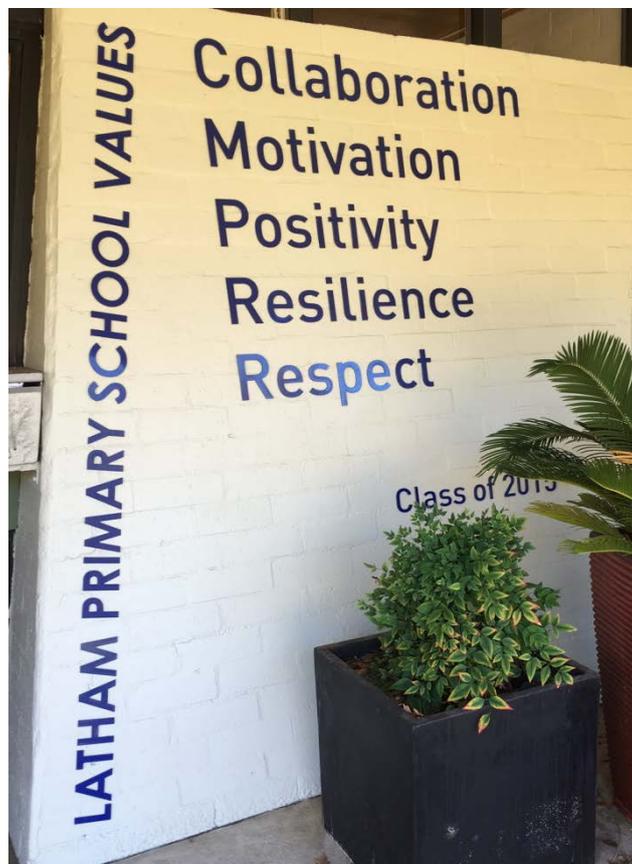# Latham Primary School
Board Report
2015

Latham School Values displayed at the entrance to the school.

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

This year Latham Primary underwent the school review process. The school provided the review panel with a comprehensive amount of information to assist them in establishing a complete picture of the school and the strong community involvement. The review was very positive and validated the great work of the staff whilst providing some constructive feedback to further improve.

2015 was the end of an era at Latham with 10 out of 25 staff leaving the school. It was sad to see these teachers go that had given so much to the school but it was also a great opportunity for them to explore new opportunities and for Latham to re-invigorate the staffing cohort in 2016.

Latham performed well in NAPLAN testing with good improvement across most domains. The various year groups explored new themes through integrated units of learning with great results. The school also invested in some new resources such as the Letters and Sounds kit with the assistance of the P&C which has been greatly appreciated by staff and students.

Introduction to School

Latham Primary School is a small school in the Belconnen region. Our students live primarily in Latham and surrounding suburbs. We have maintained consistent enrolment numbers over the past 12 months. Enrolments in the preschool remained at capacity throughout the year and as a result some families took up places at neighbouring schools. Children who remained on our waiting list however were offered places sometime during the year. This year we had a larger number of families electing to move in to the private schooling system for Kindergarten than we have experienced before.

Student enrolment

In 2015 there were a total of 286 students enrolled at this school from kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	148
Female	138
Indigenous	6
LBOTE	38

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	94.0
1	91.0
2	89.0
3	92.0
4	90.0
5	93.0
6	93.0

Source: Planning and Performance, December 2015

The school staff works closely in a personalised approach with families to encourage full attendance. If a student is absent for three consecutive days, the class teacher phones the parents. If no contact is made and the period of absence continues without explanation, the executive team leader will follow up with an additional phone call. In occasional cases a student may have attendance issues that require a personalised attendance plan to be developed collaboratively between parents, student and teacher. In the case of persistent non-attendance the principal makes a termly report to the Network Leader, engages the support of the Northside Student Engagement Team (NSET) and makes a report to Child and Youth Protection Services.

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	32

Source: Teacher Quality Institute, Date 18 December 2015

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

All teaching staff hold a minimum qualification of a Bachelor or Education, and in addition thirty-two percent of teachers have added to this with postgraduate studies in special education (autism) , educational leadership, management and marketing and diplomas in Children's' Services.

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 preschool, 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	23
Teaching Staff : Full time Equivalent Permanent	19.1
Teaching Staff : Full time Equivalent Temporary	1.8
Non Teaching Staff (Head Count)	10
Non Teaching Staff : Full time Equivalent	7.6

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.
Note: * Indigenous staff are reported where the staff member has self identified.

In 2015 our staff comprised of quite a number of part time employees; many are young parents artfully balancing the commitment of work and family. Part time staff have worked from 40 percent to 80 percent. In some cases teachers shared the responsibility of a class, and other part timers took on a specialist role, for example Learning Assistance and P.E. release. In 2016 we expect that several of the part time staff will be replaced through the transfer process with full time employees.

Volunteers

During 2015 volunteers ran or were involved in many varied programs at Latham Primary including: Brightsparks, Meccano, Breakfast Club and school banking and Fresh Fruit Fridays. They also supported class reading programs, Father's Day and Mothers' Day gift stalls, family barbeques, the school fete, and volunteering in the canteen and at school carnivals. The estimated number of hours in which volunteers have worked in the school during 2015 was approximately 3500 hours.

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 was validated in 2015. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In 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, 87% of parents and carers, 100% of staff, and 88% 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 26 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.	100
Teachers at this school provide students with useful feedback about their school work.	96
Teachers at this school treat students fairly.	100
This school is well maintained.	88

Item (cont)	(%)
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	77
Students like being at this school.	96
This school looks for ways to improve.	92
This school takes staff opinions seriously.	81
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	96
I receive useful feedback about my work at this school.	77
Staff are well supported at this school.	65

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 53 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.	85
Teachers at this school treat students fairly.	89
This school is well maintained.	81
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	69
My child likes being at this school.	91
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	81

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 56 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	79
Teachers at my school treat students fairly.	84
My school is well maintained.	88
I feel safe at my school.	75
I can talk to my teachers about my concerns.	84
Student behaviour is well managed at my school.	63
I like being at my school.	79
My school looks for ways to improve.	93
My school takes students' opinions seriously.	77
My teachers motivate me to learn.	95
My school gives me opportunities to do interesting things.	91

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).

