

Theodore Primary School Board Report 2013



Figure 1: The entrance to the Theodore School hall

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is www.theops.act.edu.au.

Inquiries about this publication should be directed to:

Theodore Primary School
Lawrence-Wackett Cres.
Theodore ACT 2905

General Inquiries:

Telephone (02) 6205 7399

About our school

Introduction to School

Theodore Primary School is located in the Tuggeranong Valley in south Canberra. We have a diverse population of approximately 300 students, including Indigenous, EALD (English as an Additional Language or Dialect) and students with a range of special needs.

We pride ourselves on being a *Tribes Teaching and Learning Community (TLC)*. As a school we demonstrate *the Tribes TLC Agreements* of mutual respect, attentive listening, appreciations/no put downs, personal best and personal responsibility and the right to pass.

Students from preschool to year 2 are exposed to a developmentally appropriate curriculum developed by Kathy Walker and referred to as the Walker Learning approach. This approach provides a platform for personalised learning and students are engaged in investigating areas of their own interests.

We have specialist teachers in science and health and physical education. Environmental education is also a focus through our kitchen and school vegetable garden. We offer a life skills program that involves cooking and gardening while teaching important literacy and numeracy skills.

The school prides itself on offering a range of opportunities for students to showcase their skills including band performances and sporting opportunities. Education continues outside the classroom including excursions, school camps and visiting performers. We work with community groups to offer social skills, family support and leadership opportunities. This has led to opportunities for our students to be involved in community events.

Student Information

Student enrolment

In 2013 there were a total of 304 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	170
Female	134
Indigenous	26
LBOTE	47

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in percentages

Year Level	Attendance Rate %
K	94.2
1	91.5
2	93.3
3	93.6
4	92.3
5	93.1
6	90.4

Source: Planning and Performance

Theodore Primary School created new procedures for dealing with student absences in 2013. All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our database and communicated to the Education and Training Directorate as required. The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.

The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Education and Training Directorate.

Student attendance and absence figures are recorded on student mid-year and end of year reports.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	14

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	9
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	2
School Leader C	1
Teachers	21
TOTAL	35

Source: Workforce Management

Note: This table includes pre-school staffing

There are no Indigenous staff at this school.

Volunteers

At Theodore Primary we have many parents and community members who willingly volunteer their time in a variety of ways to assist our students. In 2013 we acknowledge our volunteer mentors who provided one on one mentoring to selected students as well as the members of our parent and community association who supported the school to run a range of carnivals and a school walk-a-thon. We also have a library assistant who attends on most days. In total the community contributed approximately 1500 hours of volunteer time to support our students in their learning.

School Review and Development

In 2013, the ACT Education and Training Directorates' *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework*, 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 schools progress towards achieving system and school priorities.

Theodore Primary School will be validated in 2014. A copy of the previous validation report can be found on the school's 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 2013 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 2013, 93% of parents and carers, 85% of staff, and 78% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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.	96
Teachers at this school provide my child with useful feedback about his or her school work.	89
Teachers at this school treat students fairly.	96
This school is well maintained.	100
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	86
My child likes being at this school.	96
This school looks for ways to improve.	96
This school takes parents' opinions seriously.	89
Teachers at this school motivate my child to learn.	93
My child is making good progress at this school.	96
My child's learning needs are being met at this school.	89
This school works with me to support my child's learning.	89

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 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.	65
My school is well maintained.	75
I feel safe at my school.	72
I can talk to my teachers about my concerns.	71
Student behaviour is well managed at my school.	48
I like being at my school.	61
My school looks for ways to improve.	88
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	75

Source: 2013 School Satisfaction Surveys, August/September 2013

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website at www.theops.act.edu.au

Professional Learning

Throughout 2013 professional learning at Theodore was aligned with system wide priorities around the teaching of literacy and numeracy. This included hosting David Hornsby, who coached and mentored staff in how to effectively teach spelling, and Barry Bennett, who worked with staff on how to engage students through the use of cooperative learning structures. In addition to this, at a school level, professional learning teams engaged in action research based around the effective use of cooperative learning structures, the effective use of graphic organisers and learning intentions in the classroom. The Junior School Team (P-2) engaged in professional learning about the delivery of the Walker personalised learning approach. Professional learning undertaken by staff in 2013 is cited below:

'The Big Ideas in Number': Di Siemon- Numeracy

'Cooperative Learning': Barrie Bennett- Student engagement

'Spelling: a school wide approach': David Hornsby-Literacy

‘Quality Learning’: David Langford-Student engagement, quality learning

‘Walker learning study tour, Melbourne’: Kathy Walker-Personalised learning in the Junior School

‘Effective Classroom Instructional Strategies’: Action research teams

‘First Steps Writing’: ACTEDU First Step’s facilitators-Literacy

‘Middle Year Mental Computation’: ACTEDU MYMC facilitators-Numeracy

‘Kidsmatter’: Margy Wylde-Browne, Kidsmatter team at Theodore-Student engagement and building community.

Learning and Assessment

Performance in literacy and numeracy

Early Years Assessment

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

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Theodore Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	47	108	51	126
Mathematics	37	54	39	54

Source: CEM Centre

A detailed analysis of our school’s academic achievement is incorporated into the reporting of progress against our priorities. This is found later in the report.

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 2013, no students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Theodore Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	368	444	479	520
Writing	332	423	435	487
Spelling	360	417	463	497
Grammar & Punctuation	381	445	449	516
Numeracy	365	415	450	500

Source: Planning and Performance

Performance in other areas of the curriculum

Student learning in other curriculum areas is highlighted by the learning in the areas of science, health and physical education and music. Physical education learning has been enhanced through the work of a physical education curriculum development program run at our school by a specialist teacher. 2013 has also seen the school add a comprehensive health program also run by the specialist teacher.

In science, the students in K-6 are taught by a specialised science teacher. Science learning is enhanced by learning through a variety of science based programs; Primary Connections, Sustainable Schools program, Waste Wise, Master Chef cooking and the school garden. The music program encompasses playing, reading and appreciation of music and is offered to Year 5 and 6 through the ACT Instrumental Music Program.

Progress against School Priorities in 2013

Priority 1 and 2

Achieve improved learning outcomes for students in English

Achieve improved learning outcomes for students in Mathematics

Targets

- Achieve the NAPLAN expected targets for literacy and numeracy as prescribed by ACTETD
- 80 % of year 3 – 6 students achieving stanine 5 or above in PAT Reading Comprehension
- 80 % of students in K-3 achieving ACTETD reading benchmarks
- 80% of kindergarten students show expected (average) growth in PIPS
- 80 % of year 3 – 6 students achieving stanine 5 or above in PAT Mathematics

School improvement domains covered with this priority

Learning and Teaching, Leading and Managing, Student Engagement, Community Engagement

Progress

Throughout 2013 the school focused on implementing a consistent whole school approach to the teaching of English P-6. In relation to spelling, employment of a resident expert in David Hornsby (2 days) ensured that staff were immersed in how to teach spelling as a differentiated, purposeful and integrated model. Planning days were allocated to each professional learning team enabling them to plan collaboratively with our resident expert. A whole school approach to the teaching of spelling was then implemented and planning and assessment was reflective of this.

A whole school spelling program based on the model exemplified by David Hornsby was developed and will be presented to staff for use in 2014. The program is reflective of the achievement standards and descriptors contained in the Australian Curriculum.

The effect of this change on our NAPLAN spelling results has not yet been realised, with the percentage of 'within school matched' students making expected growth in spelling remaining relatively stable. We will continue to track progress next year.

Theodore Primary Belief Statements about the teaching of English make reference to the use of a comprehensive approach. As part of implementing this approach, planning of English in 2013 also had a focus on ensuring that writing was 'purpose' based and linked to spelling, reading and oral language. This was achieved through collaborative team planning with support from the field officer, team leaders and deputy principal. The field officer also provided modelling and coaching of lessons that demonstrated a comprehensive approach. In 2014 the executive staff, including the Literacy and Numeracy Field Officer, will start formulating exemplar models and assessment rubrics for the teaching of writing.

In relation to the impact on our NAPLAN writing results, 62.5% of within school matched students achieved expected growth or greater in writing at year 5; a positive result. The school's average scaled score growth was 84.5, above the system (66.4) and above the Tuggeranong network (61.7) for similar students.

