Chapman Primary School Board Report 2015

Chapman Primary Principal Mrs Anne Simpson, Indonesian Education Minister Anies Baswedan and

Aqila Rindipati year 3

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 "Leading the Nation". It complies with reporting requirements detailed within the ACT Education ACT 2004 and the Australian Education Act 2013 and associated Regulations.

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School Board Chair Report

The Chapman Primary School Board provides a formal mechanism for parents, carers, staff and students to participate in school decision-making and plays an active role in the governance of the school. The Board worked closely with the Principal and Executive to deliver positive outcomes for students and families. The Annual Operating Plan 2015 which emphasised the improvement of student outcomes from preschool to year 6 and the enhancement of parental engagement in student learning was ratified by the Board.

The school has high expectations of each student's achievement and there is a strong focus on providing a rigorous academic program. Chapman Primary has engaged staff and students who along with a commitment from families we work together to make our school an exceptional learning environment.

In 2015 the Board were proactive in supporting a range of initiatives including the school's 40th Anniversary celebrations and the Education and Training Directorate's jointly funded *50/50 Infrastructure Project* which enabled the school to replace and upgrade carpet across the school. The Board guided by the Principal reviewed the 2016 draft budget and the Emergency Management Plan. The Board also collaborated with Information Communication Technology (ICT) Focus Groups to develop an ICT *Refresh Plan* to support the management of resources for the next four years and provided guidance to the Chapman Primary Parents and Citizens Committee regarding the management of its sub committees.

As the School Board Chairperson I was also invited to participate in the selection of the inaugural Principal of Charles Weston Primary School. We welcome another new school into the Weston Creek cluster of schools

Sheree Bond, Board Chairperson

Introduction to School

Chapman Primary School continues to be a school of choice in the South Weston region and takes its enrolments from the Priority Enrolment Area (PEA) of Chapman and shared zones of Rivett and Stirling. The school has increased its enrolments by five classes in the past five years and due to demands on space currently only enrols children living in the PEA. In 2015 an increased demand for preschool places meant that our preschool was at capacity.

Student enrolment

In 2015 there were a total of 520 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	253
Female	267
Indigenous	4
LBOTE	67

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.0
1	94.0
2	94.0
3	94.0
4	95.0
5	93.0
6	93.0

Source: Planning and Performance, December 2015

Teacher attendance rolls are marked twice daily and all absences noted. Parents are requested to notify the school on the day of the child's absence. If there has been no notification by the parents of an absence, on the second day the parent will be contacted. The school follows Directorate guidelines regarding student absence and parents are notified of their obligations at the term 1 information session and each term in the school newsletter, the Communicator.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	41

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Teaching staff at Chapman Primary proactively seek opportunities to enhance their professional learning and upgrade their teaching qualifications. In 2015, all teachers and the

school executive met the professional requirements for teaching in an ACT public school and were all registered with the Teacher Quality Institute.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	38
Teaching Staff :Full time Equivalent Permanent	32.9
Teaching Staff :Full time Equivalent Temporary	1.0
Non Teaching Staff (Head Count)	10
Non Teaching Staff :Full time Equivalent	8.2

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are two indigenous staffs at this school.
Note: * Indigenous staff are reported where the staff member has self identified.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was ***9170***

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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.

The school will be reviewed in 2019. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 92% of parents and carers, 97% of staff, and 91% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 36 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	97
Teachers at this school provide students with useful feedback about their school work.	94
Teachers at this school treat students fairly.	94
This school is well maintained.	94
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	86
Students like being at this school.	97
This school looks for ways to improve.	94
This school takes staff opinions seriously.	89
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	94
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	77
Staff are well supported at this school.	89

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 103 number of parents who took part in the survey are tabled below.

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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	86
Teachers at this school treat students fairly.	89
This school is well maintained.	98
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	91
My child likes being at this school.	98
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	88
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	88

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 102 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	97
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	81
My school is well maintained.	91
I feel safe at my school.	89
I can talk to my teachers about my concerns.	73
Student behaviour is well managed at my school.	69
I like being at my school.	85
My school looks for ways to improve.	98
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	85

Source: 2015 School Satisfaction Surveys, August/September 2015

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
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 2015, 1.00 % of year 3 students and 0.00 % 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 for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Chapman Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	464	443	550	521
Writing	436	420	495	486
Spelling	415	410	497	500
Grammar & Punctuation	447	441	528	516
Numeracy	419	410	518	502

Source: Performance and Planning December 2015

 An analysis of our NAPLAN results can be found when reporting against our priorities.