In addition to the School Satisfaction Surveys staff, parents and students also responded to survey questions in the Australian School Climate and School Identification Measurement Tool (ASCSIMT). The ASCSIMT assesses staff, student and parent perceptions of school climate and school identification, which includes student well-being, student behaviour, and student engagement in learning. There were 26 staff, 53 parents and 55 students who responded to the survey.

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, 0.00 % of year 3 students and 4.00 % 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: Latham Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	396	443	492	521
Writing	405	420	453	486
Spelling	373	410	463	500
Grammar & Punctuation	372	441	466	516
Numeracy	415	410	472	502

Source: Performance and Planning December 2015

Latham Primary School's means were statistically lower than the ACT mean in all five domains for years 3 and 5 as shown in the table above. However we did see improvements in the percentage of year 5 students in the NAPLAN proficiency bands in reading, grammar and punctuation and numeracy in comparison to the 2013 results.

Analysis of our NAPLAN data has indicated there are some specific areas that require more focus in 2016. We will continue to develop our whole school beliefs and understandings about spelling, reading and writing; determine whole school practices; and continue to track groups and individual students to intervene where required.

Performance in other areas of the curriculum

The Arts

The specialist Arts program is now coming into its fifth year at Latham Primary School. All students from preschool to year 6 have weekly music, dance or drama lessons facilitated by a specialist teacher. In association with the arts program the school choir has been a wonderful experience for senior students (3-6) and given that it is voluntary, it is wonderful that we have over 45 members each year. This year saw the start of two school bands instead of one as done in previous years; one being an entry and continuing fife band and the other being a continuing fife and flute band. Band is offered to students between years 3-6 and students must audition to be offered a place. Students in the band and choir have opportunities to showcase their skills at places such as Floriade, retirement villages and shopping centres. Students in years K-2 have the opportunity to participate in a voluntary lunchtime recorder group which had over 30 members this year.

This year our 5/6 students performed at Wakakirri as a part of their arts dance program. Wakakirri is Canberra's largest arts (dance) event available to primary school aged students. It was a great success and we were very proud of our school's achievement.

All in all, the creative arts provide students with avenues to learn skills in specialised areas as well as offering them new opportunities and roles.

2016 commences a new beginning for the arts with a new teacher taking on the fantastic role. This is sure to provide much variety and new perspective to students and staff alike. The arts have become a natural and enjoyable component of learning at Latham and we hope it continues this way for years to come.

Japanese
Students in years 3-6 again participated in Japanese lessons in 2015. The focus was on developing cultural understanding and learning some basic, functional language skills. The aim was to engage students in learning about all things Japanese and to ignite an interest in learning about the Japanese way of life and language. Japanese lessons focused on having fun, whilst learning and engaging in the culture and language.

Latham P.S. participated for the first time in the ACT Japanese Network's Primary School Japanese Fun Day held at Bonython P.S. Latham's Japanese teacher ran one of the activities, and a number of students from years 3-6 participated in a wide range of engaging Japanese cultural and language activities throughout the day. A new group of students will participate next year.

Also for the first time Latham PS participated in the ACT Japanese Network's Primary School Japanese Speech contest at Amaroo School. Twelve students developed their own Jikoshoukai (self-introduction) based on work they had been doing in class, practised in their own time and delivered the speech in front of their classmates, parents, students from other schools and a judging panel. The Latham students were commended for their efforts by the organisers and judges.

In 2015 some elements of the draft Australian Curriculum: Languages (Japanese) were used in Japanese lessons and the Australian Curriculum will be fully implemented in 2016. Also in 2016, all students across the school, including pre-school, will participate in the specialist Japanese program.

Physical Education
Latham Primary School has continued to promote a culture of health, physical activity and sport during 2015 in order to develop the whole child and maximise their potential.

All students have participated in Physical Education (PE) lessons once per week with the specialist PE teacher, as well as participating in other PE lessons and opportunities for physical activity delivered by class teachers. The focus of specialist PE lessons in the junior

school continues to be the Fundamental Movement Skills Program which has had a significant positive effect on students in PE classes as well as in their daily life in the school as a whole. Whilst senior classes worked on fundamental movement skills, they also participated in modified sports activities as well as 'games sense' and 'sport education' models of PE.

Latham PS entered into partnerships with the national sports organisations for Tennis, Cricket, Touch Football, Rugby League, Golf and Netball in 2015. Students have received specialist lessons in these sports as well as the school receiving equipment kits. These partnerships will continue in 2016. The National Curriculum for Health & PE has now been implemented in the school and is being used for the delivery, assessment and reporting of Health & PE. In 2016 the preschool students will be included in the specialist PE program.

<u>Sport 2015</u>
The sports program in Latham has again been very busy, with lots of opportunities for students to participate and some fantastic results from Latham teams and students.

All students participated in the following whole school sporting events:

- Latham Cross Country Carnival
- Latham Athletics Carnival
- Latham Fun Run
- Active Kids Challenge.

Latham students participated in the AFL ACT schools competitions for the first time with a year 5/6 teams competing in the prestigious James Hird Cup competition. School teams also participated in the rugby league, touch football and basketball competitions, as well as the Belconnen Cross Country, Swimming and Athletics Carnivals.

Seven Latham students represented Belconnen PSSA in ACT carnivals for Cross Country, Athletics, Cricket, Hockey, Touch Football, AFL and Rugby League. In addition two Latham students represented the ACT in Basketball, one student represented the ACT in OzTag, and one Latham year 6 student represented the ACT in indoor cricket, outdoor cricket, rugby league, touch football and AFL, and was the sole winner of the School Sport ACT Under-12 Sporting Excellence award.

Latham has been represented by the PE Specialist teacher on the Belconnen Primary Schools Sports Association (PSSA) network and was responsible for coaching the Belconnen PSSA Rugby League Teams and also ran the Belconnen PSSA Swimming Carnival.

