.

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

National Assessment Program-Literacy and Numeracy (NAPLAN)

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 2012, 3.03 percent of year 5 students were exempt from testing based on nationally agreed criteria.

Latham Primary School 2012 NAPLAN Mean Scores

	Year 3		Year 5	
	School	ACT	School	ACT
Reading	457	445	499	520
Writing	436	417	466	486
Spelling	409	420	475	500
Grammar & Punctuation	437	440	461	513
Numeracy	430	411	488	505

Source: Performance and Planning December 2012

Year 3

The number of year 3 students scoring below National Minimum Benchmark in 2012 was less than the ACT in all test areas (domains). This demonstrated a considerable increase in students meeting or exceeding National Minimum Benchmark when compared to the 2011 results. The percentage of students scoring in the highest two bands was marginally higher than the ACT average.

Table: Percentages in Bands (Year 3)

	Below NMS 2011		Below NMS 2012		In Bands 5 & 6 (highest two bands) 2011		In Bands 5 & 6 (highest two bands) 2012	
	School	ACT	School	ACT	School	ACT	School	ACT
Reading	9%	3%	0%	3%	63%	56%	48%	59%
Writing	9%	2%	0%	2%	50%	42%	69%	50%
Spelling	12%	3%	0%	3%	47%	48%	31%	45%
Grammar and Punctuation	9%	4%	3%	4%	50%	54%	59%	58%
Numeracy	9%	2%	0%	3%	43%	44%	48%	40%

Year 5

The percentage of year 5 students achieving below National Minimum Benchmark fell slightly from 2011-2012; however, is still above ACT average. The percentage of year 5 students achieving scores in the highest two bands is 20 percentage points less than the ACT average.

Fifty one percent of students achieved at or above their expected growth from year 3 results. Latham students showed exceptional growth in Reading, with an average scaled score growth of 97.7 (18.4 points above the ACT average).

Growth in Spelling was equal to state growth and growth in Numeracy and Grammar and Punctuation were below the ACT average: Numeracy (-15.3) and Grammar and Punctuation (-20.1%). These areas are to be addressed in the 2013 operational plan.

Table: Percentages in Bands (Year 5)

	Below NMS 2011		Below NMS 2012		In Bands 5 & 6 (highest two bands) 2011		In Bands 5 & 6 (highest two bands) 2012	
	School	ACT	School	ACT	School	ACT	School	ACT
Reading	14%	4%	7%	5%	38%	45%	27%	44%
Writing	7%	5%	3%	5%	11%	31%	3%	24%
Spelling	7%	4%	3%	3%	18%	31%	13%	36%
Grammar and Punctuation	4%	4%	13%	6%	39%	47%	13%	38%
Numeracy	3%	2%	3%	3%	28%	29%	17%	34%

Average scaled score point growth for Year 5 Students

- Reading: 97.7 (+18.3 (97.7-79.4) State, +14.9 Belconnen Network)
- Spelling: 89.3 (0 difference from State, +5.3 Belconnen Network)
- Grammar and Punctuation: 57.9 (-20.1 State, -19.2 Belconnen Network)
- Numeracy: 75.5 (-15.3 State, -16 Belconnen Network)

Table : Percentages of Students Making Expected Growth

	Equal to or Above	Below Expected Growth
Reading	72.4%	27.6%
Spelling	41.4%	58.6%
Grammar and Punctuation	62.1%	37.9%
Numeracy	28.6%	71.4%

Performance in other areas of the curriculum

Japanese

Years 3-6 participated in Japanese lessons in 2012. The focus was on developing a cultural understanding and learning some basic, functional language skills. The aim was 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. Students played numerous games designed to help practise their language skills and children learnt many new and interesting facts about the Japanese way of life.

2013 sees the development of the Australian Curriculum: Languages, which will guide the future teaching and learning of Japanese at Latham Primary School.