Analysis of the 2015 NAPLAN data indicates that reading continues to be a strength. NAPLAN results for year 3 reading and year 5 reading were within the confidence intervals of the school's reading targets and significantly above the ACT mean. NAPLAN reading data indicated that 7 percent of year 3 students were below NMS and 69 percent of all children scored in the top two bands in year3.

The mean score for students in year 5 was 29 scaled points above the ACT mean. NAPLAN reading data indicated that 4 percent of students were at or below NMS and 86 percent of all children scored in the top three bands. Deeper analysis of evidenced based data and targeted professional learning following the school's involvement in the Principal as Literacy Leader program (PALLS) has led to sustained and continuous improvement in reading performance across the school.

Spelling continued to be a whole school focus, teachers were involved in Bee Spelling professional learning and each teaching team adopted the Bee Spelling inventory as a means to assess their children's spelling knowledge. The *Spelling Focus* group planned for further professional learning for 2016 and supported collegues to use the inventory. Year 3 NAPLAN spelling results were 5 points above the ACT mean and Year 5 were slightly below their 2014 mean but 3 scaled points above the ACT mean. Improving student spelling results has been identified as a goal for further improvement in 2016.

2015 also saw an improvement in year 3 and year 5 writing with year 3 performing 16 scaled points above the ACT mean and year 5 11 scaled points above the ACT mean. An increased confidence in student's own spelling ability has been reflected in their writing and grammar and punctuation results.

The mean score for Year 3 numeracy was 9 scaled points below the school's 2015 numeracy target but within confidence interval range and above the ACT mean. Year 5 continued to show improvement with numeracy results above the ACT mean. Results in numeracy showed sustained improvement with 75 percent of student achieving in bands 6, 7 and 8.

Performance in other areas of the curriculum

Sports and PE play a major role in developing the physical and social skills of our children from preschool to year 6. There are many elements and levels of involvement for the students. A specialist PE teacher has a lead role in the development and delivery of the PE curriculum and is supported by a PE/Sports committee to guide our programs at Chapman. Children from kindergarten to year 2 participate in a Fundamental Motor skills program which is planned and delivered by classroom teachers. Dance and Skipping are other physical activities in which children can participate. In 2015 our Chapman Champs demonstration skipping team performed their exemplary routines for our school community and at other ACT schools.

Ukulele instruction for all students in years 3 and 4 is now embedded into the school's music curriculum and ukulele players have had opportunities to perform at school events. The Chapman Primary music program now enables a sequenced explicit teaching of musical concepts from preschool to year 6 through singing, recorder, ukulele, and the Instrumental Music programs.

Every class teacher is a leader of the visual arts curriculum and art is integrated into aspects of Integrated Inquiry units. The annual Alkira Art show again showcased artworks by all students from preschool to year 6.

In responding to the gifts and talents of students in years 5 and 6, one third of students had the opportunity to participate in the Maths Olympiad and the Da Vinci Decathlon. Thirty ACT schools participated in an academic gala day. Students in year 5 were awarded first place in the Da Vinci Decathlon in the area of Art and Poetry. Year 6 were awarded first place in the category of General Knowledge. Both year levels were awarded second place in the categories of English, Creative Producers and Cartography.

Environmental education has become an integral part of our school culture. It is our belief that by being informed citizens and by acting for an environmentally sustainable future with opportunities for positive action, the school improves and protects the long term health and

wellbeing of all its participants and our environment. Following an audit of the Integrated Inquiry units of work, it was clear all classes gained knowledge relating to aspects of sustainability including water and energy efficiency.

Indonesian is the schools Language Other than English. All children from kindergarten to year 6 participated in the program which provides an introduction to Indonesian language and culture. The school played host to the Indonesian Education Minister Baswedan and a group of senior officials from his Ministry. The school was fortunate to receive the expertise of a language intern, sponsored by the Indonesian Government.

Progress against School Priorities in 2015

Context:

The Chapman Primary school plan 2015 -2018 has been informed by self-assessment, school satisfaction surveys, formative and summative data and the external validation review in 2014. The 2015 Annual Operating Plans has been developed to ensure that Chapman Primary School continues to provide the necessary support and educational programs to meet the needs of all our students whilst addressing the identified priorities. This plan articulates 2 key priorities for school improvement and improved student outcomes.