Progress against School Priorities in 2015

Methodology in evaluating progress

As a school community we undertook rigorous self-assessment in preparation for External Validation earlier in the year. In ensuring that we have the most current information at the end of the year, we have revisited an assessment against all 9 domains of the National School Improvement Tool, analysed this year's NAPLAN and PIPS results, and examined this year's School Survey and School Climate results to identify recurrent themes. We also assessed ourselves against the National Safe Schools Framework. Teams, teacher leaders and executive staff have all contributed to this report.

Strategic Priority 1: Highly effective teaching and learning is evident throughout the school with improved student outcomes through effective use of data

Targets

By the end of 2015

- Improvement in the proportion of students in NAPLAN proficiency bands in reading, writing, spelling, grammar and punctuation and numeracy in years 3 and 5 by 5 percentage points from the 2013 results
- Increase the percentage of kindergarten to year 3 achieving or exceeding the Directorate's end of year PM Benchmark targets from 80% (2014) to 85% (2015).

Progress

Our first key improvement strategy was to **develop the capacity of staff through targeted professional learning and instructional leadership** and the significant work in this area has been as a result of our engagement with the Principals as Literacy Leaders (PALLs) program. This 10 month program has brought together a team of teachers and school leaders who have collaborated to set the direction for our literacy learning; providing a range of readings for staff discussion, leading professional learning, trialling new strategies in classes, purchasing resources and acting as professional mentors. As a result of our whole staff professional learning with Debbie Miller and the Two Sisters, we now have all of our classes engaging with elements of Readers Workshop, Daily 5 and CAFÉ strategies for reading. We have purchased individual reading boxes for each Latham student from Kindergarten to year 6, and our students are confidently making careful book selections and are working on developing their personal reading stamina. In some classes, students have also been working on identifying the reading strategy they are currently focussing on, and teachers are trialling individual reading conferences with students. This has set us up for an immediate take up of a consistent approach to teaching reading across the school next year.

As the focus of PALLs has really been on reading, we have not yet developed an agreed whole school approach to writing, and this has been identified for our focus early in 2016. We have seen significant progress in our Kindergarten teachers' understandings of writing however following a focus on developing individual writing goals for students. One of our Kinder teachers used a Collaborative Coaching session to visit a colleague at another school who had been working on writing goals and used what she had learned as a spring board for developing these with her own class. She saw almost immediate results as children were able to articulate what their individual focus was and showed evidence of this work in their writing samples. After sharing her success with her Kindergarten colleagues, they also worked on writing goals with their students, and are able to report, at least anecdotally that the writing samples are of a much higher quality than they had seen before. Across the rest of the school, teachers have used the Daily 5 and Readers Workshop approaches to incorporate both 'Word Work' and 'Work on Writing' within their day's program allowing students to practise what they have learned in the explicit 'mini lessons'.

Across the school Collaborative Coaching was introduced as a form of professional learning for staff, respecting the evidence that advocates some of the most valuable learning occurs within the school and between staff. Prior to beginning peer observations the teachers engaged in reflective practice, assessing themselves against the AITSL Professional Standards for Teachers. This supported them to identify an area of practice for improvement. Collaborative Coaching has three main stages which the staff were introduced to in early term 2. Stage 1 is a meeting before the observation where the area of practice is defined, protocols established and the type of feedback is agreed upon. Stage 2 consists on the teacher observing and then Stage 3 is a follow up meeting where the two staff discuss the observations made and further goals for improvement. They also establish a timeline for future meetings and observations. Staff reviewed the process at the end of term 2 and it was decided that time would be allocated before a staff meeting each week to support the staff to meet with their Collaborative Coaching buddy. Improvements were introduced in term 3. The Executive staff is currently looking at how Collaborative Coaching can be included as part of the staff's regular Programming, Assessment and Coaching Time (PACT) in 2016.

Accountability measures were introduced in 2015 to ensure that professional learning (PL) requested and attended by staff matched personal goals determined through their Professional Pathways (teaching staff) or Performance Management (administrative staff), or assisted in the meeting of school priorities as outlined in our Strategic Plan or Annual Operating Plan. A Professional Learning Request document was created for staff to complete and submit to their team leader for presentation at an Executive meeting. This document asked staff to highlight how this PL request matched either an individual goal or school priority. Thought into how attendance would assist student outcomes was also required. Through this process, professional learning was able to be tracked by the school. This resulted in professional learning undertaken by teachers appearing to be more relevant

to individuals and the school, with fewer requests for PL to ensure individual professional learning compliance is met. The Australian Professional Standards for Teachers is an excellent tool for teachers to determine personal goals to ensure continued personal growth. To support teachers in their familiarisation with the standards, we encouraged teachers to link one of their personal learning goals with one descriptor from the standards. This was to provide teachers the opportunity to familiarise themselves with the standards in a practical way, and highlight the usefulness of this tool in ensuring continual personal professional growth.

Our success in this improvement strategy is evidenced by:

- Seventy-three percent of teachers show evidence of reading philosophy, new strategies and/or new lesson format in their programs
- One hundred per cent of our teachers have participated in Collaborative Coaching at least twice this year
- Ninety-seven per cent of staff, students and parents indicated through the school specific question on the National Satisfaction Survey that they know the school values
- One hundred per cent of staff can identify verbally the school's vision statement
- Seventeen per cent of teachers reference the Australian Professional Standards for Teachers in their Professional Pathways plan

Maintaining and extending our commitment to the school vision was another improvement strategy we focussed on, and this year that was primarily about our school values and our commitment to healthy living.

We spent time in the January professional learning week focussing on the school's values which were finally determined toward the end of the previous year. Staff brainstormed what the values looked like, felt like and sounded like, and developed a list of possible ways they could teach the values to the students. Teams also found a number of songs which featured the values and throughout Semester One staff shared YouTube clips they had sourced which also highlighted our values. Teaching teams planned the first few weeks of class time to develop collaborative classroom cultures where the values were visible very day. Values remained a feature of every class environment all year, and the language of discussions with students about social and academic issues have consistently referred to the values.

The Healthy Living Team was established to focus on the following project areas: Fresh Tastes, Ride and Walk to School, Sustainability and Student Engagement and Leadership (SEAL). The team consisted of teachers across the school and also preschool.

