



# Evatt Primary School

## Board Report

### 2014



Photo: View of front of Evatt Primary School.

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.



**ACT**  
Government

---

Education and Training

### **Accessibility**

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2014

Material in this publication may be reproduced provided due acknowledgement is made.

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

Inquiries about this publication should be directed to:

Evatt Primary School

Heydon Cres.

Evatt ACT 2617

General Inquiries:

Telephone (02) 6205 5999

## About our school

### Introduction to School

Evatt Primary School is located in the Melba Copland schools cluster in the north-west area of the ACT. Evatt Primary School's journey of improving outcomes for students continues to show improvement and growth. Staff has embraced the vision for the school and are continually striving to improve the quality of teaching and learning. In 2014, there were 12 mainstream classes. The preschool hosts two 15 hour groups in line with the Commonwealth Government requirements for Early Childhood provision, and enrolments in the junior classes were at maximum capacity.

The school celebrates the broad diversity of our students and accommodates individual needs through special education units, integration support programs, differentiated learning including gifted and talented programs and identified targeted intervention including a significant group of children with English as an additional language or dialect (EALD). There is a strong commitment to team planning and ongoing professional learning by all staff. The holistic approach to teaching literacy and numeracy ensures students work in ability groupings that support maximum development.

Evatt's environmentally friendly community actively promotes sustainable practices across the school. The school also has accreditation in Waste and Water Management and has installed solar panels and water tanks. Every classroom in the school employs this technology to support and enhance teaching and learning. The school offers a before and after school program and senior students are able to participate in the instrumental music program. Evatt provides a safe learning environment. It has a playground area with excellent outdoor facilities including a shaded multi-purpose court. Structured lunchtime activities are in place to cater for students needs during break times, e.g. daily library, dance and sports groups, environmental centre activities all inside attractive fenced grounds.

## Student Information

### Student enrolment

In 2014 there was a total of 298 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	167
Female	131
Indigenous	10
LBOTE	76

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	91.8
1	92.3
2	94.8
3	91.5
4	94.8
5	90.4
6	93.4

Source: Planning and Performance, July 2014

When students are absent from school parents are asked to contact the front office and notify the school of the reason for absence. Parents are able to use the school app, email or by phone to notify absence. Written confirmation and medical certificates, where appropriate, are required upon return to school.

If a student's absence exceeds two days and there has been no notification from parents/carers, the school will make contact with the family to ensure the child's wellbeing.

Extended absences are dealt with in accordance with departmental policy and procedure.

## 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	11

Source: School Data, December, 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	12
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	3
Teachers	24
<b>TOTAL</b>	<b>42</b>

Source: Workforce Management, August census 2014

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

There are no indigenous staff at this school.

## Volunteers

A mixture of parent and community volunteers has worked approximately 300 hours in the school during 2014.

## 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.

Evatt School was validated in 2012. A copy of our 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, 48 parents, 26 staff and 52 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, 85% of parents and carers, 96% of staff, and 75% 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.	89
Teachers at this school provide my child with useful feedback about his or her	89
Teachers at this school treat students fairly.	90
This school is well maintained.	85
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	74
My child likes being at this school.	92
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	94
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	85

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.	92
My teachers provide me with useful feedback about my school work.	78
Teachers at my school treat students fairly.	71
My school is well maintained.	78
I feel safe at my school.	73
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	46
I like being at my school.	78
My school looks for ways to improve.	78
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	90
My school gives me opportunities to do interesting things.	82

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.

## 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: Evatt Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	42	115	51	124
Mathematics	38	55	39	54

Source: Planning and Performance December 2014

In 2013, 92% of our students, made expected or better than expected progress. In 2014, 87% made expected or better than expected progress in reading. In Maths, in 2013, 100% of our students made expected or better than expected progress, in 2014, 94% of our students made better or better than expected progress. All students undertake PIPs testing. In Maths, 93 % of our mainstream students made expected or better than expected progress. Of those students, two students have an indigenous background and two have a background of EALD. All of those students made expected progress and one made better than expected progress.

In Reading, 86% of mainstream students made expected progress. In 2014, PIPS testing showed that 19.3% were below benchmark on entry in maths, and 29% of students were below benchmark in reading. Compared with the results from 2013, 6% of students were below benchmark in maths on entry and 12% were below benchmark in reading on entry. Comparing the two cohorts, students made good progress compared with the starting point. The quality of teaching was good across both classes. High expectations were maintained. Some students displayed ongoing challenging behaviour. Executive staff supported teaching staff and a Learning Support Assistant.