In 2012, Latham was fortunate enough to have made a connection with Yufuin Primary School in Japan. Through a family in the Latham community, we have now begun corresponding with this school to create a cultural link and enhance students understanding of life in Japan. In 2013, the aim is to develop and continue with this intercultural connection.

Creative Arts

The Creative Arts program has settled in very well at Latham Primary School, given 2012 was the first year it was put in place. Students are given the opportunity to delve deeply into curriculum outcomes related to dance, drama, media and music which may otherwise not have been able to be done in the same amount of detail. Year 6 students are leaving school and entering high school with the knowledge and understanding of treble clef theory and can thus read and write music to that extent. In association with the arts program the school choir has been a wonderful experience for senior students and given that it is voluntary, it is wonderful that we had over 45 members with numbers increasing in 2013. Choir students enjoyed a number of performances last year from retirement villages to Belconnen Mall and Floriade. The school band is also proving to be most successful and with numbers limited the prosperous students are well on their way to incorporating music as a large part of their lives. All in all, the creative arts provide students with avenues to learn skills in specialised areas as well as open them to new opportunities and roles.

PE & Sport

Latham Primary School increased the opportunities available in PE and Sport during 2012. Throughout the year class teachers delivered daily PE lessons and opportunities for physical activity. In terms 3 and 4 the school employed a Physical Education specialist to further develop the PE program. This teacher delivered one 45 minute lesson to each class in the school in addition to the class teachers program. 2013 will see a PE specialist employed for the whole school year to help further integrate PE into the curriculum delivered by Latham. A focus will be on developing fundamental movement skills in junior students.

A number of sporting opportunities were offered in 2012, catering for a range of student abilities and interests. Latham cross country carnival was held in term 2 with all students competing for their sports houses of Umbagog, Brindabella and Casuarina. A number of students progressed to the Belconnen PSSA Carnival and 2 students competed in the ACT Carnival, with one coming 2nd in the ACT for their age group.

Latham's Athletics carnival was held in term 2, again with students progressing to Belconnen PSSA carnivals. A swim and survive swimming program delivered by the Royal Life Saving Society was offered to students in years 2 & 3 in term 3 with 40 students participating.

Latham fielded a Year 3/4 Rugby League team in the Mal Meninga Cup run by the Canberra Raiders Development Team and won the North side competition before competing in the ACT finals. Year 3/4 and 5/6 teams also competed in the T20 cricket competition run by ACT Cricket.

All students in the school participated in units of touch football in term 3 during their PE lessons, and Latham had one Year 3/4 and three Year K-2 teams participating in the local after school touch football competition at Kippax during term 4. The school also had a Year 3/4 and Year 5/6 team competing in the local after school netball competition and a Year 6 boys' basketball team.

Other sporting opportunities included a lunch time basketball completion as well as inter-school sport held once per term with other local schools. The focus of these interschool sport days is to give opportunities to all students to represent the school in friendly structured environment.

This base will be built on in 2013 with a PE and Sport coordinator ensuring a culture of health, physical activity and sport continues to grow so that student can enjoy the benefits now and well into their futures.

Progress against School Priorities in 2012

Priority 1

Highly effective teaching and learning is evident throughout the school with improved student outcomes through effective use of data.

Targets

Increase percentage of students in NAPLAN bands 4, 5 and 6 for spelling in year 3 in 2012 to at least 70%.

Increase percentage of students in NAPLAN band 6 for spelling in year 3 in 2012 to at least 20% for 2012.

Increase percentage of students making greater than or equal to expected growth in NAPLAN spelling in year 5 to at least 70%.

Increase percentage of students in NAPLAN band 6 for numeracy in year 3 in 2012 to at least 20% for 2012.

Increase percentage of students making greater than or equal to expected growth in NAPLAN numeracy in year 5 to at least 65%.