In 2012 a review of the reading strategies used by the students at Theodore Primary demonstrated that a targeted program needed to be implemented. The program needed to compliment the current model based on the 'First Steps' resources. Throughout 2013, The CARS (Comprehensive Assessment of Reading Strategies) and STARS (Strategies to Achieve Reading Success) resources were used to identify the entry levels of students in years 3-6. From term 2 of 2013 students were engaged in the learning process outlined in the STARS documentation. Improvement in the capacity for students to use these strategies when comprehending more difficult text is evident. 2013 PM Benchmark data (informed by the *ACT Education and Training Directorate Reading Benchmark Guidelines*) demonstrates that in all year levels the number of children reading at or above the identified benchmarks was increased from term 2 to term 4. Targeted teaching of reading through the CARS and STARS program will continue to be taught in 2014.

Table: Percentage of students achieving Term 2 and 4 2013 Benchmarks Year 3-6

Year Level	Percentage of students at or above benchmark Term 2 2013	Percentage of students at or above benchmark Term 4 2013
3	58	60
4	75	80
5	50	65
6	70	80

Source: School Data, December 2014

Analysis of Year 3-6 PM Benchmark data collected in Term 2 and Term 4 of 2013, shows that the percentage of students in year 3 reading at or above benchmark increased by 2 percentage points, students in year 4 reading at or above benchmark increased by 5 percentage points, students in year 5 reading at or above benchmark increased by 15 percentage points and students in year 6 reading at or above benchmark increased by 10 percentage points

Assessment of individual's progress has started to be tracked via the use of the CARS and STARS assessment package. Delays with recording data have occurred due to licensing and Information Technology issues.

The school also worked on their strategy to develop the capacity of staff to deliver quality pedagogy through a differentiated coaching model P-6. A full time Field Officer was appointed to commence at the beginning of 2013. The Field Officer model was initially based on building credibility within the staff and ensuring colleagues perceived the model as a collaborative mix of teaching and coaching. Particular staff members were identified as needing up-skilling in Literacy and Numeracy and these staff members were approached via a 'buy in' model. The Field Officer based the coaching and mentoring model on the GROWTH system which ensured rigour around the planning, implementing, and assessment of literacy and numeracy. It also ensured that sessions were targeted and based on the Australian Curriculum. The system was highly successful and consistent coaching was achieved across the year with four staff members in both English and mathematics.

The 2013 system survey data shows 88% of teaching staff agree there are processes in place to support their practice and 94% agree they get constructive feedback. This improvement on last year's results (88% and 75% respectively) provides us with confidence our approach is working and we will continue to embed this coaching model.

Our third strategy related to maintaining relevance and implementation of the schools English and numeracy curriculum P-6. In order to embed the use of the Australian Curriculum into planning processes at Theodore Primary, additional time was allocated to all teaching teams across the school. Each fortnight teams were provided with an additional one and a half hours (1.5 hours) in which to plan for the following fortnight. These regular sessions were attended by the deputy principal (curriculum) and the literacy and numeracy

field officer. Following this, the principal and deputy principal would review the planning and provide feedback via the use of a radar chart (Langford Tool) and collaborative discussions. The criteria in which planning was assessed addressed several key elements of what effective and purposeful planning should look like:

- What are the students going to learn?
- How is the learning linked to the Australian Curriculum?
- What pedagogical methods are we going to use to achieve success?
- How will differentiation of the program occur in order to meet the learning needs of all students?
- How are we going to assess prior knowledge?
- How are we going to formatively assess student learning?
- How are we going to summatively assess student learning?
- Have we included explicit learning intentions and success criteria?

Through the implementation of this process teaching teams were able to work collaboratively on their planning and ensure that all teaching and learning was targeted and purposeful. This also ensured that consistency of content occurred throughout the relevant teaching teams.

In 2013, to address our strategy of 'Developing school wide assessment practices to support student learning', a review of the assessment tools used by Theodore Primary was undertaken in terms 3 and 4. After a review of school data, the Annual Operational Plan and the Education and Training Directorate Strategic Plan, the executive and staff decided on the educational direction of the school. Through a consultative process we noted our whole school assessment practices needed to include a greater focus on oral language, mathematics and early literacy. Relevant tools were researched and identified for use across the whole school. Others were identified as relevant for use by the Response to Intervention (RTI) Team. From this, a new Gantt chart was drawn up to clearly show what needed to be assessed in terms 1, 3 and 4. It also cites what assessment the RTI team will be responsible for. The new assessment Gantt chart will be provided to all 2014 staff members as part of the induction pack.