### **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 2.90 % 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: Evatt Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	404	440	516	523
Writing	403	405	432	474
Spelling	395	413	484	502
Grammar & Punctuation	439	441	495	520
Numeracy	403	415	496	499

Source: Performance and Planning December 2014

### Performance in other areas of the curriculum

The school developed a working relationship with a critical friend in 2014. An experienced former staff member from ACARA (Australian Curriculum and Reporting Authority) worked with staff in three terms to plan an integrated delivery approach to the curriculum. Staff were supported to use the Australian Curriculum and its content descriptors and elaborations to plan an enriched curriculum. Staff reported that this method of professional learning was a very positive experience as well as allowing them the opportunity to plan curriculum which covered all areas of the curriculum in a systematic and effective way.

The introduction of the teaching of the Japanese language and culture was an exciting addition to the curriculum offered at Evatt School. With the appointment of a teacher whose pedagogy is strong, her knowledge of the language, script and hiragana has excited our students and good progress has been made. The decision to offer Japanese was made in line with the language options at our feeder secondary schools.

## Progress against School Priorities in 2014

### Strategic Priority 1: To improve learning outcomes for all students.

#### Targets

By the end of 2014

- To meet or exceed school NAPLAN targets as directed by Education and Training Directorate.
- The proportion of kindergarten students who make better than expected progress in PIPS reading and maths increase by two percentage points (currently 42% and 72% respectively).
- Tracking of reading using PM benchmark will show increase of 5% in each level of students achieving at or above ACT benchmark.
- To decrease number of students not meeting national benchmarks by 5%.

#### Directorate Priority Areas covered with this priority

Quality Learning, Inspirational Teaching and Leadership, High expectations, High Performance, Connecting with Families and the Community Progress

## Progress

In 2014 the school actioned three key improvement strategies in its journey to achieve our priority.

### **Key Improvement Strategy 1 Build individual and collective teacher knowledge through coaching and mentoring**

January Professional Learning sessions on the implementation of Big Writing Professional Learning took place initially in January. We remained committed to developing staff expertise throughout the year by regular time in staff meetings and in team meetings where moderation took place termly to ensure a consistent expectation of levels across each of the cohorts.

Staff reflection at the end of the school year showed:

- good assessment tool in Big Writing Criterion Scale, although some staff believed that is hard to use, takes a long time to use/airy fairy
- program resources were effective
- staff feel more confident in providing critical feedback and set explicit writing goals
- some students in upper classes felt restricted by topics
- big Writing homework was not as successful as we had hoped
- big Writing encouraged creation of individual spelling lists, and
- some staff felt that it reduced explicit teaching time.

Analyses of these comments show that whilst there has been a mixed reaction to the program, we will continue to redefine the program to suit the needs of the school. Some slight modifications to the program were made mid-way through the year in response to staff concerns.

Support from critical friend, Di Kerr, on the implementation of an integrated curriculum underpinned by the Australian Curriculum was successful. Di will continue to work with teams across the school during 2015. Individual support from Literacy and Numeracy coordinators and Field Officer to implement major initiatives was provided.

The support given to staff by Di throughout the year proved to be a highly effective strategy. This is evidenced by targeted questioning of staff during their Annual Professional Development (APD). Staff reported that she had led them to a deeper understanding of the Australian Curriculum and its contents; steered them in the direction of SCOOTLE resources which they had been underutilising and developing their expertise in designing an integrated curriculum.

This occurred through direct instruction, mentoring and planning. Staff met with Di after the initial PL in January and once per term on planning days. Di was able to meet with teams on their termly planning day to specifically plan the units of work for the coming term.

The outcomes for students were enhanced because all students received an increase into the entitlement of access to the Australian Curriculum. Di commented in a written report that she was impressed by the level of engagement by students in their learning. In particular, she was impressed by the professional growth by staff in all the teaching teams with regard to their knowledge and planning. Additionally, parents reported on Learning Journey day in term three that the standard of work and high expectations from staff was evident.

