



Hughes Primary School

Annual School Board Report

2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

School Context

Hughes Primary School situated in the inner south of Canberra is a vibrant learning community known for specialist programs to achieve the school mission of inclusivity. Some unique features of our school include a culturally diverse environment with students from over forty different nationalities attending the school from Pre-school to Year 6. Our school hosts the Southside Introductory Language Centre which provides intensive language instruction for students newly arrived in Australia with minimal English or from non-English speaking backgrounds. As well as mainstream classes Preschool to Year 6, our school has a Learning Support Centre – Autism. The active engagement of parents in the educational and community life of the school builds strong partnerships and understandings of success at Hughes Primary School. The dedication and commitment demonstrated by all teachers ensures that student strengths are valued, individual needs are assessed and provision is made in the teaching program for a range of learning abilities. We value the active participation of all students in a broad inquiry-based curriculum that is designed using the Australian Curriculum. The emphasis is on the development of literacy and numeracy knowledge and skills that allow students to access the integrated curriculum and develop higher order thinking and conceptual understanding. Information Communication Technology is an integral part of the Hughes curriculum as all students regularly use interactive whiteboards, PCs, iPads and digital cameras. The specialist Performing Arts program operates from Kindergarten to Year 6 and provides Hughes' students with a variety of musical and performing arts knowledge and skills. Many sporting activities are held across the year, celebrating athletics, swimming and cross-country carnivals. Students are offered dance, learn-to-swim programs and experience a variety of sports through visiting clinics such as AFL. Our school plays an important part of the community by building links with many community members and through many celebrations. NAIDOC Week, Harmony Day, Children's Week, Science Week, Book Week and National Literacy and Numeracy Week are a few of the extravaganzas held across the year. Harmony Day is organised with community support from embassies and families, the School Board and the P&C. The International Extravaganza, held every second year, is the P&Cs major fundraising event and is a proactive opportunity to be involved in the community life of the school.

Student Information

Student enrolment

In 2018 there were a total of 431 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
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Male	225
Female	206
Aboriginal and Torres Strait Islander	3
LBOTE*	178

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	93.0
2	94.0
3	94.0
4	93.0
5	93.0
6	91.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.

- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

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

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	28.60
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	10.08

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2022. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 92% of parents and carers, 100% of staff, and 76% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 31 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback.	90
Teachers at this school treat students fairly.	97
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.	97
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	68
Students like being at this school.	100
This school looks for ways to improve.	94
This school takes staff opinions seriously.	79
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	83
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	55
Staff are well supported at this school.	70

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 154 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
Teachers at this school expect my child to do his or her best.	94
Teachers give useful feedback.	87
Teachers at this school treat students fairly.	91
This school is well maintained.	97
My child feels safe at this school.	92

I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	82
My child likes being at this school.	91
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	84

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 105 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	95
Teachers give useful feedback.	74
Teachers at my school treat students fairly.	58
My school is well maintained.	66
I feel safe at this school.	74
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	34
I like being at my school.	68
My school looks for ways to improve.	80
Staff take students' opinions seriously.	59
My teachers motivate me to learn.	83
My school gives me opportunities to do interesting things.	70

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school.

Table: Hughes Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	55	156	43	63
ACT	49	124	39	54

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Hughes Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	460	441	532	518
Writing	430	411	456	460
Spelling	433	410	490	494
Grammar & Punctuation	457	438	509	510
Numeracy	435	416	511	494

Source: Analytics and Evaluation

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	253712.24	185351.85	439064.09
Voluntary contributions	28520.00	6994.00	35514.00
Contributions & donations	13755.05	105.85	13860.90
Subject contributions	2003.78	1700.00	3703.78
External income (including community use)	5266.82	10917.27	16184.09
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3702.57	3618.66	7321.23
TOTAL INCOME	306960.46	208687.63	515648.09
EXPENDITURE			
Utilities and general overheads	46828.85	62608.54	109437.39
Cleaning	45582.36	56481.81	102064.17
Security	0.00	0.00	0.00
Maintenance	33209.62	39691.39	72901.01
Administration	1417.50	5746.09	7163.59
Staffing	51700.00	4400.00	56100.00
Communication	2217.71	1687.83	3905.54
Assets	24082.98	31489.40	55572.38
Leases	0.00	0.00	0.00
General office expenditure	31428.49	22593.30	54021.79
Educational	37449.64	64850.77	102300.41
Subject consumables	416.04	143.50	559.54
TOTAL EXPENDITURE	274333.19	289692.63	564025.82
OPERATING RESULT	32627.27	-81005.00	-48377.73
Actual Accumulated Funds	132411.02	264404.41	184404.41
Outstanding commitments (minus)	-1254.41	0.00	-1254.41
BALANCE	163783.88	183399.41	134772.27

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2018.

Reserves

Name and Purpose	Amount	Expected Completion
School Plan – Priority One: Increase growth in student performance in English across all year levels. Participation in the Early Years Literacy Project and engagement of External Consultant Christine Topfer.	\$15000	2020
School Plan – Priority Two: Increase growth in student performance in Mathematics across all year levels. Engagmeent of Numeracy Consultant Dr Paul Swan and ongoing focus on problem solving, including coaching and mentoring, and enhancement of resources.	\$15000	2020
School Plan – Priority Three: Develop and sustain a consistent whole school approach to social and emotional student wellbeing . Implementation of Positive Behaviours for Learning, Berry Street Trauma Professional Learning and Resiliency.	\$15000	2020
Future Focus – ICT. Replacement of Interactive Whiteboards and implementation of Ipad Program to build student ICT capabilities, communication, collaboration and critical and creative thinking skills.	\$20000	2020
Sensory Garden: Creation of Reconciliation Garden to support Cultural Integrity focus.	\$5000	2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Stephanie O’Grady	Charles Edlington	Thao Nguyen
Community Representative(s):	Nil	Nil	nil
Teacher Representative(s):	Helen Cox	Adam Porter	
Student Representative(s):	Nil	Nil	Nil
Board Chair:	Stephanie O’Grady		
Principal:	Nina McCabe		

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

Board Chair Signature: Stephanie O’Grady

Date: 25 / 03 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board’s operations during this reporting period.

Principal Signature: Nina McCabe

Date: 25/ 03 / 2019