During 2013, to develop common understanding and approaches to teaching mathematics P-6, professional learning teams were established, consisting of staff members from each year level including preschool. These teams focused on creating a whole school understanding of cooperative learning, learning intentions, success criteria and questioning techniques. Three classroom teachers were provided with the opportunity to take a leadership role and worked closely with the principal. To provide a foundation for the professional learning teams, school staff engaged in 2 days of professional learning from a leading expert (Barrie Bennett) in the use of pedagogical practices and were provided with a text to read entitled "Classroom Instruction that Works 2nd Edition" Dean et al, 2012, McReal. The use of cooperative learning structures, learning intentions and success criteria

is now more evident, both in planning documentation and classroom teaching practice. Professional learning teams worked collaboratively over the year and have produced a scope and sequence chart for the implementation of graphic organizers and for cooperative learning structures. Professional learning teams also produced handbooks for staff in 2014 which are a collation of 'ready to go' ideas around the use of organisers and cooperative structures in the classroom. A future priority is to continue the evaluation process of this learning into 2014. Use of the scope and sequence chart and implementation of the strategies in classrooms will be a focus in 2014.

As a result of these actions against the key improvement strategies of the 2013 School Plan, only the year 3 reading NAPLAN target prescribed by the Directorate was met by all students when taking into account the confidence intervals. Within school matched students in this cohort, the students who were in the school from kindergarten to year 3, sitting both PIPS testing in Kindergarten and NAPLAN testing in Year 3, achieved the target for reading and numeracy when taking into account the confidence intervals as can be seen in the table below.

Table: 2013 NAPLAN Mean Score Results

Test	Target Mean	Actual School Mean	Matched Student Mean
Year 3 Reading	394 ± 26	368.0	373.4
Year 3 Writing	412±22	332.3	350.8
Year 3 Numeracy	395 ± 22	365.2	377.4

Source: SMART December 2013

Similarly the year 5 reading NAPLAN target prescribed by the Directorate for 2013 were met by all students when taking into account the confidence intervals. Within school matched students in this cohort, the students who were in the school from year 3 to year 5, sitting both NAPLAN in year 3 and NAPLAN testing in year 5, achieved above the set reading target within the confidence interval range.

Year 5 writing and numeracy results did not meet the prescribed targets set by the Directorate for 2013 when taking into account the confidence intervals.

Table: 2013 NAPLAN Mean Score Results

Test	Target Mean	Actual School Mean	Matched Student Mean
Year 5 Reading	484 ± 22	479.2	485.8
Year 5 Writing	483 ± 18	434.8	442.7
Year 5 Numeracy	472± 20	449.6	450.5

Source: SMART Data December 2013

2013 PIPS reading data shows the cohort to be below that of their ACT peers. The school did not reach our set target of 80% of students making expected progress in PIPS reading.

Results showed that only 57% of students made expected progress, however 28% of the cohort made above expected progress.

The school reached our set target of 80% of students making expected progress in PIPS maths. Results showed that 85% of students made expected growth with 28% of the cohort making above expected progress. In comparison 2013 PIPS maths data shows that our whole school average was below the Territory cohort average at the start of the year. Over the course of 2013 our whole school average rose to being slightly above that of the Territory cohort average at the end of the year

Analysis of 2013 Running Record data shows that 100% of our students in kindergarten to year 2 made growth from semester 2, 2012 to semester 2, 2013. When this data is compared to system benchmarks it shows that 78% of kindergarten students, 67% of year 1 students and 60% of year 2 students are at or above the recommended benchmark.

Analysis of the data also shows that while we did not meet our intended target of 80% of students in K-3 achieving ACTETD reading benchmarks we did improve the percentage of students achieving ACTED reading benchmarks in kindergarten and year 1.