*Team leaders will maintain dialogue during team meetings of improvement strategy*

Executive staff carefully planned termly, meeting topics and professional learning. Meetings were sometimes administrative, but mostly meetings included topics such as moderation of writing, assessment analysis and review, Australian Curriculum content descriptors and discussing current literature and ideas. This will continue into 2015, with an increased emphasis in providing professional readings so that staff can build their confidence in having professional dialogue backed by research. Team leaders will continue to support the implementation of our school priorities such as the quality teaching of writing and numeracy.

*Instructional Rounds termly with specific focus based on school initiatives*

Instructional rounds were carried out during terms one, two and three. Executive team members focused on a different team each term. A standardised reporting sheet was used for each teacher and written feedback was given. Teachers provided the executive team with a focus for the observation which included areas from the National Professional Standards for teachers. Analysis of teacher planning and programming documents were included in the rounds.

*Pathways aligned with AOP*

All teachers and executive staff agreed on three foci for their Professional Pathways plans. One aligned directly to the AOP, one aligned to Big Writing and a personal area for development. An example of this for one teacher was to develop confidence in using an IPAD to capture learning achievements of students.

*Intervention groups will continue, taught by Executive staff and LA teacher*

What I Need (WIN) groups continued through terms two, three and four. Class teachers worked with small groups on timely interventions strategies. Executive staff taught the remainder of the classes. Staff used school data tracking programs to record progress. A constant item on the team meeting agenda, ensured that progress was discussed and staff had an opportunity to discuss learning outcomes with the rest of the team and their team

leader. Learning Walks occurred termly to provide staff with opportunities to learn about different strategies and methods their colleagues were using to improve the quality of teaching.

### **Key Improvement Strategy 2: Increase student responsibility and ownership of learning**

Students were encouraged to:

- self-select books for Daily 5. Teachers will continue to teach skills of self-selection in reading sessions.
- up-level own writing in Big Writing
- complete reflection tools on a term basis, and
- students in year 5/6 will be provided with opportunities to self-select learning and assessment opportunities.

These goals were achieved as agreed by staff in organised reflection times at the end of the year. Evidence showed that all teachers displayed the I Pick strategy in their classrooms as a visual reminder to enable independent management for students. Teachers reported that students were far more confident in choosing books of appropriate ability level. Borrowing records from the library also show a more thoughtful choice by students. Minutes show that while up-leveling in writing was firmly embedded in some classes, it was not embedded throughout all classes. It was agreed to continue this focus into 2015. Evidence from verbal questioning showed that year 5/6 students were able to articulate what they could do with writing pieces to improve the quality. Staff professional learning in January will assist development of teacher skills in the teaching of spelling and grammar to continue the growth.

Reporting documents for both semesters show teacher and student identified two particular achievements and one area for development in both English and Mathematics. (Two stars and a Wish).

### **Key Improvement Strategy 3 :Build staff capacity in data analysis to support student achievement**

To build data capacity:

- the school has set up Faces on the Data room
- teachers were supported by SLC to analyse data, discussed implications for the information and teams decided how to best use data to inform future planning and possible intervention groups, and
- teachers were supported to develop their skills in collecting and analysing qualitative data.

Faces on the Data Room was functioning from midway through term one. Team meetings were held in that space termly with a precise focus on student attainment.

Instructional Rounds and WIN group data collected by Executive staff showed that teachers were using data more effectively to plan both small and large group learning activities.

Three staff meetings were targeted to explore the information from the SMART data website and to collectively arrive at a shared understanding and possible ways forward.

The 2014 Parent Satisfaction Survey, showed that 85% of parents agree or strongly agree that their child's learning needs are met. This is an increase in 10% from the previous year.

These actions in 2014 resulted in the following progress towards our identified targets for this priority.

**Target 1: To meet or exceed school NAPLAN targets as directed by Education and Training Directorate.**

Using the 2014 NAPLAN results, it is evident that Evatt has maintained progress in most areas. Analysis shows that we are achieving our goal of reducing the number of students below benchmark and increasing our number of students in the upper bands. For example, in year 5 the number of students in bands 3 and 4 has reduced year on year since 2012, and increased in bands 5 and 6. Overall growth, particularly in year 5 is strong. The year 5 cohort has maintained its strong growth, particularly in reading and spelling.