Chapman Primary School went through a validation process in 2014. They noted the school's focus on improving student performance in all aspects of school life had been achieved during the previous four years. They acknowledged the high levels of overall satisfaction recorded by staff who had demonstrated consistent levels of satisfaction with teaching, with support from the leadership, with expectations of student achievement, and with levels of communication throughout the school. All of these are key inputs into achieving good student outcomes.

The school will continue to sustain an emphasis on supporting strong pedagogical practices and teacher development to improve student outcomes in literacy and numeracy. The school recognises the importance of developing the 'whole child', with high expectations of each student's achievement in all areas including specialist programs such as physical education, music and Indonesian. There is a renewed focus on developing teacher skills in the analysis of student data to monitor progress and meet student needs. Our priority is to embed new and emerging information communication technology to engage and prepare students for a digital world.

The school works with families to assist students to become responsible, caring and cooperative learners who actively participate in a broad curriculum that serves their present needs and provides a secure grounding for later learning and living. We propose to broaden the opportunities for parents to be more directly involved in the education of their children in order to enhance parent's knowledge of school programs, curriculum content and build stronger community connections.

Methodology in evaluating progress

To assist in reviewing and reflecting on the schools efforts to improve the outcomes in achievement and wellbeing for students at Chapman Primary, a variety of data and information has been utilised. These include:

- The National School Improvement Tool, to guide goal setting and monitor improvement
- Progress against the targets is analysed
- Regular analysis of student data- as prescribed in the Whole School Assessment schedule
- Leadership team regularly work with teaching teams to review relevant data.
- Regular analysis of School Satisfaction and School Climate data
- Focus groups- regular meetings to progress school priorities
- Professional Learning Communities undertake Action Research and results are reviewed and shared
- Performance, attendance, perception and behaviour data considered.
- Teacher and parent surveys to gauge current practices, beliefs, attitudes and to identify new directions

Priority 1:

Improved Student Outcomes from P-6

Target/s

- Increase by two percentage points the proportion of within school match students in the top 25th percentile range from 2014 in NAPLAN
- Increase the proportion of kindergarten students who achieve expected growth or better in PIPs Reading and Numeracy by three percentage points on the 2014 results
- 50 percent of kindergarten – year three student's progress 1 spelling phase of the Bee Spelling Inventory in 2015
- 60 percent of students year four to year five progress 1 level of the Spelling Matrix per term in 2015

Progress

Within this priority we actioned three key improvement strategies:

Key improvement strategy 1: Introduce and establish a systematic process for the measurement and analysis of learning

Following the External Validation panel's recommendations *that the school implement a systematic plan for the ongoing collection, analysis and use of a range of student achievement and wellbeing data*, the Leadership team explored ways to improve the way in which data are stored. They also provided leadership through professional dialogue to teaching teams to ensure data was accessible and was being analysed to provide information to continually improve student learning.

Achievements against our indicators of success are:

- To ensure continuity of data collection across the school the Chapman Primary Assessment schedule was reviewed finalised and embedded into reporting and assessment procedures.
- Professional Learning to build leaders and teachers capacity was facilitated by Dianne Grantham who led teachers to analyse and review system and school growth data with a focus on PIPS and NAPLAN.
- Teachers continued to use "Faces on the Data" and "Disciplined Dialogue" questions as processes to support professional discussion and decision making to improve individual outcomes.
- The Principal and Deputy Principal met with each teaching team, each term to discuss data sets and individual student progress. The data was also visited during whole school meetings, professional learning team meetings and team planning days. These professional conversations supported teachers with planning decisions for their classes and informed personalised learning plans.
- To ensure ongoing deeper analysis of student data sets ongoing meetings were timetabled to create opportunities to evaluate data sets within each year level. In Term 1 week 4 all Professional Learning teams focused on *collecting, collating and deeper analysis of data* and this information has been utilised by the Leadership team in ensuing discussion week 5 of each term.
- To improve the way in which data is being collected and stored the Leadership has been working in collaboration with an "expert" member of the community to develop a data tool which will enable us to track student progress from preschool to year 6. This has been a highly collaborative process with all staff having input to what fields are necessary and several staff members involved in the populating of data and the trialling of the tool, *Chapman Progress.*
- Chapman Progress has been showcased at a network meeting of Principal's and all teacher will be upskilled to enter data according to the School Assessment schedule in 2016.
- Individual teams identified areas for improvement and undertook Action research projects.