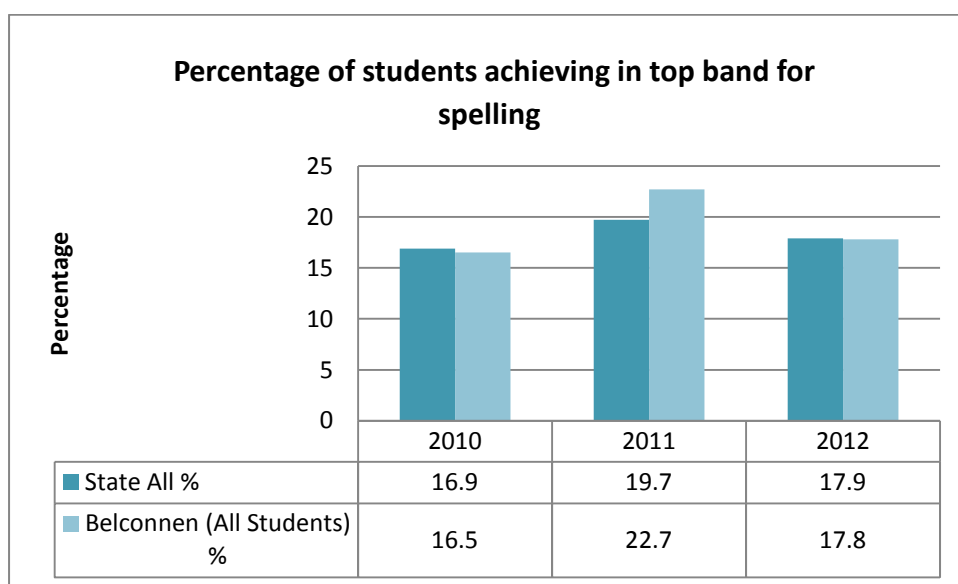
Ensure Aboriginal and Torres Strait Islander students achieve above National minimum standards in Literacy and Numeracy NAPLAN testing and make at least mean growth of cohort.

School improvement domain covered with this priority

Learning and Teaching

Progress against outcomes and targets

While we did not achieve our overall target in spelling for year 3, we continued to see steady growth in spelling for students in year three, with a continued closing of the gap between results at Latham Primary and the ACT results. Twenty two percent of year 3 students achieved within band 6, the top band for spelling, which was slightly above our target.

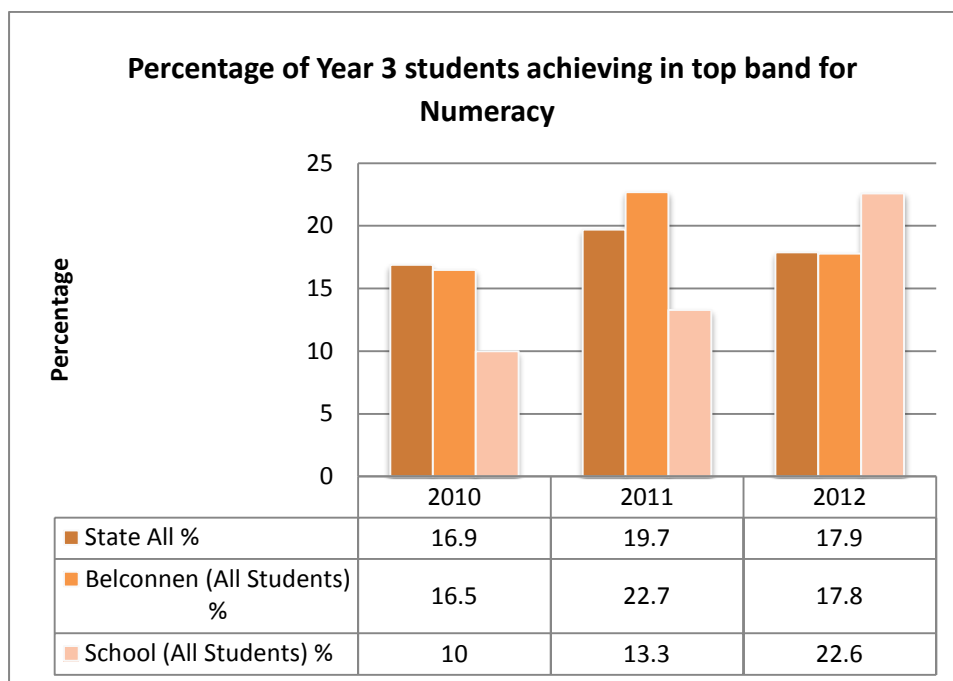


In year 5, we did not reach our target of 70% (we reached 44.4%) of within school matched students making equal to or expected growth in spelling, although our average scaled score growth was at the ACT average.