*Table: Evatt 2014 NAPLAN Targets*

Year	Test Domain	Target	Achieved	Comment
3	Reading	415 ± 28	403	School mean within target range
3	Numeracy	388 ± 24	↑403	School Mean above target (15) but not significantly when considering the confidence
5	Reading	487± 24	↑516	School Mean was significantly above the target range when considering the confidence intervals
5	Numeracy	472 ± 20	↑496	School Mean was significantly above the target range when considering the confidence intervals

Source: School Data, December 2014

Points to note include that we:

- did not meet our year 3 reading target, although we were within range. There was a big drop in our mean score. Our analysis showed that the cohort of students began kindergarten below the State average and did not make sufficient progress to move closer to the ACT mean. The quality of teaching has improved as identified by Instructional Rounds three times a year, anecdotal observations, coaching and mentoring programs and discussions within teams. School data shows that whilst we did

not meet target, 65 % of students are now at or above benchmark. This cohort of students included seven students (18.4%) with additional needs either in a special unit or in mainstream who were withdrawn for the test. Of the remainder who sat the reading test, six students (15.8%) have English as an additional language background. The results also show that 15.78% of our students were above benchmark. Year on year records show that there is growth; however the rate is not as rapid as predicted for this particular group of students. Extra support was put into place to support literacy development across the school which we hope will be evident with our own school data. As a school, we will continue in 2015 to focus on improving the quality of teaching.

- improved our year 5 Reading mean score from last year by 11 points, and
- continued to exceed our targets in other areas. Our Numeracy mean scores for both year 3 and year 5 were similar to last year.

*Table: Year 3 2014 NAPLAN Mean Scores Comparison*

Test Domain	Evatt Mean	Belconnen Mean	State Mean	Versus Belconnen	Vs. State
Reading	403.7	428.7	440.1	-25.0	-36.4
Writing	402.5	394.5	405.1	↑+8.0	-2.6
Spelling	395.2	405.3	413.3	-10.1	-17.8
Grammar &	439.3	430.2	441.3	↑+9.1	-2.0
Numeracy	403.1	409.3	415.1	-6.2	-12.0

Source: School Data

*Analysis:* Our school means for year 3 were above those of Belconnen in Writing and Grammar and Punctuation.

*Table: Year 5 2014 NAPLAN Mean Scores Comparison (n=23)*

Year 5	Evatt Mean	Belconnen Mean	State Mean	Versus Belconnen	Versus State
Reading	516.5	508.9	522.8	↑+7.6	-6.3
Writing	432.2	457.6	474.2	-25.4	-42.0
Spelling	484.4	489.2	502.5	-4.8	-18.0
Grammar &	495.1	506.2	519.8	-11.1	-24.7
Numeracy	496.2	487.9	498.7	↑+8.3	-2.5

Source: School Data

*Analysis:* Our school means for year 5 were above those of Belconnen in Reading and Numeracy.

*Table: Year 5 2014 NAPLAN Average Growth Comparison (n=21)*

Year 5 Average Growth	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Evatt	↑88.4	44.5	↑99.6	↑79.9	↑113.9
Belconnen	72.7	48.4	75.0	76.5	85.5
State	77.8	56.1	80.9	78.6	86.4
% students ≥ expected growth	71.4% (15 of 21)	66.7% (14 of 21)	90.5% (19 of 21)	47.6% (10 of 21)	66.7% (14 of 21)

Source: School Data

*Analysis*

- In Reading, Spelling, Grammar and Punctuation and Numeracy our school average growth was higher than Belconnen and State averages.
- In Numeracy our school average growth was higher than Belconnen and State.
- The proportion of students who made more than expected growth was 71.4% in Reading and 66.7% in Numeracy. There was a substantial improvement in spelling with 90.5% of students making above expected growth.

*Table: Percentages of 2014 Year 5 Students in Bands 7 and 8*

Test Domain	Percentage
Reading	30.4%
Spelling	39.1%
Grammar and Punctuation	30.4%
Numeracy	30.4%

Source: School Data

Writing is our greatest weakness with no students 0% in these top 2 bands

*Table: Percentages of 2014 Year 3 Students in Bands 5 and 6*

Test Domain	Percentage
Reading	39.5%
Spelling	36.9%
Grammar and Punctuation	63.2%
Numeracy	42.1%

Source: School Data

**Target 2: The Proportion of Kindergarten students who make better than expected progress in PIPS Reading and Maths increases by two percentage points (currently 42% and 72% respectively)**