An example of teachers as researchers was the involvement of students from Year 4 in a research project led by the class teachers, to examine how the students can be helped to develop fast and accurate recall of multiplication facts. (recall of multiplication facts up to 10×10 and related division facts (ACMNA075).

As part of this project all Year 4 students had the opportunity to practice and improve recall of multiplication facts. The students were provided with materials to support their learning and their progress was tracked and fed back to them twice a term.
The combined efforts of classroom tuition, timed grids and home practice determined that students make significant improvements in the recall of their multiplication facts. Students were initially tested to gather baseline data and these test were repeated a further three times. In the last testing (Test 4) students demonstrated an average of eighty three percent correct across all timetables in a timed test. This was a 33 percent improvement from Test 1 where the average result was fifty percent correct.
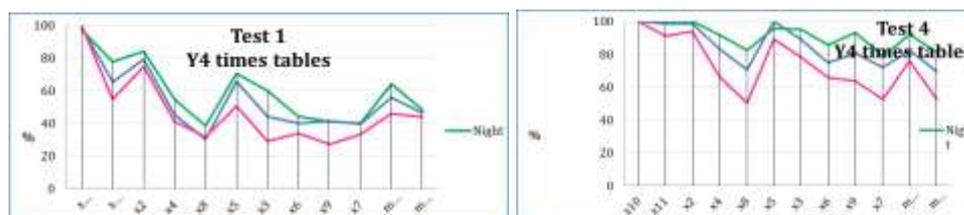
Graphs demonstrate improvement in recall of timetables from test 1 to test 4 Year 4 2015

Key: ___ Test1 _____ Test 2 ____ Test 4

Other Action Research projects included a year 3 focus on Bee Spelling, 5/6 Personalised learning and Kindergarten analysis of PIPS data to inform learning.

The Kindergarten cohort of students increased from 73 to 83 from the previous year. Also during the 2015 school year, four kindergarten students met the criteria for support under the Disability Standards and qualified for support under the National Disability Insurance Scheme.

The kindergarten teaching team analysed the initial PIPS data and implemented planned strategies to support individual and small groups of children as a result of this baseline data analysis. Despite the targeted teaching one quarter of students achieved less than expected growth in reading and one third of students achieved less than expected growth in maths.

The set target, to increase by three percent, the proportion of kindergarten students who achieved expected or better than expected growth on the 2014 results were not met. In the reading element of the PIPS assessment, 72 percent of students achieved average progress or better in reading, a four percent decrease from the previous year.

In the maths element of the PIPs assessment, 69 percent of students achieved average progress or better, a four percent decrease from the previous year.

The school worked with the parent community to support increased attendance of some kindergarten students to ensure successful engagement in learning.

Table: Proportion of students achieving expected growth in PIPS

Reading	Less than expected growth	Expected growth	Better than expected growth
2014	25%	58%	18%
2015	28%	62%	10%
Maths	**Less than expected growth**	**Expected growth**	**Better than expected growth**
2014	16%	63%	21%
2015	31%	59%	10%

Source: PIPS Data   Planning and Performance December 2015

NAPLAN data was another of the data sets identified as a means to track student progress as a means to increasing the proportion of within school matched students in the top two bands in each test domain. Data from 2014 and 2015 was analysed. Students demonstrated considerable growth in the top twenty fifth percentile range in reading and growth was consistent in spelling, grammar and punctuation and numeracy however, there was a

significant decrease in the proportion of students achieving growth in writing in the top twenty fifth percentile, pleasingly eighty four percent of students demonstrated growth above the twenty fifth percentile.