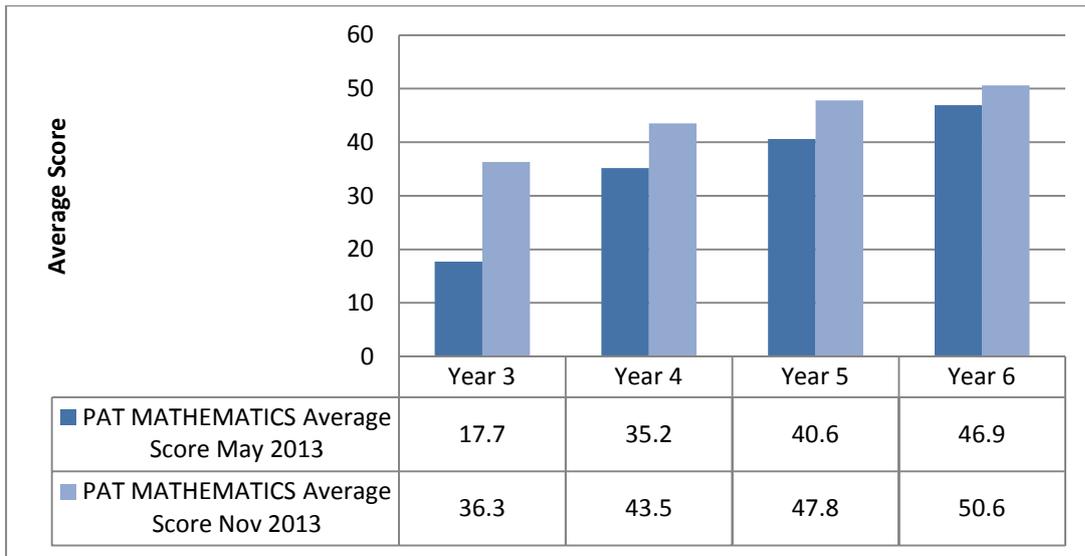
Table: Percentage of students achieving PM system benchmarks

Year Level	System Benchmark (Average range)	Semester 2 2012	Semester 2 2013
K	5-8	65%	78%
1	14-16	61%	67%
2	20-22	60%	60%

Source: School Reading Benchmark Data

Analysis of Year 3-6 PAT Mathematics data collected in May and November of 2013, shows that year 3 students average scores increased by 18.6 points, Year 4 average scores increased by 8.3 points, Year 5 average scores increased by 7.2 points and Year 6 average scores increased by 3.7 points .

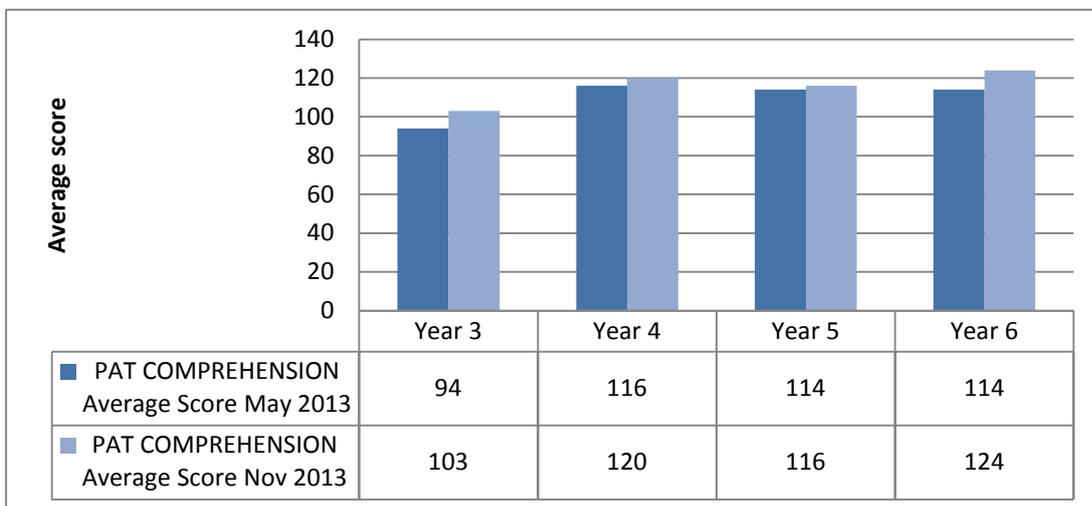
Table: PAT Mathematics Growth from May 2013 – November 2013



Source: School Data, December 2014

Analysis of Year 3-6 PAT Comprehension data collected in May and November of 2013, shows that year 3 students average scores increased by 9 points, Year 4 average scores increased by 4 points, Year 5 average scores increased by 2 points and Year 6 average scores increased by 10 points .