We are at the end of the second year of the Fresh Tastes project. This year we addressed 'Growing Food'. We formed an action group early in term 1 and wrote an action plan with Fresh Tastes Project Officers. Some actions were:

- Continued on with the focus area from the first year of the project, Classroom Learning, by delivering Nutrition Australia's 'Food & ME' resource in K-6 classes. Resources and online training was available to staff
- Two teachers attended a Stephanie Alexander Kitchen Garden workshop
- Gardening 101 visited the school to make recommendations and plans for establishing vegetable gardens
- Classes proposed their ideas for what they would like to grow. Gardening 101 gave advice on what would work from this list and created a plant list for the school to purchase
- Existing garden beds near The Cottage were prepped for planting by The Green Team, parent volunteers and a preschool class. Plants, gardening and watering equipment was purchased with funding from Fresh Tastes.
- Gardening 101 ran a workshop for The Green Team, and this was extended to the school community, on how to raise seedlings, make seedling pots, seed tape and generally manage a vegetable garden bed. Classes were invited to participate in the gardening process, planting seeds and seedlings.
- Fresh Tastes was promoted to staff and the school community through the sharing of the promotional video, regular newsletter items, distribution of Tom's Superfruits discount cards and 'Veggies to your door' discount vouchers.
- Nutrition Australia delivered a workshop on the Traffic Light food categorising system.
- Canteen staff and the P & C have been advised of a number of canteen workshops and information sessions; however canteen staff have not attended.
- Healthy whole school events have been organised, such as healthy lunches to accompany cross country, Canberra's Biggest Healthy Bones Morning Tea and the Fun Run fruit platters
- P & C are aware of the ACT Public School Food & Drink Policy and their limitations on selling red food at the canteen
- The school community has ensured that only a maximum of 2 red food events are scheduled for each term.

The third and final year of Fresh Tastes will be carried out in 2016 with a focus area of 'Selling Food'.

The Ride or Walk to School program was in its final year of implementation this year. Throughout the year we:

- Facilitated lunchtime bicycle maintenance by students for students

- Created a bicycle workshop space to store and maintain Mountain and BMX bikes
- Conducted rider workshops for 5/6s students
- Had a presentation by Caroline Buchanan: Signings and bike show performed by BackBone BMX
- Provided map reading lessons (with real life samples of local area) for senior students
- Created posters to encourage others to ride to school (student 'BMX for life' leaders)
- Held BMX trick competition such as slowest rider and cone weaving
- Showed random acts of support (such as wrist bands/ beanies) placed on bikes and scooters handle bars
- Planned for an end of term cycling event where students and teachers are encouraged to participate in lunchtime/ afternoon session riding activities

As a result of all of these activities we have noticed a significant increase of students riding and walking to school.

The success of our actions in this strategy is evidenced by:

- One hundred per cent of learning spaces show visual evidence of explicit teaching and learning of the school values

Maintaining and extending the use of Australian Curriculum in planning was the next step for us in ensuring minimal variance in the learning and teaching from classroom to classroom. In 2014, teaching staff undertook considerable work to familiarise themselves with the curriculum areas outlined in the Australian Curriculum. This included links within programming and moderation activities. To continue this work at the beginning of the 2015 school year, teachers examined the Achievement Standards from the Australian Curriculum to ensure understanding of the expected outcomes for their teaching year levels and negotiate other essential content. This was to make certain that all students, no matter their teacher, had the same curriculum throughout the year. These decisions were documented in an overview for each year level and in a whole school overview in English and mathematics. These documents were used as reference points for team planning throughout the year. This process was essential in the setting up of learning expectations from the very beginning of the year.

Another tracking system put into place in 2015, was the development of year overviews for the areas of geography, history, civics and citizenship, science and technology. These were essentially a document to track the teaching focuses throughout the year. These will benefit planning for 2016 and beyond as teachers will not only have a clear picture of where the students are heading (Australian Curriculum), they will have a clear picture of where the students have been. This is particularly important with multi-age classrooms.   This tracking

system was also undertaken in the areas of The Arts, health, physical education and Japanese.

The Early Years Learning Framework (EYLF) is the resource that underpins planning of the preschool program. At the beginning of 2015 preschool educators explored this document to further their understandings of Belonging, Being and Becoming and how this relates to their everyday program. This also ensured that there was a common language for educators to discuss aspects of the preschool environment. In their consistent efforts to strive for continued improvement, both educators have worked with consultants from the Early Childhood section of the Education and Training Directorate to continue to develop their understandings of embedding the EYLF within their everyday practice.

In respect of this strategy the following are further indicators of our success:

- Ninety-five per cent of staff indicated they agreed or strongly agreed that they are confident in adapting and differentiating the Australian Curriculum to meet the needs of their students as evidenced by data from the school specific questions on the NSS
- 100 per cent of content descriptors emphasized in learning and teaching programs have been recorded in the school tracking system each term

We continued our focus to **ensure that our school wide assessment practices and processes support students** throughout the year. In term one teaching teams met with the principal to discuss the cohort of students; the assessment data passed on from the year before, any additional assessment information they had gathered in the beginning weeks of school and for the first time there was also a focus on qualitative data. Also for the first time, teachers set individual targets for those students who were well behind their aged peers. As the year progressed and certainly at the end of semester one, teachers were able to show where, in almost all cases, those students were able to meet or surpass their initial targets. Data discussions have been a focus of some of the team meetings throughout the year, and we have identified that there is some ongoing work for us all in this area; to determine school-wide agreed targets for writing, to be more transparent beyond teams of individual student successes and difficulties, and to ensure that the team leaders are confident at leading the sorts of data discussions that the teacher have been used to have with the principal over the last two years.

Although there is consensus that more investigation is required to develop targets in writing, 2015 saw more consistent approaches towards gathering data and implementing school-wide assessment tools to make certain that the data being used to determine learning and teaching programs and for data discussions, mentioned above, was valid and comparable. To date, there are school-wide agreed targets in oral language (K), mathematics, reading, and spelling (K-2). Spelling (3-6) is currently being researched with a tool to be implemented in 2016. We continue to develop an agreed timeline for the

collection of whole-school data at the beginning of each school year. 2016 will see the development of clear whole-school processes of expectations for the learning and teaching of students not meeting agreed school-wide targets. This will be linked to the Response to Intervention documents.