Performance Measure: Proportion of within school matched students achieving growth in the top 25th percentile range of NAPLAN test domains

Table: Proportion of within school matched students achieving in top 25th Percentile range of NAPLAN Growth

Test Domain	2014	2015
Reading	42.9	44.8
Writing	60.4	24.2
Spelling	24.5	27.7
Grammar & Punctuation	28.6	23.1
Numeracy	35.8	30.8

Key Improvement Strategy 2: Establish a community of inquirers through innovative and relevant curriculum development and delivery

Following the adoption of the 2015-2018 School Plan, the Leadership team established a new committee structure (Focus Groups) to work collaboratively to progress the key improvement strategies articulated in the plan. Each Focus group created an action plan and provided regular feedback through staff meetings and professional discussion with the Leadership team. Indicators of success included:

- The Focus group structure created effective Professional Learning Communities who undertook review of curriculum documents and continued to work towards creating Chapman Primary curriculum documents with a focus on creating scope and sequence documents for the Science curriculum.
- The Focus Group investigated which and how the four areas of Science Understandings were being taught at each year level to identify the "gaps". The team identified the programs being utilised by teachers with the major resource utilised, *Institute of Sciences' Primary Connections.*
- 2015 Classroom Vacations have been effective in continuing to support teachers in the building of teacher capacity through Quality Teaching (QT) *Instructional Rounds,* research and reading about effective Professional Learning Communities will be carried into 2016.
- Seventy two children at Chapman primary School are on either Individual Learning plans or Personalised Learning Plans. 75 percent of staff have completed online training for Disability Awareness and Dyslexia and all teachers have been supported by the Leadership team to develop SMART goals and in making adjustments for learning.

Key Improvement Strategy 3: Further develop teacher expertise and effectiveness in improving student outcomes.

In 2015 teachers have continued to use and embed teaching strategies and assessment practices from the Principals as Literacy Leaders P-6 program to further strengthen reading, writing and spelling programs. Indicators of success included:

- A month of sharing and promotion of reading was organised in Term 3 so that teachers, students and the community could evaluate and share the benefit of the PALLS work we had undertaken. At staff meetings teachers also engaged in a formal process of reflecting on and sharing their learning after attending professional learning such as the ALEA Conference and Beryl Exley grammar PL in the form of 3x3 sharing to the whole staff. Teachers introduced the PL they attended and shared the 3 most important things they learned that they thought their colleagues must know and 3 strategies that will provide useful ideas or would support staff in their classrooms.
- The GROWTH coaching model continued to be effective in supporting teachers in the junior and senior school to continue reflecting on and improving their teaching of spelling using the Words their Way spelling inventories as a source of student data to be analysed.
- The Pedagogy Focus Group undertook a review and reflection of the spelling content within the Australian Curriculum in order to ensure that content was appropriate for year groups. The Focus group or members of the group also visited other ACT schools to learn about their Strategy Repertoire approach to spelling and the Chris Topher and Deidre Arendt Guided Thinking approach to spelling.
- Quality Teaching Rounds continued to operate in 2015. Timetable arrangements were made to release teachers to teach and observe lessons and provide feedback using the Quality Teaching model (QTm). A plan was written each term to ensure that teachers across the school were given time to engage in the process and all the teachers in the school participated on some level. The Quality Teaching Round facilitators, ensured that formal feedback sessions were conducted and written feedback was provided to the teachers being observed. They received unsolicited written feedback from teachers participating for the first time as teacher demonstrators in the round.
- A Professional Learning Team (PLT) was planned during the year to establish consistent procedures for the administration of mathematics assessment tools such as SENAs and MYMC. These documents were saved on our G Drive and distributed around assessment time as reflected on our Whole School Assessment schedule. The Excel spreadsheet continued to be used to record MYMC data and students receive individual feedback via spider graphs. Two early career teachers were also coached throughout the year on administering SENAs.
- Formal planned Professional Learning Team (PLT) meetings that focussed on student data (reading, maths and spelling) were used to monitor progress, identify explicit teaching foci and inform differentiated instruction. The Executive team held conversations in planning meetings with each teaching team in terms 1 & 3 to share their action research plan and then their achievements of this plan.

- The actions around supporting teams to plan and implement Rich Assessment Tasks and discussion designed to re-engage and deepen whole staff understanding of inquiry based teaching and learning did not occur this year.

Tracking student progress using the Bee Spelling Inventory was undertaken for all students from K-6. Through analysis of student progress, our target setting for this goal has proven to be unrealistic, given the eight phases of the Bee Spelling Inventory and the observed likelihood that many students will remain in the one phase for at least one school year. The reason for the inappropriateness of this target is founded in the notion that the 1-8 progression scale does not parallel 7 years of primary school. It was agreed to maintain the current whole school assessment schedule for spelling which includes the Words their Way inventory and high frequency word testing. An Excel spreadsheet was created to record and then analyse information about spelling from the inventories and spider graphs would be used to engage students in developing an understanding of their strengths and areas for development. It was also agreed that future targets for spelling growth would be based on NAPLAN Spelling data.