PAT Comprehension Growth from May 2013 – November 2013



Source: School Data, December 2014

The target of 80% of Year 3-6 students achieving stanine 5 or above in PAT Reading Comprehension and PAT Mathematics, as detailed in the table below, was not achieved and these will continue to be a priority for 2014.

Table: Percentage of students achieving stanine 5 and above

Year	PAT Mathematics	PAT Comprehension
Year 3	17%	36%
Year 4	18%	63%
Year 5	30%	36%
Year 6	17%	52%

Source: School Data, December 2014

Priority 3

Create an environment that will support student and community engagement and learning

Targets

- Increase percentage of students reporting they feel safe at school from 86% in 2012 to 90% on system surveys
- Reduce number of out-of-class and playground referrals by 10% from data collected in 2011 to data collected in 2012

School improvement domains covered with this priority

Learning and Teaching, Leading and Managing, Student Engagement, Community Engagement

Progress

In 2013 the school completed a number of actions related to our strategy of 'Implementing processes and practices to enable students to be engaged in and take responsibility for learning.' Throughout 2013 the Tribes Teaching and Learning Community (TLC) Agreements were again successfully implemented in all classrooms. All staff explicitly taught the Tribes TLC Agreements as part of two, five week units of work focusing on mutual respect, attentive listening, appreciations/no put downs, personal best and personal responsibility and the right to pass. While new staff to the school were unable to participate in the full 24 hour Tribes TLC training they were provided with regular professional development during weekly meetings throughout Terms 1 to 3. Tribes TLC agreements and information about Tribes TLC were published in the school newsletter and displayed in the classrooms, staffroom and front office and were highlighted at school assemblies through the Tribes award. There was also explicit modelling of the agreements and Tribes strategies in staff meetings and daily classroom community sharing circles.

Eighty-five iPads were purchased to supplement the sixty laptops that the school already had to help provide effective Information Communication Technologies (ICT) hardware into all classroom settings at Theodore Primary School. Combined with effective ICT management, this has ensured that all teachers and students have had access to technology allowing them to support the teaching and learning process.

These actions resulted in student satisfaction survey data showing an increase of 57% (from 9% in 2012 to 66% in 2013) of students feeling that the school provides them with access to equipment such as computers, internet and digital cameras. Furthermore, staff satisfaction survey data showed an increase of 46% (from 31% in 2012 to 77% in 2013) in relation to teachers feeling that the use of learning technologies was an integral part of learning and teaching in their classrooms.

In 2013 actions to support our strategy of 'developing community partnerships that strengthen community involvement in student learning,' included the school actively engaging with the Aboriginal and Torres Strait Islander families/community in a variety of ways throughout 2013. The school continued to run Yarning Circles during semester 1 and NAIDOC Week was celebrated this year with a special assembly. A grandmother of one of our students spoke to all students at our NAIDOC Assembly and explained the reason why it was important to acknowledge Aboriginal and Torres Strait Islanders at events such as assemblies. The kindergarten classes, as well as the preschool, walked to the local grinding stones on Theodore Hill and learned about the area and Aboriginal culture from Aboriginal members of our school community. Aboriginal and Torres Strait Islander performers visit the school each year. This year Duncan Smith and the Wiradjuri Echoes spent two days running workshops across the school from preschool – year 6.

In 2013 Theodore Primary School established a pre preschool playgroup which was very popular with a total of 53 children and 31 parents/carers attending the playgroup throughout the year. When preschoolers are enrolled in the preschool for the following year parents/carers are provided with information about the playgroup and are encouraged to attend. Several have done so in preparation for preschool in 2014. A small number of Aboriginal families have also attended the playgroup. On two occasions we have had people from Child and Family Services (Dental Therapist and Nutritionist) and Therapy ACT (Speech Pathologist and Psychologist) attend the playgroup to share information with parents and carers.