This target was not met. In 2013, 92% of our students, made expected or better than expected progress. In 2014, 87% made expected or better than expected progress in reading. In Maths, in 2013, 100% of our students made expected or better than expected progress, in 2014, 94% of our students made better or better than expected progress. All students undertake PIPs testing. In Maths, 93 % of our mainstream students made expected or better than expected progress. Of those students, two students has an indigenous background and two have a background of EALD. All of those students made expected progress and one made better than expected progress. In Reading, 86% of mainstream students made expected progress. In 2014, PIPS testing showed that 19.3% were below benchmark on entry in maths, and 29% of students were below benchmark. Compared with the results from 2013, 6% of students were below benchmark in maths on entry and 12% were below benchmark in reading on entry. Comparing the two cohorts, students made good progress compared with the starting point. The quality of teaching was good across both classes. High expectations were maintained. Some students displayed ongoing challenging behaviour. Executive staff supported teaching staff and a Learning Support assistant.

*Target 3: Tracking of reading using PM benchmark will show increase of 5% in each level of students achieving at or above ACT benchmark.*

Year	ACT Benchmark Levels	2013	2014
Kinder	5-8	83%	↓74%
Year 1	14-16	76%	↑80%
Year 2	20-22	80%	↓79%
Year 3	24-26	81%	↓65%
Year 4	25.26	76%	↑100%
Year 5	27.28	67%	↓57%
Year 6	29.30	68%	↓40%

 = Met or exceeded target

 = Positive growth but did not meet target

 = Did not meet target

The implementation of the Daily Five across the school continued in 2014. Progress has been limited to a couple of year groups. Year 4 results were exceptional. However, these results also bring an interesting question. The year 3s were taught by the same teachers as

the year 4 and there was a 16 percent loss backwards for this year group. One of the factors that could have skewed the results for year 5 and 6 is that instead of using PM as a benchmarking tool, the teachers used the Fountas and Purnell tool. This tool usually records a lower reading level because of the complexity of the text and the higher order thinking comprehension questions. The year 5 NAPLAN reading results show a slightly different story. Seventy six percent of matched students made average or above average progress between year 3 and year 5. There are a number of students in that year group with specific learning disabilities. Years 1 and 2 were taught by the same teachers and were very close to the previous year results.

**Target 4: To decrease number of students not meeting national benchmarks by 5%.**

Year 3 - mostly achieved. Results for year 3 show that in all subject areas, less than 5 % of our students were below the national benchmark. In reading and writing 2.6% of our students were below minimum standard. In spelling and numeracy 5.3% of students were below minimum national standard. In Grammar and Punctuation all students were at or above the minimum national benchmark. This is a pleasing result and demonstrates the impact of our improving teaching and learning.

Year 5 - not achieved. However, results for year 5 were satisfactory. In reading and numeracy, 4.1% of our students were below minimum benchmark. In writing 16.6% of our students were below minimum standard and in spelling 8.3% were below the minimum standard. Of these students, some have an Individual Learning Plan to support their learning and although progress is not in line with their peers and national expectations, students have made progress.

## **Strategic Priority 2: To ensure wellbeing is part of our core business.**

### **Targets**

- School satisfaction survey will show over 75% of staff and students feel that the school manages their well-being at least satisfactorily.
- Staff satisfaction survey will show over 80% of staff feel appreciated for the work they do
- Student satisfaction survey will show over 80% of students feel they can talk with their teachers about their concerns

### **Links to Directorate Strategic Plan**

Quality Learning, Inspirational Teaching and Leadership, High Expectations, High Performance, Connecting with Families and the Community.

## Progress

In 2014 the school actioned two strategies within this priority.

### **Key Improvement Strategy 1: Implement a whole school (P- 6) approach to the explicit teaching of social and emotional well being**

Friendly Schools Plus has been sourced and implemented. All staff attended a PL on Friendly Schools Plus at the beginning of the year including circle time training. The whole school has SEL in their classroom timetables for 45-60minutes on a weekly basis. At the end of term 2 staff completed a SWOT analysis of the programme with overwhelming positive feedback.

Supporting literacy resources have been purchased through the library and made easily accessible to all staff. Six sets of posters have been purchased with a set for each unit and one set to be used to create a display in the corridor for Friendly Schools Plus.