Priority 2

Enhance school and community connections

Target/s

- Increase in student satisfaction data *I can talk to my teachers about my concerns* from 59 percent to 62 percent.
  Increase in parent satisfaction related to Computer technology is an integral part of teaching and learning at my child's school from 70 percent to 73 percent
- Obtain baseline data on community organisations' satisfaction with school partnerships.
- Achieve to *exceed National Standards* in NQS

Progress

Key Improvement Strategy 1: Incorporate a framework to overarch student wellbeing and community engagement practices.

In 2014 the Leadership Team expressed an interest in becoming a KidsMatter School and a KidsMatter Action Team was formed to introduce the KidsMatter Framework. Chapman Primary has embraced the practice of Distributive Leadership and invited two classroom teachers to lead this initiative. The Action Team included the School Principal, a parent representative, the school counsellor, a Learning Support Assistant (LSA) and an administration officer. The ACTION Team met four times and have successfully worked together to achieve key actions identified in the 2015 Annual Operating Plan.

- Following Professional Learning the facilitators delivered *Component 1 – Building a Positive School Community* to the whole school staff from preschool to year 6.
- CPS staff participated in two Professional Learning sessions.
- Staff, parents and students were surveyed and data was collected and analysed by the ACTION Team.
- Kids Matter Framework adopted as a whole school program

- Students were introduced to the term 'KidsMatter' and the terms 'Mental Health and Wellbeing' through circle time activities and contributed a piece of artwork that was created to make the KidsMatter Wall - Every Face has a Place.
- Playground cards that link with the whole school Values program have been introduced to staff and student body and are handed out by teachers on playground duty to those students demonstrating the value that is being focused upon. Each assembly the cards are drawn out of the box and students rewarded with a FRIENDS Values wrist band.
- To support staff wellbeing Xmas buddies have been introduced in the latter part of the year.
- Planning has taken place to continue to build staff understanding and all staff will participate and complete Component 2 training - Social and Emotional Learning in the 2016 January professional learning.
- Future directions will include the review of a scope and sequence for student wellbeing and communication. The school will continue to build upon our positive school culture.

The *Ride and Walk to School* program has been introduced to the school in 2015 and will be a component of KidsMatter. To support the program

- The school received a grant to purchase 15 new bikes and helmets, to be used as part of our PE programs for senior students.
- Through the program the school successfully promoted and encouraged riding and walking to school as a means of reducing traffic around the school, safe travel to school, promoting exercise for good health, independence and the learning of safe bike riding skills. Our bike racks were full!
- The program will be extended to the junior school in 2016.

Communication between teachers and students was a focus for the senior school to

- Personalise their learning programs and to provide opportunities for students to give feedback to teachers about the learning that was taking place and issues that may arise.
- *ITime and Genius Time* provided opportunities for deeper inquiry and enabled teachers to workshop with students individually or in small groups.
- A *Have Your Say* wall was also established. Reflective questions were posted by the teachers and children were able to respond.

The School Satisfaction Survey indicated that in seventy three percent of students indicated that *I can talk to my teacher about my concerns.* This was an increase of fourteen percentage points, well above the sixty two percentage target for 2015, demonstrating the impact that Personalised Learning programs, learning intentions and success criteria has had on student learning.

Key Improvement Strategy 2: Engage parents as active participants in their child's learning and the school environment

The second Key Improvement Strategy has a focus on *'Engaging parents as active participants in their child's learning and the school environment.'* Analysis of the 2015 *School*

Satisfaction Survey (SSS) data is one method of measuring parent, teachers and students satisfaction with our current programs, processes and communication at CPS. We are pleased to note that this year 86 percent of parents/carers agreed or strongly agreed that they get information from this school on how to support their children improve their learning. Indicators of success included:

Throughout the year a range of parent/carer information sessions and learning celebrations were conducted to facilitate the community being informed and connected to the teaching and learning programs at CPS.

- Year level Parent Curriculum Information Evenings
- Three way Conferences
- Learning Journeys
- NDIS – information session
- Alkira Art Show
- Preschool Information Afternoon tea

Also a range of parent/carer workshops were conducted throughout the year to increase community awareness, knowledge and confidence in the teaching and learning programs at CPS and to support parents with helping their children at home

- The Joy of Reading
- Gross & Fine Motor – Occupational Therapy
- Google docs
- ICT EXPO
- Preparing your child for Kindergarten

The SSS statement '*This school works with parents to support students learning'* indicated there is no significant variation in the data from 2014 -2015.