Data collection in preschool is also important. Individual and small group observations are completed by educators regularly and used to inform planning as part of the planning cycle. These form part of individual learning portfolios continually developed throughout the year.

The success of our actions within this strategy is evidenced by:

- One hundred per cent of teachers are able to discuss both quantitative and qualitative data and how this informs their programming choices
- One hundred per cent of data articulated on the assessment schedule is recorded on the data tracker by the due dates

In terms of achieving the targets for this priority, the school achieved the following:

- NAPLAN results showed growth from 2014 in all areas other than year 3 grammar & punctuation. Year 5 reading had an increase of nine percentage points from 2013, year 5 grammar & punctuation saw an increase of twelve percentage points
- Seventy-five percent of students in Kindergarten to year 3 reached the ACT Education and Training Directorate's reading benchmarks

Strategic Priority 2: Highly effective communication between all key stakeholders (students, staff and parents) is apparent throughout the school

Targets

By the end of 2015

- Maintain or increase percentage of parents, carers and staff who rate communication as highly effective through the National Survey.
- 'Communication between parents and the school is both regular and effective' – increase from 59% in 2014 to 75% in 2015
- 'There is effective communication between teachers and their supervisors' – increase from 75% in 2014 to 80% in 2014
- Maintain or increase the proportion of students who rate communication as successful through the National Survey
- 'I can talk to teachers about my concerns' – increase from 45% in 2014 to 60% in 2015

Progress

Developing multifaceted communication systems within the school community including media and human capital has continued as an important improvement strategy. We have sought to use a variety of mediums and have worked in conjunction with the P&C to ensure that we are reaching as many people as possible. The school website is an important means of communication within the Latham Primary School community. It is regularly kept up to date with notes and events as they arise. This year we introduced the 'Our Classes' drop-down tab to inform parents and students of relevant term activities and the term overviews. Staff also attended a My Source Matrix course to further develop their website skills to produce a more vibrant website. This year the P&C introduced a Communications Coordinator whose role was to ensure community members were kept up to date with events and opportunities at the school. A blog was created and SignUp Genius was used to generate volunteers for big events such as the fete. Both initiatives were very successful.

Through experience we understood that it was important this year to document a range of organisational procedures so that there was consistency and continuity of practice across the school that was not reliant on any one person. We identified some key areas at the start of the year that needed our focus; front office procedures, whole school sporting events and year 5/6 annual events. We added to this a suite of 'How to' guides that outlined for teachers the expectations of some key aspects of the operation of the school. These fall into the categories of curriculum, assessment and operational. These will continue to be developed and refined in 2016.

One of the ways we had envisaged communicating to the members of the school community who were physically present in the school was via television screens connected centrally and informed by a computer program. Although we had started this process in 2014 and thought it would be an ongoing priority, the promotion out of the school of our IT coordinator late in the year and the cessation of our IT ASBA mean that we no longer had the personnel with the expertise to research viable possibilities for us to invest in. We shelved this action for this year. With the help of the P&C, the school purchased a data projector and large drop-down screen for the school hall. Classes have used this resource as a means of communicating with parents about the classroom programs that have been occurring. At whole school assemblies each fortnight, classes share photographs of cultural excursions, texts they have written and technology work associated with units of work.

The success of our actions within this strategy is evidenced by:

- Processes have been developed, trialled and evaluated for six focus areas - excursions, professional leave requests, staff leave, student absences, curriculum and assessment
- Procedural guidelines have been created for four events: Athletics Carnival, Year 5/6 Construction Project, Year 6 Graduation and swimming

One of the historical features of Latham Primary School's educational delivery model was articulated in the second key improvement strategy to **enhance partnerships between all members of the school community.** We have a long history of a vibrant volunteer program and apart from parents assisting in classrooms; we have a dedicated group of thirteen to fifteen regular volunteers from the immediate and wider community who assist with the implementation and facilitation of a number of programs; academic and non-academic that benefit children across the whole school. Volunteers usually work with children on a one on one basis for all literacy enrichment programs for 30 – 45 minute sessions, from once a week to three times per week, depending on the program. All volunteer tutors who work in literacy areas are either guided by the instructions of the classroom teacher or given specific training, as is the case of the Brightsparks Reading Program for years 1 – 3. Some of our volunteers have a passion to utilize their pre-existing qualifications and skills; allowing for the development of a 'Spelling/Writing' program for senior students and a 'Creative Writing' group for junior students. Catering for the non-academic needs of our students is the Meccano Program and Breakfast Club. The Meccano Program, initiated by Rotary under the auspices of the School Volunteer Program ACT, is a program where five Rotarians each mentor one student with the construction of a Meccano model until completion; developing skills such as fine motor, problem solving and persistence. The program is offered to year 3/4 students and runs for 1 hour each week each term. Breakfast Club is manned by P&C members and Red Cross volunteers and is offered to the children from 8:15am, Tuesday and Thursday mornings. The time and energy that our volunteers dedicate to our school is greatly appreciated and newcomers are always warmly welcomed to join our existing volunteer programs or propose new programs that would benefit and enrich students at Latham.

In an effort to enhance engagement rather than involvement, preschool educators developed a weekly 'Stay and Play' (fortnightly for each group). This was an effort to entice families into the units to engage with students in learning. Throughout the year, a larger number of families stayed to engage in learning opportunities with their own and other children. This also provided families the opportunity to be connected to the school in a learning sense. This will continue in 2016.

In addition to the volunteer programs, we have started to forge partnerships with external organisations. In term 4 this year, Belconnen Community Services (BCS) trialled a newly developed transition program for students in year 6. The program, a series of six one hour sessions aimed at reducing anxiety associated with moving to a new school setting, focussed on building self-esteem and resilience, and the development of help-seeking skills. To enhance this partnership further and to meet the needs of the Latham community, the school and BCS are currently collaborating on the development of a pre-preschool oral language playgroup for 2016.