In order to support staff the wellbeing the committee discussed the benefits of scheduling a termly walkabout meeting where staff can share their teaching strategies in their own classrooms. The maths walkabout was a success and staff felt supported and affirmed in what they were doing in their classrooms. Staff have the opportunity to learn practical ideas that are working in classrooms that they can take away and implement into their own teaching practice.

The Evatt Angels started at the beginning of term 2. This is a group of parents who come into the school every Friday to support staff by preparing resources. This supports staff by reducing their workload. The well-being committee discussed the "I can do it myself" attitude of many teachers and how we might encourage more teachers to take up the opportunity of the Evatt Angels. It was proposed that at the weekly team meetings Evatt Angels is a regular agenda item to remind staff to think about tasks that could be assigned to the Evatt Angels for that week, in preparation for the Friday Angels meeting.

As we move to the new school year, discussion will need to take place to ensure ongoing timetabling and prioritising of SEL and sharing of experiences via staff meetings.

### **Key Improvement Strategy: Embed school's values into school system documentations and processes**

The behaviour book system has been implemented across the school to support staff and students in managing low-level behaviour issues. This system has also been embedded in the Staff Handbook.

The Weekly Blurb has been introduced and has improved communication between staff.

The Principal is sending relevant articles to staff to read which counts towards PL hours as part of TQI accreditation.

Annual Professional Discussions are a positive experience designed to develop professional practice.

Staff share ideas on a regular basis via email particularly in relation to apps that could be relevant for using in the classroom.

In regard to our progress towards our targets the following can be reported

- 46% of students agreed that student behaviour is well managed at the school while 83% of teachers agree they are supported in the management of student behaviour.
- The 2014 Australian School Climate and School Identification Measurement Tool (ASCSIMT) showed that 95.7% of year 5 and 6 students report that the school is a mostly to strongly safe and supportive environment and 97.9% of students reported that they feel emotionally engaged with their learning with adequate to excellent levels. This result is greater than the ACT average.

The 2014 School Satisfaction survey revealed a different result. There was a statistical decline in results from 2013 to 2014, with only 73 percent of students saying they felt safe at school which was five percent lower than the national average. The school has strategically and systematically cultivated good relationships and is not deterred by the difference in these results. The school will continue to be explicit in its teaching and continually reinforce expectations.

- 83% of teaching staff feel appreciated for the work they do, above our target.
- only 67% of students agreed they can talk with their teachers about their concerns, below our target of 80%.

## Priority 3

### Community Partnerships are maintained and enhanced

#### Targets

- Community partnerships are valued and maintained from 71% to 85%.
- Community volunteers helping in the classrooms will increase by at least 25%
- Parent survey results show an increase in satisfaction about the information received about their child's progress from 67% to 70%
- Parent survey will show 80% of parents state the school takes parents opinions seriously

### Directorate Priority Areas covered with this priority

Connecting with Families and the Community

## Progress

In 2014 the school actioned three strategies within this Priority.

### **Key Improvement Strategy 2 Create partnerships with community organisations and business to support the school**

The school has garnered support from the local Anglican Church and a band of helpers. This has been a really worthwhile exercise in gathering external community support to run this program. Since the beginning of term four 2013, breakfast club has been operating with the support external and internal community members.

### **Key Improvement Strategy 2: Improve upon the positive reputation of the school in the local and broader community**

The school used a range of initiatives to improve the school's reputation. These included regular emails to parents celebrating students meeting their learning targets; improved communication through newsletter, the school app, regularly updated termly calendars, regularly updated school website information; electronic parent teacher interview booking times, improved reporting to parent strategies; successful parent /school consultation regarding traffic issues with the implementation from TAMS of improved pick and drop off facilities and anecdotal comments from existing and new parents

### **Key Improvement Strategy 2: Provide support for families to enable them to support their children's learning**

Increased parent involvement in the classroom through the use of the notional expert has occurred. Due to the energetic efforts of the Literacy and Numeracy Field Officer and our Sustainability officer there has been a huge increase in the number of volunteers who have been involved in supporting reading and maintaining our kitchen gardens. During our birthday celebrations, there was heightened involvement from the parent community- special 40<sup>th</sup> birthday celebration assembly, bush dance and our bicycle ride to John Knight with many parents riding with the year 3- 6 students to the park. Further evidence of our growing parental support is by the number of volunteers who have been invited to the thank you morning tea in week ten of term four. In 2012, there were less than twenty invitations. In 2014, 91 invitations were sent, which is very heartening.