The increase in average scaled score results in spelling results has come about through targeted professional development for staff, a focus on “Visible Learning” throughout the school, as well as a strong focus on Quality Teaching strategies throughout the school. Teachers have also been given autonomy to trial various teaching strategies around spelling, which, tied in with the other initiatives has led to a greater connection with spelling, than we have previously seen. The continued focus on early literacy skills, which has been a feature of the school for the last 4 years, is beginning to be clearly demonstrated in NAPLAN results.

As well as the achievements in NAPLAN, students are using spelling strategies effectively in their writing, resulting in higher quality finished products.

In numeracy in year 3, we achieved our target of at least 20% of students in band 6, with 22.6% achieving in this band. In bands 5 and 6, we actually outperformed the ACT, with 3.4 and 4.7 percent more in each band respectively.



In year 5, we did not achieve our target of 65% of students making greater than or expected growth in NAPLAN numeracy. However our trend data showed improvement over 4 years and a closing of the gap between Latham results and ACT results; this has informed planning for the end of 2012 and 2013.

The school has used National Partnership money to purchase a whole school interactive maths program: 'Stepping Stones' which is based on the Australian Curriculum and will be implemented in 2013. Teaching staff have been taking part in professional development around this program in 2012 and will have a full day session at the beginning of 2013. The Field Officer is also identifying areas of concern, which will form the basis of planning in 2013.

Overall, 2012 has been a highly successful year throughout the school, with continued steady growth evident in learning across the school.

Reading continues to be a strength, with 72.4% of year 5 students making greater than or expected to growth in NAPLAN and the gap between Latham Primary and system results closing considerably. In year 3 students achieved excellent results in NAPLAN, achieving results which put the school ahead of the ACT.

	2011 School	2011 ACT	2012 School	2012 ACT
Year 3 reading	444	444.4	456.9	445.4
Year 5 reading	491.7	517.2	499.1	519.9

Source: SMART Jan 2013

While the number of students in the cohort of year 5 students who identified as Aboriginal and Torres Strait Islander is too small to be statistically reliable, all students achieved well above national minimum standards in all areas of literacy and numeracy.

Priority 2

Highly effective communication between all key stakeholders (students, staff and parents) is apparent throughout the school.

Target

Percentage of respondents who agree or strongly agree to questions related to communication in system survey remains at above system percentage.

School improvement domain covered with this priority

Community Engagement

Progress against outcomes and targets

All key stakeholders reported satisfaction at communication between school and home, with 80% of parents (ACT 79%), 99% of students (ACT 83%) and 100% of staff (ACT 91%) agreeing or strongly agreeing that communication between the school and parents and carers is effective.

While the parents' response remains above system percentage, this will remain a priority for 2013.

During 2012, the Latham Primary website has been updated, with very positive feedback from parents and community members. Parents are opting to receive communication electronically in larger numbers and a highly successful blog was developed by one class, with input from parents. We are currently investigating a "Latham Primary App" to improve communication.

Continued data collection shows that parent numbers attending events from preschool through to year 6 continue to grow. This was particularly evident at child led Learning Journeys in term 3.

Priority 3

Improve Student Engagement

Targets

Percentage of respondents who agree or strongly agree to questions related to student engagement in system survey is at or above system percentage

School improvement domains covered with this priority

Learning and Teaching and Student Engagement

Progress against outcomes and targets

Student engagement has shown excellent growth in 2012.