In order to help cater for individual students learning needs, the school implemented a case conferencing model for 2013. The model used formative and summative assessment to identify those students who we believed could be showing improved growth results. Teachers were asked to identify one or two children in their class who needed some form of targeted intervention program. Teachers identified children who, for example, were having difficulties with the transference of oral language into the written form or were unable to use effective spelling strategies to decode unknown words. Meetings were held before school with the Deputy Principal (Curriculum), Field Officer, EALD/ESL teacher and the class teacher. Samples of work were discussed and relevant information about each student came from the class teacher. An intervention plan was then established which engaged some or all of the personnel cited above. A review meeting was held 4-6 weeks following intervention being put in place. Overwhelmingly staff gave positive feedback about the

process and about the positive student outcomes that were identified through summative work samples. The success of the case conferencing model in 2013 has led Theodore Primary School staff to continue the model in 2014.

Theodore Primary School employs a teacher who supports our Aboriginal and Torres Strait Islander students. Students receive extra in-class and small group support. This teacher also sources and provides teachers with resources to support the cross curriculum perspectives. This is funded by the school as a commitment to closing the gap.

Work on the strategy to investigate and create whole school reporting procedures continued in 2013. In term 1 staff, school P&C members and school board members reviewed our current reporting procedures and end of semester reports. The review led to a number of changes being made to the existing reporting procedures ensuring that they aligned with ACT Education and Training Directorate policy and current community and staff needs. Despite a number of formatting issues in the semester 1 reporting process, feedback from staff was positive. Feedback at the end of the semester 1 reporting cycle led to a number of modifications being made to the report. This resulted in a more streamlined and less problematic process. Community response has been overwhelmingly positive with parents feeling that the report provides a thorough insight into their child's learning over each semester.

The school continued to work closely with our community in 2013 and provide opportunities to come together, share a meal and celebrate students' learning. This year we held a 'Getting To Know You Barbeque' in term 1, pancake breakfast and open day in term 2, Learning Journey, 'Pizza and Problem' night and 'Pyjama and Book' evening in term 3 and Christmas concert and a mini fete/movie night in term 4. All of these events provide community members with an insight into the teaching and learning that occurs at Theodore Primary. Attendance at the 'Getting to Know You' barbecue was not as strong as it was in 2012. This was due to a number of reasons including bad weather and scheduling the event on Valentine's Day. All other events had strong community participation and feedback from families and community members was overwhelmingly positive.

Our success against this priority was to be measured by two targets. This year we saw a decrease in the number of students who felt safe at school from 86% in 2012 to 72%. Despite this decrease we are still above the average (71%) of all schools surveyed.

The consistent implementation of Tribes TLC is believed to be one of the contributing factors for our high level of student satisfaction in regards to their safety and the decrease in the number of out-of-class and playground referrals from 2012 by 13%.

Table: Number of student referrals by semester 2012-2013

Time Frame	2012	2013
Semester 1 weeks 1-5 referrals	105	86
Semester 2 weeks 1-5 referrals	68	64

Source: School Data, December 2013

Priority 4

Meet criteria identified as part of the National Quality Standards

Targets

To be rated as met or above against all National Quality Standard Areas for Preschool

School improvement domains covered with this priority

Learning and Teaching, Community Engagement

Progress

In 2013 to continue our priority to provide a quality educational preschool program the school concentrated on two areas of the National Quality Standards.

Within the 'Educational Program and Practice' area the school identified the need to build teacher capacity in the areas of developmentally appropriate curriculum including inclusivity and speaking and listening. We did this through aligning whole school belief statements about the teaching of English and Mathematics with the EYLF, providing professional learning for preschool teachers on the implementation of First Steps Speaking and Listening and continuing mentoring and professional learning in the Walker Learning Approach with a view to eventual registration.

Within the Collaborative Partnerships with Families and Communities area the school's self-assessment identified that the school needed to continue to build collaborative partnerships with families and communities. This was done through updating procedures, policies and parent information to ensure that current and accurate information is available to community members; investigating opportunities to engage local community in preschool and establishing a pre-preschool playgroup for Theodore community focussed on addressing readiness for school.