A workshop was offered to parents with a focus of the Middle Years Mental Computation. There was no interest from parents so, this workshop did not run. However, we will offer this again next year and find alternative ways to engage with parents.

Our final action under this priority was to set up and establish a "Parent Room". A suitable space and equipment have been allocated and it is anticipated that this room was up and running by the end of term one 2014. Furniture and resources were purchased. In keeping with the schools' philosophy of recycling and reusing, the school's Business Manager has

sourced furniture items that were no longer needed by other Government agencies that are in good condition to add to this initiative and to be cost effective.

The following can be reported against our targets>

1. 80% of parents agreed Community partnerships are valued and maintained. Within target range of 71-85%.
2. Anecdotal responses from individual staff members have been collated in a table to show numbers of volunteers helping in classrooms in Semester 2, 2014. through the sign in books assisted in us achieving our target.
3. 89% of parents agreed they receive useful information about their child's progress. Above target range.
4. 79% of parents agreed the school takes parents' opinions seriously. This is just below our target

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

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. 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.

### **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.

Evatt Preschool was assessed in 2014. The school was rated as Exceeding the Standard. Summaries from the report are provided below.

### **Education program and practice**

The educators use the Early Years Learning Framework (EYLF) as the foundation for their curriculum planning and documentation. Curriculum documentation for each group showed that educators consistently respond to children's ideas, interests, needs, cultural backgrounds and experiences, to enhance their learning and development. Children's agency is considered and encouraged to enhance opportunities for learning and development and help each child make choices The service has a clearly documented cycle of curriculum planning based on the principles and practices of the Early Years

Learning Framework and incorporating aspects of the 'Kathy Walker' approach. The written program documentation sighted across the service was up to date and showed evidence of children's interests, knowledge, development and needs being incorporated on a daily basis. Observations were purposeful and relevant and learning stories showed evidence of analysis of children's learning and opportunities for extension. Intentional and spontaneous teaching opportunities were evident in the program plans and showed that educators focus on promoting flexibility, agency, interests and independence for all children.

The educator's consistent engagement with each child in each group was clearly evident.

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

The service has comprehensive procedures in place for promoting children's health, safety and well-being. Extensive support and training has been provided to enable educators to include children with significant and ongoing health needs, including first aid training, asthma and anaphylaxis training, epilepsy training and specific medication training. A range of procedures are in place to ensure that each child's health is protected. Educators promoted and encouraged healthy eating and used spontaneous teaching opportunities to extend children's thinking, awareness and knowledge about nutrition and healthy eating. Educators were observed using spontaneous physical learning opportunities to increase children's skills and fitness and enhance their enjoyment in physical activities, by actively encouraging children's physical play and joining in when appropriate and possible. It was also evident that educators routinely plan for specific and intentional physical skills activities, based on their observations of children's interests and abilities and developmental needs. The provider and service has extensive policies and procedures in place to manage risks and ensure that all educators understand their professional and legal responsibilities to protect each child's health, safety and wellbeing.

### **Physical environment**

The design and location of the preschool premises is suitable for its purpose and the service has sufficient space, equipment and facilities to promote children's learning and developments and provide a stimulating learning and care environment. The service's flexible use of indoor and outdoor environments provides children with opportunities to make choices about how and where they will play. The service provides an accessible and inclusive environment and adapts facilities, resources and experiences to effectively support children with additional needs.

Educators plan learning experiences and environments based on observations of children's interests and needs. Indoor and outdoor learning environments were given equal priority and focus and were flexible and interesting places that promoted sensory exploration, physical challenge and learning through play. The variety of available resources catered for different learning styles and capabilities of children

and encouraged creativity and investigation. Play environments were regularly adapted to include all children and accommodate different challenges and skill levels and independent or group play. The service has made a positive start towards incorporating sustainability practices into its program and operations. Sustainability education is included in intentional and spontaneous play and learning opportunities and the service focuses on caring for the natural environment, largely through looking after their garden areas and vegetable patch; through recycling activities and through conservation of natural resources.

### **Staffing arrangements**

Educator-to-child ratios and qualification requirements were met or exceeded at all times. 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. The extensive support and training that the preschool educators have done ensure the safety and well-being of children, particularly those with health needs and additional needs. The educators at the engaged consistently in collaborative work practices, demonstrating positive and effective professional relationships and showing a high level of respect for each other and for the children and families who attend the preschool. The atmosphere at the service is calm, positive and organised and contributes to effective learning environments for the children; to a welcoming and supportive environment for families and to a productive and professional workplace for the educators.