Specific strategies around the development of draft Gifted and Talented Education guidelines and the use of personalised learning plans for all students identified as being in the top 10% when tested using the Australian General Aptitude Test (AGAT) have led to a greater sense of engagement for students identified as having particular gifts and talents. This has been evidenced by more settled classroom behaviour and reports from parents that their children feel their needs are being met.

New programming and planning procedures for teachers and Executive staff, which included specific discussion questions on differentiation in the classroom, have led to professional conversations which have allowed for all children's needs to be met.

John Hattie's Visible Learning approach has also been used throughout the school to give students the opportunity to really understand what their own learning goals are and what they need to do to achieve those goals. The continued focus on quality work and what that looks like at Latham has allowed all students to recognise where they are headed and how they can achieve quality work in all areas.

These strategies have been highly successful, resulting in 100% of students agreeing or strongly agreeing that things they are learning at the school are important to them (ACT 89%) in the system survey and 100% agreeing or strongly agreeing that they know what they have to do to get the results they want (ACT 90%).

Ninety six percent (ACT 74%) agree or strongly agree that they are doing work that interests them at the school, while 99% (ACT 84%) agree or strongly agree that they enjoy learning at the school.

These results, coupled with the data from the Wellbeing survey taken by all Belconnen schools, where students in Latham topped the district in the question "I enjoy the work I do at school" strongly validate the programs and strategies put in place in 2012.

Priority 4

Improve Preschool collaborative partnerships with families and community.

Targets

Baseline data collected relating to the numbers of parents taking part in preschool events.

Percentage of respondents who agree or strongly agree to questions related to communication in system survey remains at or above system percentage

School improvement domains covered with this priority

QA6: Collaborative partnerships with families and communities.

Community Engagement

Progress against outcomes and targets

A new preschool enrolment pack was developed in 2012, at the same time as the school began to run two sessions of 15 hours a week. Despite some initial teething problems, the preschool is now highly functioning with both teachers involved in implementing the Early Years Framework and working together with the school Executive to develop a new reporting format, which addresses the National Quality Standards.

Baseline data was collected which will form the basis of future planning and allow us to see whether we maintain and/or increase parent participation in school events.

As mentioned above, 80% of respondents to the system survey agreed or strongly agreed that communication between school and parents was effective. While this is strong, it will be a continued focus in 2013, with timely advice to parents about excursions and other activities being a focus.

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

During 2012, all preschool education staff attended system professional development to scaffold the implementation of the Early Years Learning Framework and National Quality standards.

Preschool teachers have been planning together each term using designated planning days.

Weekly learning program is being communicated to parents through the community notice board at preschool, while individual observations are used to plan individual student's goals and targets.

Individual learning plans are created for students with additional needs to allow them to succeed at preschool.

Intentional teaching of concepts occurs in whole group, small group and on an individual basis.

Children's health and safety

Health promotion has been carefully planned and included in the preschool handbook developed in term 4, 2012. Preschool staff have undertaken relevant Professional Development to meet the health and safety needs of children with specific health and safety issues.

Weekly team meetings have addressed issues of health and hygiene, as well as being a forum to plan health and physical activities.

The outdoor education plan is shared publicly with parents and community.

All relevant Directorate health and safety policies are implemented and adhered to, as well as being regularly discussed at weekly team meetings and planning meetings each term.

Relationships with children

In 2012, programs have been put in place to ensure each child spends one-on-one time with Preschool staff on a daily basis. Term 1 2012 had a rich concept focus on relationships to build connection a between staff and children (and families).

Weekly feedback to parents through morning and afternoon meet and greet times, emails, phone conversations and communication slips and books have improved the quality of relationships with children and their families.

Children have been involved in setting rules for appropriate behaviour at the preschool and have had greater input into their learning by leading conferences during Learning Journeys in term 3.

Staffing arrangements

The new 15 hours a week program was implemented in 2012. The 5 day fortnight structure proved to be popular with parents.