In 2015 we continued to seek opportunities for the Latham students to connect with the network and wider community through a range of events. Within the network, students have represented the school in a range of events. This collaboration has fostered positive relationships with a number of schools in the area. The events included:

- the Melba Copland Secondary School Dance Showcase
- the Partnership schools Gifted and Talented Day
- the Melba Copland Secondary School Cluster ANZAC Day service
- holding our annual school concert at Kingsford Smith School
- students from Kingsford Smith School assisting at our athletics carnival
- students from Kingsford Smith School filming our dance classes for the DVD
- interschool sporting events held at the end of terms 1 and 2.

Each of the abovementioned opportunities provided students at Latham Primary School with chances to develop connections with students and staff at neighbouring schools. Generally the opportunities were available for students in the senior grades which were particularly beneficial in fostering connections between our school and our local high schools.

As a part of the Healthy Living Plan we discovered the need to develop the 'Green Team' at Latham Primary School. The need arose from a lack of management in waste and recycling across the school. It involved consultation with the community in developing the infrastructure necessary to make waste and recycling viable for not only this year but also in the coming years. Initially, a staff member attended a course in waste and recycling held by ACTSmart Schools. Following this, the Green Team was established and consists of students from Years 3 to 6. A staff meeting was also held and teachers discussed how the program would be implemented across the school. Coloured bins were purchased for each classroom and the Green Team helped educate classes in waste and recycling.

The Green Team has also made links with parents in the community to begin our Kitchen/Garden program. Susie Kontas from Gardening 101 held a workshop with the Green Team in the growing of particular vegetables, spices and herbs. The Green Team together with parents of the community have cared for the two Garden Beds. We envisage that the produce that is grown will be used for cooking and also sold to the community for the cost of a donation.

The success of our actions within this strategy is evidenced by:

- We have created a new partnership with Belconnen Community Services
- Students have participated in events with other schools (ANZAC Day Cluster Assembly, Enrichment Days with Kingsford Smith and Macgregor Primary Schools and Student Leadership Day with Kingsford Smith and Macgregor Primary Schools

interschool sports afternoons (Macgregor, Kingsford Smith, Weetangera, and Hawker), Melba Copland Dance Festival
- One class group has made a link with an external stakeholder; SEAL Group with the Green Shed

In terms of achieving the targets for this priority, the school achieved the following:

- In regard to maintaining or increasing the percentage of parents, carers and staff who rate communication as highly effective through the National Survey:
  - *'Communication between parents and the school is both regular and effective'* – we increased the percentage of parents who agreed or strongly agreed with this statement from 59% in 2014 to 81% in 2015, an increase of 6% on our target of 75%
  - *'There is effective communication between teachers and their supervisors'* – we were not able to increase the percentage of staff who agreed or strongly agreed with this statement from 75% in 2014 to 80% in 2015; we did increase it however to a 77% satisfaction rate
- In regard to maintaining or increasing the proportion of students who rate communication as successful through the National Survey
  - *'I can talk to teachers about my concerns'* – we increased the percentage of students who agreed or strongly agreed with this statement from 45% in 2014 to 83% in 2015, clearly exceeding our target of 60%

Strategic Priority 3: Improve student engagement

Targets

By the end of 2015

- The percentage of students who respond they agree or strongly agree to:
  - o 'Teachers at this school make me feel valued and included' increases from 47% in 2014 to 65% in 2015
  - o 'Students at this school make me feel valued and included' increases from 50% in 2014 to 65% in 2015
  - o 'Teachers motivate me to learn- increases from 67% in 2014 to 80% in 2015.
- Percentage of attendance increases by 1 percentage point for each year level
- Ninety-four percent of students report to parents on their achievements in meeting their learning goals

Progress

To improve student engagement we focussed on two key improvement strategies; the first being to **Increase 'student voice' across the school in both participation and curriculum**

and review the school's processes and practices that support student engagement and take responsibility for learning.

At the beginning of this year the school identified an opportunity to introduce digital learning platforms to support learning and to enhance the connections between school and home. The aim was to introduce a platform into the 1/2 classrooms that were trialling inquiry learning. A Google Classroom site was developed however due to some ICT connectivity issues the trial in 1/2 was halted and a plan was put in place to introduce it again in 2016. This year, Year 5/6 began using Google Apps for Education (GAfE). Google Apps for Education is a suite of applications (documents (docs), slides, spread sheets, and forms) available to educational institutions for use in school communities. GAfE allows students and teachers to create, share and edit files in real-time. Google Apps for Education allows staff and students to create, share and collaborate in an online space. Since the beginning of term 3 year 5/6 students have shared their learning and ideas as well as submitted their work. This has made some components of the classroom completely paperless and digital.

Here's what some of Year 5/6 have thought about using GAfE this year:

- "It's good to collaborate and communicate with our friends online"
- "I like that we are not using paper and is digital but it is not affecting our learning"
- "You don't have to continually save your work"
- "You can't forget about your work or lose assignments"
- "It will be with us until we finish school (college)".

One of the strategies the school employed to increase student voice was to encourage every student to have at least one personal learning goal. Across the year levels this looks quite different, from the preschoolers having their individual 'voices' captured on a 'Progettazione board', (this is a space where student thoughts are recorded to determine common, and individual, interests for planning), to the senior students each having goals for literacy and numeracy and some additional social goals for identified students. Students from Kindergarten to year 2 have been focussing specifically on reading and writing goals in support of our attention to improvement in these areas. Students are able to articulate clearly their current goal and have been able to identify when they have achieved a goal set.

This year, three 1/2 teachers embarked on a journey of discovery to find out if introducing Inquiry Learning as a pedagogical strategy for teaching certain subjects like history, geography, science and technology would have a positive impact on students learning. Inquiry Learning is a strategy where the locus of control moves from the teacher to the student as the learning progresses. Each teacher chose a different aspect to measure the impact of the trial such as student engagement.

Throughout the year the teachers met and reflected on the journey and in December they presented their findings to the staff. A prime example of the success of this pedagogical approach was the 'Toy Fair' which occurred at the end of term 2. The toy fair was an opportunity for the students to share their learning with other students in the school as well as their parents who were invited to attend a special night time session. Overall the evidence from the three teachers confirmed that inquiry learning allowed students to take more ownership of their learning and therefore increased their engagement in the learning. In 2016 we will be looking at this approach being introduced to other classes in the school.