During semester 2 2013 Theodore Primary School Preschool Unit was assessed by the Children's Policy and Regulation Unit against the National Quality Framework. The school received the following ratings:

QA 1 - Educational Program and Practice: Meeting National Quality Standard

QA 2 - Children's Health and Safety: Meeting National Quality Standard

QA 3 - Physical Environment: Exceeding National Quality Standard

QA 4 - Staffing Arrangements: Meeting National Quality Standard

QA 5- Relationships with Children: Meeting National Quality Standard

QA 6- Collaborative Partnerships with Families and Communities: Exceeding National Quality Standard

QA 7- Leadership and Service Management: Meeting National Quality Standard

Overall Theodore Primary School Preschool Unit received the rating: **Meeting National Quality Standard.**

While we met our target the school will continue to look for ways to achieve higher ratings when next reviewed.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

- Educators encourage students to work collaboratively in groups
- Children's interests, ideas and abilities are referred to in documentation e.g. learning stories
- Families have access to the programs displayed and are able to add ideas and feedback
- Educators and families work closely together in planning and implementing children's individual learning plans where required
- Educators support children to make decisions about their own behaviour

Children's health and safety

- The preschool maintains a risk minimising plan for each child's medical conditions
- Educators and children remind each other to use effective hygiene practices
- The preschool uses a response flow chart to assist educators in assessing children who have been involved in an accident, illness, injury or trauma
- The preschool has rest and relaxation procedures

Relationships with children

- Staff warmly greet children on arrival and support child to settle into the environment
- Educators support children in documenting other children's learning
- Educators support individual students needs in group time experiences

- The educators and children discuss what each Tribes TLC agreement means in the classroom

Staffing arrangements

- The leadership team has insured that staff qualifications are current and accredited
- Educators use practices in the program that support children to express themselves and their opinions and to form positive relationships with their peers
- Professional readings are shared with educators at weekly meetings
- Educators use respectful language when communicating with each other
- Educators acknowledge each other's contributions and knowledge

Leadership and management

- Families are provided with information about the governing of the school
- The leadership team often visit and take part in the preschool program
- The preschool displays its philosophy and displays this to the community
- Professional Pathways are used to develop team and personal focus for ongoing improvement
- Electronic and paper copies of policies and procedures are available to staff, parents and community members

Physical environment

- The preschool program provides a range of resources for children both in the classroom and playground
- Educators use a daily checklist to ensure the premise, furniture and equipment are safe and clean for use
- The indoor classroom design supports children to independently access their own belongings and toileting facilities
- The outdoor playground is designed to make connections with nature
- The school community follows a waste minimisation policy

Collaborative partnerships with families and communities

- The school has an active parents and friends association which allows for preschool parents to take part in decision making processes
- Preschool parents are invited to attend all school events
- The school website is available to all families and includes information on the preschool program, philosophy, policies and procedures and the wider school community
- Educators from both the school and preschool site meet with parents to complete an interview process
- A playgroup program is offered at the school site to encourage parents to network and engage in child centred activities
- The preschool works closely with the Turner Early Intervention Centre and often children move from this centre to enrol in the preschool program

Financial Summary

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

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

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$667

Voluntary contributions

This school received \$3270 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Reserves

Name and purpose	Amount	Expected Completion
IT Reserves 2013	\$20,000	February 2014
IT Reserves 2013	\$20,000	December 2014

Financial Summary	
	31-Dec-13
INCOME	
Self management funds	261230
Voluntary contributions	3270
Contributions & donations	13233
Subject contributions	3175
External income (including community use)	10856
Proceeds from sale of assets	136
Bank Interest	7269
TOTAL INCOME	299169
EXPENDITURE	
Utilities and general overheads	60620
Cleaning	66709
Security	
Maintenance	34088
Mandatory Maintenance	
Administration	12718
Staffing	15081
Communication	10942
Assets	23329
Leases	
General office expenditure	14146
Educational	18540
Subject consumables	4527
TOTAL EXPENDITURE	260700
OPERATING RESULT	38469
Actual Accumulated Funds	105073
Outstanding commitments (minus)	36,639
BALANCE	106,903

Endorsement Page

I declare that the Theodore 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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: Rebecca Stevens, Alison Hosking, Cath Horrigan
Community Representative Beverley Blatch
Teacher Representative Dean Stewart, Julie Williams
Board Chair: Cath Horrigan
Principal: Matthew Holdway

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 this year.

Principal Signature:  **Date:** 3/3/14

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

Board Chair Signature:  **Date:** 3.3.14