The Latham Primary Staff handbook, developed in 2011 and first used in 2012, has strengthened practice of all staff throughout the school and enabled consistency of practice across the school.

Discussions around EYLF program implementation have taken place regularly both at preschool staff meetings and with Executive support. Strength based program and planning feedback meetings with the principal and deputy principal each term have allowed for sharing of ideas and strategies that will benefit students.

Both preschool assistants have relevant Children's services qualifications and teachers have appropriate early childhood training.

Leadership and management

Executive support has been provided to preschool staff through the Deputy Principal and Literacy and Numeracy Coordinator.

This support has enabled successful development of new programs and planning documents aligned with the EYLF.

The integration of preschool staff into the main school has allowed for sharing of programs as well as a shared understanding of the demands of each section between teachers.

The development of the Latham Staff handbook allowed for a review of philosophy and vision, policies and procedures.

All teaching staff are engaged in professional development through professional pathways processes.

Physical environment

The physical environment of the preschool has been a main focus in 2012, with flower and vegetable gardens begun in 2011 maintained and extended, giving students the opportunity to nurture plants and vegetables. Various “run-down” areas of the preschool have been revitalised through input of parent volunteers and funds supplied jointly by the school and P&C. This has been excellent for students in 2012 and will continue to add value to the preschool area in 2013. This has been part of the planning, development and organisation of the preschool allowing the learning to flow seamlessly from inside to outside areas.

The preschool has been securely fenced in 2012 – resulting in a drop in vandalism.

Recycling facilities and a worm farm have been introduced to the preschool.

The administration area of the preschool was remodelled and updated to allow for the new 15 hours model to be successful.

Collaborative partnerships with families and communities

The P&C subcommittee have worked tirelessly in 2012 to maintain successful relationships with the preschool. Projects have included vegetable and flower garden planting, worm farm upkeep, veranda painting, piano playing, baby care demonstrations and a weekly working party to maintain the preschool.

A Preschool subcommittee welcome BBQ allowed parents to meet other parents and teachers made a conscious effort to connect with any families who did not attend.

A preschool newsletter continued to be produced in 2012 as well as the preschool handbook being updated and information regularly shared on the preschool notice board.

The year 5-preschool buddy program continued successfully in 2012 as did the successful preschool/kindergarten transition program.

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.

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 370.00.

Voluntary contributions

This school received no voluntary contributions in 2012. All contributions were made to the Library Trust Fund.

Reserves: Nil

Financial Summary	
	31-Dec-12
INCOME	
Self management funds	233342
Voluntary contributions	
Contributions & donations	14034
Subject contributions	18658
External income (including community use)	12586
Proceeds from sale of assets	
Bank Interest	4366
TOTAL INCOME	282986
EXPENDITURE	
Utilities and general overheads	73673
Cleaning	73508
Security	1677
Maintenance	50415
Mandatory Maintenance	
Administration	1898
Staffing	
Communication	10113
Assets	17051
Leases	
General office expenditure	20436
Educational	40224
Subject consumables	1050
TOTAL EXPENDITURE	290045
OPERATING RESULT	-7059
Actual Accumulated Funds	73882
Outstanding commitments (mir	498
BALANCE	66325

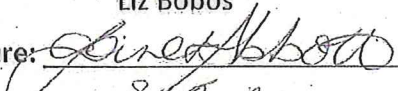
Endorsement Page

I declare that the Latham 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-
- 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:	Janet Abbott	Ian Carter	Tony Kennedy
Community Representative	Karen York		
Teacher Representative	Chris Shaddock	Lyndal Andrew	
Student Representative:	n/a		
Board Chair:	Janet Abbott		
Principal:	Liz Bobos		

Board Chair Signature:  Date: 2/5/2013

Principal Signature:  Date: 2.5.13

I have sighted this Annual School Board Report and verified the data contained in the report.

School Network Leader: Ms Anne Huard

Signature: 

Date: 3/5/13