At Latham Primary School, teachers often use proformae to encourage students to reflect on their learning experiences. These have included student-led three-way interviews, use of rubrics, target setting and time management.

Student-led three-way interviews: Student-led interviews were held in the middle of the year and students presented their learning to their teacher and parents. This gave them an opportunity to formally reflect on the learning that has taken place over the semester. This reflection occurs as students prepare for the interview, as well as during the interview itself when they show and explain to their parents what they have learned.

Use of rubrics: Rubrics have been an important part of self-assessment for students at Latham Primary School. Because rubrics not only list the success criteria but also provide descriptions of levels of performance, students have been able to use them to monitor and evaluate their progress during an assessment task or activity. Teachers give out copies of the rubric prior to commencing the assessment activity and understand the terminology used in the rubric. If necessary, they provide students with models or exemplars to illustrate relevant aspects of the activity. As they work to complete the activity, students monitor their work to ensure that it demonstrates the required skills, knowledge or understanding. They reflect on their progress and evaluate what they need to do if they wish to improve their performance.

Target setting: The setting of learning targets, or goal-setting, is an intrinsic part of self-assessment at Latham Primary School. Student self-assessment begins with setting learning targets, proceeds through the production of work that aims to achieve those targets, to the assessment of the work to see if it does in fact meet the targets and then, finally, to the setting of new targets or revising ones that were not achieved. Ideally, students have increasingly assumed responsibility for the setting of their learning targets and also for the monitoring or tracking of those targets. In practice, of course, students' ability to do this will vary, and teacher assistance will be more important to some students than others. The provision of suitable 'tracking' sheets is an obvious way for teachers to assist all students.

Time management: Students' ability to manage and organise their own time in order to complete set tasks has been a crucial aspect of self-assessment. In the case of extended projects, middle-year and upper students were assisted to manage their time when teachers

'chunked' the work into discrete sub-tasks. For instance, students who were researching information prior to making a class or group presentation were advised that the task comprises the following sub-tasks, each of which will have a certain period of time allotted to it.

The core priority of Visible Learning at Latham Primary School is the inclusion of learning intentions and success criteria as part of every lesson. Significant time has been invested with the staff prior to 2015 introducing and highlighting the elements of Visible Learning and the research behind it. The majority of staff actively include these two areas for their lessons. Evidence of their inclusion can be seen in student workbooks and on display in the classroom. It is also evident that students are more capable of explaining what they are doing as a result of their inclusion. In 2016 the focus is going to move on the power of quality feedback (student to student, teacher to student, and student to teacher) and personal learning goals for all students P-6.

The 2014 House Captains displayed leadership at whole-school athletics and cross-country carnivals where they ensured that their house was coordinated. They also provided support at P.E. lessons when required. A small number of House Captains assisted younger students to run lunchtime 'clubs'.

In 2014 the Student Leadership Team (SLT) was heavily focused on organising fundraising activities, particularly for Latham's partner school Kerobe Joybright Academy. This year, in order to continue to refine the role of the SLT and to ensure the team's time and efforts were also focused on school based projects, we divided the responsibilities for the SLT into three main areas of focus.

1. Fundraising and wider community involvement
   - Footy Colours Mufti Day – fundraising for a children's cancer charity
   - Book Parade Dress Up Day – fundraising for the Make-A-Wish charity
   - Twin Mufti Day – fundraising for our partner school Kerobe Joybright Academy
   - Market Day and Book Swap – funds raised from these activities will also go to Kerobe Joybright Academy
   - Representatives from the SLT attended Minister's Congress to discuss issues around *Safe Schools, Staying Safe Online and Gender Roles and Identity*
   - 2016 SLT visited Kingsford Smith School in order to collaborate with the KSS and Macgregor Primary student leaders. Students are working together to plan and implement a community project in 2016

2. School based events and programs
   - Lunchtime clubs – the student leaders planned and implemented a range of lunchtime clubs including a No Hats Club' in the library for students who had forgotten to bring a hat, junior and senior Team Sports Club, Dance Club and Yoga Club

- Children's Week - the team applied for and won a grant of $150 to run a Teddy Bears' Picnic and school wide art activity to celebrate Children's Week. They collaborated with the Green Team to organise a 'Nude Food Lunch' on the day.
- SLT assisted with a range of other events around the school including The Healthy Bones Morning Tea, Book Week celebrations, the art show and the fete.

3. School responsibilities
   - Lost property
   - Assembly microphones
   - Assisting Preschool students to run assemblies

This year the SLT implemented two methods for collecting information and feedback from students in the school. In term 2 the team organised two open meeting sessions and invited students to come along and share ideas, issues and feedback. In term 3 the SLT implemented a 'suggestions box' to allow students to give anonymous feedback and suggestions.

Our second strategy for this priority was to **develop support initiatives for students with particular needs,** and we focussed particularly on developing outdoor learning spaces, gifted and talented students, Response to Intervention and our Student Engagement and Leadership program.

Latham Primary is in the process of developing a number of alternative play spaces for children during break times. The P and C funded the construction of an outdoor gazebo structure. The long term view for this structure is to provide children with an area to use for imaginative play. We will be sourcing recycled kitchen appliances and cookware to add to the area. Classes currently use this area as a place to come together for lunch eating or sharing stories. A bike track was investigated to add a high interest activity for children to participate in at break times. Keeping children active for these break times would be beneficial for both their health and reduce possible behavioural issues on the playground. The internal courtyard is occasionally being used as an alternative space for children who find making positive choices on the playground a little too overwhelming. Construction equipment is provided for them to interact with others in a controlled environment. The school also began fledgling plans for a sensory garden, but with a temporary promotion of the designer's instigator, this has been put on hold for now. A vegetable garden was planted at the preschool with involvement of parents. This has been the source of great learning for both preschool groups, with many conversations being sparked throughout the year as the plants developed through their 'cycle'.

2015 marks the second year for the implementation of the ACTETD policy regarding the education of students who are gifted or talented. Latham Primary School has continued to develop our processes for identifying and then catering to these students. In March, all students from years 1 to 6 were assessed using the Australian General Ability Test (AGAT).