Table: Proportion of agreement to the statement: This school works with parents to support students learning.

Group	Teachers			Parents		
Year	Agree	Strongly agree	Total	Agree	Strongly agree	Total
2015	**26%**	**71%**	**97%**	**42%**	**47%**	**89%**
2014	This question did not appear in the 2014 survey for teachers.			**49%**	**41%**	**90%**

However we are committed to trying to implement a range of new and improved opportunities to openly share information and communicate with families to increase their knowledge and capacity to support their child/ren's learning and improve our target.

To obtain baseline data about our community's satisfaction with their school partnerships a *Parental Engagement Survey* was created and administered via survey monkey to CPS community in March, 2015. The community responses and key findings from this survey were reviewed, collated and summarised. The key findings from the survey were communicated to families via the school newsletter

In 2015 the teachers as members of the school community were also surveyed to gauge the current forms of preferred communication that they used with families. Sixty percent of teachers prefer to have face to face meetings and interviews with parents and carers to discuss student's learning. While fifty three percent of teachers were also happy to use email to regularly communicate with parents in relation to minor matters and to accommodate student's short term needs. The use of the class carer network was seen as helpful/useful for reminding families about upcoming events/notes/money etc.

In 2016 it is planned to form a focus group to discuss parent and staff views to plan and implement new possibilities as per the parent and staff surveys. The parent community voiced their desire for new opportunities to be available for them to be involved in classroom/unit programs across more curriculum areas. Exploring this idea with teachers will be a number one priority in term one planning days.

Parent Survey

Answer Choices		Responses	
Mystery reader		44.21%	42
Spelling matrix/spelling groups		33.68%	32
Learning journey		70.53%	67
3 way conference/parent interviews		83.16%	79
Home reading programme (swapping books, listening to students read)		64.21%	61
Guest speaker/ sharing of professional skills		28.42%	27
Art/ creating props for performances		20.00%	19
Pre-school roster		15.79%	15
Other (please specify)	Responses	22.11%	21
Total Respondents: 95			

Of the current opportunities on offer in your child's classroom/unit which ones do you value being involved in?

The **CPS *Facebook* page** has been consistently utilised to increase communication with our parent and wider school community. This digital platform has proven to be a user friendly and readily accessed site for sharing details and information about our teaching and learning programs and school activities. We wanted *Facebook* to be more than just a page of messages and reminders about what was due or happening soon. Two different systems were trialled throughout the year to increase opportunities to engage the parent community and increase their knowledge about the teaching and learning that happens at Chapman Primary. The daily updated posts, pictures of classroom learning, photos of special

events like camps and excursions and celebration of whole school activities have proven to be effective and very popular as a communication tool. We now have 489 followers and average 2 new 'likers' each week. Our CPS Facebook page has demonstrated that social media has been a successful way of improving communication with our community and supports them to learn about the many educational opportunities that their children are engaged in.

Currently '*The Communicator'* is one of the long standing and key communication platforms for enhancing school and community connections with parents and carers. In the survey the 90 percent of teachers indicate that the school newsletter is an effective method of sharing information regularly with parents but only 38 percent of teachers see it as an effective method of sharing *student learning* regularly with families in the current form.

Key Improvement Strategy 3: Authentically embed ICT opportunities across the school and the community

In 2015 we have made significant progress in utilising ICT as a means to engage students in their learning and to build the understanding of the community about how ICT is used as a tool to enhance and support children's learning and as a tool to innovate the way teachers teach.
In January 2015 all staff participated in a whole day professional development course relating to the implementation of MyLife. In February 2015 the ACT Directorate informed schools that the strategic direction for ICT education was changing, with a phasing out of MyLife and in its place the introduction of Google apps for Education (GAFE). This had a direct impact on Chapman's Annual Operating Plan for 2015 and the key actions and indicators for success for Key Improvement Strategy 3 were reviewed to reflect the introduction of GAFE. Indicators of success included:

The introduction of Google Apps for Education rolled out for all staff and students.
- Funding provided by the ACT Directorate allowed the school to purchase 35 new Chromebooks and a storage trolley.
- A group of six teachers from across the school were identified to create *an expert group* to assist in the implementation process. Through Professional Development provided by the Act Directorates Learning Technologies Team and ICT Peer Coaching, these six staff became proficient users of Google Apps for Education.
- All staff were informed of the change in ICT direction and teachers engaged in professional learning on the effective ways in implement GAFE as a productivity tool for business and a teaching and learning tool for students.
- An information session was provided to parents and permission from parents was requested. 495 students have been enrolled in Google Apps for Education. Parents also had the opportunity to attend a workshop at a P&C meeting.