### **Relationships with children**

The relationships and interactions that were evident between children and educators across the service were consistently warmed, responsive and highly respectful. Children demonstrated their feelings of security and belonging in the ways that they interacted so easily and comfortably with the educators and with their peers. The interactions between educators and children in each group were highly positive. The educator's demonstrated commitment to equitable relationships by including all children and giving them a strong sense of agency and an opportunity to voice their ideas and interests and make real choices within the program. Educators consistently promoted each child's rights to dignity, equity, support and autonomy and encouraged children to develop the social skills, thought processes, communication and understanding needed to interact positively with others.

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

The service consistently welcomes all families and encourages them to be involved in the program in any way they can. The educators aim to work in partnership with families to cater for each child's individual needs and abilities and to provide relevant support and current information to families. The service focuses on establishing effective communication with families to build supportive relationships and share expectations,

values and understanding about their child. The service 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. The service values parent's expertise and aims to work in partnership with all families. Educators were observed consistently sharing information with parents about each child's day and encouraging parents to give feedback and contribute to the program. The service takes an active role in providing a wide range of information to support families in parenting and well-being. The service has established links with a range of services within its local and wider community and has established contacts and relationships with a number of health and support services to meet the needs of the children and families at the service. The service is inclusive of all children and provides additional support where required. The service has established connections with a wide range of community services, organisations and community members to support children's learning and wellbeing; to meet the needs of the children and families at the service; to provide access to community resources; and to develop cultural competencies.

### **Leadership and management**

The service has well established leadership and administrative arrangements in place to meet the priorities of the Education and Training Directorate, the school and the National Quality Framework. 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. The service participates in a range of networking and professional learning opportunities. The provider and school have a strong commitment to continuous improvement and have a variety of measures in place to consistently assess and support this. Educators and school leaders are actively involved in formal appraisals, self-assessment processes, and individual and team reflection to promote ongoing quality improvement throughout the whole school and particularly within the preschool unit. The service philosophy is used as the starting point for the self-assessment process and is reviewed regularly through the quality improvement planning process. The provider's administrative systems are well established, comprehensive and effective, leading to a consistently strong focus on delivering quality education and care for children. Service procedures and practices are based on clearly documented ETD policies and are reviewed on a regular basis, with input from the school principal and educational leader, preschool educators and families.

## 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 \$388.

### Voluntary contributions

This school received \$11590 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.

### Reserves

Name and purpose	Amount	Expected Completion
GL9910-000-00 Hall Floor Refurbishment Providing a safe and aesthetically pleasing environment	\$20,000.00	Mid 2018
GL9911-000-00 9911-000-00 School Upgrade Providing a safe and aesthetically pleasing environment	\$10,000.00	Mid 2018

Financial Summary	
31-Dec-14	
<b>INCOME</b>	
Self management funds	342644
Voluntary contributions	11590
Contributions & donations	9223
Subject contributions	8375
External income (including community use)	13710
Proceeds from sale of assets	
Bank Interest	5405
<b>TOTAL INCOME</b>	<b>390947</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	90561
Cleaning	69905
Security	1021
Maintenance	65232
Mandatory Maintenance	
Administration	4456
Staffing	
Communication	11186
Assets	64588
Leases	
General office expenditure	24513
Educational	29240
Subject consumables	14211
<b>TOTAL EXPENDITURE</b>	<b>374913</b>
<b>OPERATING RESULT</b>	<b>16034</b>
Actual Accumulated Funds	86087
Outstanding commitments (minus)	233
<b>BALANCE</b>	<b>101884</b>

**Endorsement Page**

I declare that the Evatt 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.

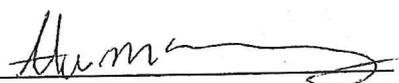
**MEMBERS OF THE SCHOOL BOARD**

- Parent Representative:** Ngaio Buck Karen Mobbs
- Community Representative** Michelle Armstrong
- Teacher Representative** Anne Brennan Alex Cairns
- Board Chair:** Adam McEvoy
- Principal:** Susan Skinner

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:**  **Date:** 12.3.15

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

**Board Chair Signature:**  **Date:** 12/3/15