Teachers identified students who scored above and significantly above the scale score for their cohort. Identified students were provided with opportunities to participate in differentiated work programs as well as opportunities to interact with other students outside of school. One such event was the Gifted and Talented day held at Kingsford Smith School in August. This was an opportunity for identified students to participate in a range of extension or enrichment activities. In 2016 we are looking at streamlining the process as well as providing additional professional learning support to assist teachers to better cater to the needs of these students.

Ensuring that there are processes in place to meet the needs of individual students, no matter their need, is essential. In 2015 a document 'Response to Intervention' (RTI) was developed to clarify understanding, knowledge and expectations in catering for all students. This document outlines three tiers in a RTI pyramid; universal, small group and individual and outlines strategies and expectations for teaching and learning. During 2015, our main work was to investigate the agreed whole-school practices along with the assessment and targets that went along with this (as already stated) to make sure that universal practices are strong. This document will continue to be developed in 2016 with the exploration of tier two.

This year we further developed the Student Engagement and Leadership (SEAL) Team that was started in 2014. The team targeted sixteen students (9 girls and 7 boys) in total ranging from years 3-6. SEAL is designed for students identified by staff as needing 'something extra' to help them engage with their schooling experience, needing extra support to communicate effectively and work as a member of a team, and to give opportunities for leadership to students who otherwise may not seek them out. All students who were in the group in 2014 continued over from last year with one boy deciding to leave the group mid year. The SEAL program has been successful in achieving its goals; behaviour records from executive staff has shown a marked drop in incidences of students exiting class which indicates that some of the skills the group has been working on such as effective communication and teamwork are having an effect. Students display a real sense of ownership of the 'SEAL' shed and have taken pride in setting up the shed so that it is a useable and functional space, thus helping further their engagement in their overall schooling experience. Students displayed leadership throughout the year by seeking sponsorship from local businesses to help resource the shed and by helping to build and create props for the school's Wakakirri performance. Students also tested their limits and teamwork skills by going for bike rides in the local community culminating in a trip to the Charnwood-Dunlop Primary School mountain bike track.

In respect of this strategy the following are further indicators of our success:
- We have constructed a gazebo for imaginative play and one of our internal courtyards has added a sand pit, mini-tramp, basketball ring, mats, scooters and flexible tunnel, preschool created a vegetable garden, the Green Team re-instated

- vegetable gardens and the worm farm in the Cottage area
- Ninety-five per cent of students from years 1-6, and an additional 3 students form Kindergarten were tested using the Australian General Ability Test
- One hundred per cent of students accessing Response to Intervention are showing growth in reading
- 93.7 per cent of students engaged in the SEAL program report a positive experience

In terms of achieving the targets for this priority, the school achieved the following:

- The percentage of students who respond they agree or strongly agree to:
  - *'Teachers at this school make me feel valued and included'* increased from 47% in 2014 to 94% in 2015; a marked increase on our target of 65%
  - *'Students at this school make me feel valued and included'* increased from 50% in 2014 to 73% in 2015; an improvement of 8% from our target of 65%
  - *'Teachers motivate me to learn'*- increased from 67% in 2014 to 95% in 2015; a significant increase form our target of 80%
- Percentage of attendance increases by 1 percentage point for each year level

	2014	2015
K	92.9	94.1
1	92.3	91.4
2	93.9	88.6
3	92.2	91.8
4	92.8	89.6
5	89.6	93.4
6	90.2	93

- Seventy-nine per cent of students reported to their parents on their achievements in meeting their learning goals, which fell short significantly of our target of ninety- four per cent. There was a drop off of parent engagement in student-led conferences in some of the senior classes, and teachers reported anecdotally that some parents who were in regular contact with the school didn't feel it necessary to attend the formal conferences which allowed students a voice about their own learning.

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	133505.72	137220.85	270726.57
Voluntary contributions	2120.00	7520.30	9640.30
Contributions & donations	128.00	14734.82	14862.82
Subject contributions	9609.44	2265.00	11874.44
External income (including community use)	6613.40	6133.81	12747.21
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3034.14	2019.81	5053.95
TOTAL INCOME	155010.70	169894.59	324905.29
EXPENDITURE			
Utilities and general overheads	32254.07	48660.85	80914.92
Cleaning	32796.89	48207.25	81004.14
Security	135.00	0.00	135.00
Maintenance	59861.43	33707.24	93568.67
Administration	1462.80	10568.85	12031.65
Staffing	15550.50	-13000.00	2550.50
Communication	1476.59	2696.65	4173.24
Assets	398.64	5568.41	5967.05
Leases	0.00	0.00	0.00
General office expenditure	12020.36	9740.37	21760.73
Educational	26252.79	16930.22	43183.01
Subject consumables	1950.00	236.36	2186.36
TOTAL EXPENDITURE	184159.07	163316.20	347475.27
OPERATING RESULT	-29148.37	6578.39	-22569.98
Actual Accumulated Funds	74365.38	102638.38	82638.38
Outstanding commitments (minus)	-3985.46	0.00	-3985.46
BALANCE	41231.55	109216.77	56082.94

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was $2583.00

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
Reserves for school painting as recommended under the school building report	$27,000	January 2015
Reserves for school windows revarnish as recommended under the school building report	$8,000	October 2015

Endorsement Page

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

39 (4)   The school board must give effect to the chief executive's directions.

44 (2)   The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-

   a)   The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or

   b)   Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46   The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.

47 (2)   However, the school board must meet at least four times a year.

48 (10)   The school board must keep minutes of its meeting.

49   Disclosure of interests by members of school boards.

49 (3)   The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-

   a)   be present when the board considers the issue or

   b)   take part in any decision of the board on the issue.

49 (5)   Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.
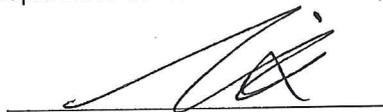
MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Mark Harriott	Karen Goddard	Laura Mukherjee
Teacher Representative	Lyndal Andrew	Ian Shaw	
Principal:	Liz Bobos		

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: _____   Date: 27. 5. 16

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

Board Chair Signature: _____   Date: 6/6/16