The GROWTH coaching model to upskill teacher use of IT as an effective tool for learning.
- Training through peer coaching was conducted. 1:1 coaching following the GROWTH model.
- All teachers supported to use Google Apps for Education as a productivity tool for lesson planning and other administrative tasks.

- An ICT Expo for parents and members of the community was facilitated by each teaching team. Select students from preschool to Year 6 showcased a range of ICT programs and learning activities that they had been using within the classroom to enhance their learning experience. Representatives from 120 families attended and a Google Forms feedback sheet was given to parents to complete at the conclusion of the expo.

The following are examples of feedback received:
- *Loved hearing the children do a great job of explaining how to use each app or explain how this is helping their learning. There was a definite buzz in the school!*
- *This is the first time I've really seen the way ICT is being used in the school. It was all good as an overview.*
- *I really enjoyed the i-motion movies, the Google tour app and the online banking for the Year 5/6 classes. I'm pleased that the preschool is included in the ICT learning. Utilizing the QR codes for the movies/books is a great idea.*

As a result of these actions, we saw an increase in parent satisfaction related to Computer technology is an integral part of teaching and learning at my child's school from seventy percent in 2014 to eighty three percent in the 2015 Parent Satisfaction Survey. Hence our results were exceedingly greater than our projected target of seventy three percent.

Financial Summary

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

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

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	175099.00	193286.42	368385.42
Voluntary contributions	44148.40	1645.90	45794.30
Contributions & donations	15389.25	939.50	16328.75
Subject contributions	6395.60	301.20	6696.80
External income (including community use)	9286.92	11533.95	20820.87
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4180.98	4313.57	8494.55
TOTAL INCOME	254500.15	212020.54	466520.69
EXPENDITURE			
Utilities and general overheads	55491.52	62392.10	117883.62
Cleaning	39988.00	55329.44	95317.44
Security	871.18	1598.80	2469.98
Maintenance	51857.17	65294.81	117151.98
Administration	3220.58	2811.37	6031.95
Staffing	34320.00	-1207.50	33112.50
Communication	1649.48	3388.60	5038.08
Assets	14659.97	1435.95	16095.92
Leases	0.00	0.00	0.00
General office expenditure	9432.25	9962.11	19394.36
Educational	18753.40	25936.67	44690.07
Subject consumables	6117.37	561.00	6678.37
TOTAL EXPENDITURE	236360.92	227503.35	463864.27
OPERATING RESULT	18139.23	-15482.81	2656.42
Actual Accumulated Funds	60607.46	51836.42	61156.42
Outstanding commitments (minus)	-7954.15	0.00	-7954.15
BALANCE	70792.54	36353.61	55858.69

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was $990.35

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and purpose	Amount	Expected Completion
Outdoor Performance Area	$25,680	(2015/16
Junior Sandpit	0.0	Completed November 2015
Kitchen and Amenities Upgrade	$10,000	2015/16
Preschool Outdoor Shed	$5000	2015/16

Endorsement Page

I declare that the Chapman Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.
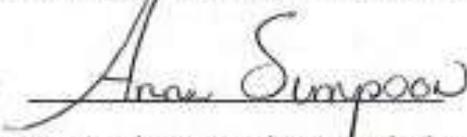
39 (4)   The school board must give effect to the chief executive's directions.

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:	Deborah Lovatt	Jane Alver	Sheree Bond
Community Representative	Robin Stanier		
Teacher Representative	Michelle May	Priscilla Reyenga-Holborrow	
Board Chair:	Sheree Bond		
Principal:	Anne Simpson		

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 2015.
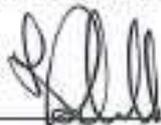
Principal Signature: _Anne Simpson_   Date: _23-5-16_

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

Board Chair Signature: _____   Date: _26/5/16._