



Hughes Primary School

Annual School Board Report 2019



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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

Schools 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
- newsletters
- other sources such as My School.

School Context

In 2019, the school catered for the needs of over 470 students, from the preschool program where children begin their school journey through to year 6 students who are ready to transition to secondary schooling. Some unique features of our school include a culturally diverse environment with students from over forty different nationalities. 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. We offer a balanced educational program including whole school approaches to English, mathematics, inquiry, and social and emotional learning. We have a specialist program encompassing Performing Arts, LOTE – Japanese and Physical Education, and value the active participation of all students in a broad inquiry-based curriculum that is designed using the Australian Curriculum. Our future focused perspective on contemporary learning ensures that we are supporting our learners to become active and informed citizens who are confidently equipped for a rapidly changing world. Our high level of staff reflective practice and analysis of student achievement is reflected in the ongoing substantive focus on learning gains for every child. Students are offered opportunities to participate in choir, chess, coding, sustainability activities, dance, Year 5 and Year 6 Band and we build links with the broader community including St. Andrews Village and local businesses. 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 this reporting period there were a total of 417 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
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Male	215
Female	202
Aboriginal and Torres Strait Islander	2
LBOTE*	163

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	93.0
2	92.0
3	93.0
4	93.0
5	94.0
6	92.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	29.09
Teaching Staff: Full Time Equivalent Temporary	1.60
Non Teaching Staff: Full Time Equivalent	11.76

Source: ACT Education Directorate, People and Performance Branch

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*’. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2017. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 88% of parents and carers, 100% of staff, and 78% 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 27 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	
Parents at this school can talk to teachers about their concerns.	96
Staff are well supported at this school.	82
Staff get quality feedback on their performance.	63
Student behaviour is well managed at this school.	67
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	89
Students like being at this school.	96
Students' learning needs are being met at this school.	89
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	96
Teachers give useful feedback.	96
This school is well maintained.	100
This school looks for ways to improve.	96
This school takes staff opinions seriously.	85
This school works with parents to support students' learning.	89
Teachers give useful feedback.	96

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 211 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 treat students fairly.	89
I can talk to my child's teachers about my concerns.	94
My child feels safe at this school.	92

My child is making good progress at this school.	82
My child likes being at this school.	89
My child's learning needs are being met at this school.	82
Student behaviour is well managed at this school.	79
Teachers at this school expect my child to do his or her best.	92
Teachers at this school give useful feedback.	87
Teachers at this school motivate my child to learn.	87
This school is well maintained.	94
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	83
This school works with me to support my child's learning.	87

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 171 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	61
I feel safe at this school.	68
I like being at my school.	68
My school gives me opportunities to do interesting things.	72
My school is well maintained.	66
My school looks for ways to improve.	73
My teachers expect me to do my best.	88
My teachers motivate me to learn.	80
Staff take students' concerns seriously.	59
Student behaviour is well managed at my school.	33
Teachers at my school treat students fairly.	63
Teachers give useful feedback.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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 for the current reporting period.

Table: Hughes Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	41	142	35	58
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 6.50 % of year 3 students and 6.20 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

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

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	467	438	507	516
Writing	431	418	449	474
Spelling	408	408	469	497
Grammar & Punctuation	455	440	492	500
Numeracy	425	411	495	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	253368.49	142115.30	395483.79
Voluntary contributions	29740.00	3285.00	33025.00
Contributions & donations	-431.00	5102.20	4671.20
Subject contributions	2701.60	1495.00	4196.60
External income (including community use)	13069.70	8707.81	21777.51
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3365.31	2235.84	5601.15
TOTAL INCOME	301814.10	162941.15	464755.25
EXPENDITURE			
Utilities and general overheads	40868.58	67925.45	108794.03
Cleaning	48963.30	0.00	48963.30
Security	0.00	0.00	0.00
Maintenance	72656.55	39439.10	112095.65
Administration	3861.00	9734.43	13595.43
Staffing	0.00	0.00	0.00
Communication	2901.15	3108.46	6009.61
Assets	15712.50	44403.59	60116.09
Leases	12310.57	2689.43	15000.00
General office expenditure	18135.85	20564.31	38700.16
Educational	35754.79	29772.87	65527.66
Subject consumables	149.46	0.00	149.46
TOTAL EXPENDITURE	251313.75	217637.64	468951.39
OPERATING RESULT	50500.35	-54696.49	-4196.14
Actual Accumulated Funds	86026.68	164429.92	114429.92
Outstanding commitments (minus)	-2154.76	0.00	-2154.76
BALANCE	134372.27	109733.43	108079.02

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 this reporting period.

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.	\$35000	2020
Reconciliation Garden: Creation of Reconciliation Garden to support Cultural Integrity focus.	\$5000	2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Thao Nguyen,	Clyde D’Rosario,	Tony Cox.
Teacher Representative(s):	Nicole Merchant,	Peter Watson	
Board Chair:	Thao Nguyen		
Principal:	Nina McCabe		

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

Board Chair Signature: Thao Nguyen

Date: 18/ 06 / 2020

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: 18/ 06 / 2020