

Latham  
PRIMARY SCHOOL  
*living to learn*



# Latham Primary School

## Board Report

### 2014



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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Education and Training

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The school website is <http://www.lathamps.act.edu.au>.

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## About our school

### School Board

2014 has been another great year for Latham Primary School. The school leadership group is very settled and our Principal and Deputy Principal have forged a very effective working relationship, which is reflected through the school culture. The end of 2014 has seen the departure of long standing Business Manager Jill Huber. Jill was with the school for 9 years and will be sorely missed. Lalangi Abhayapala has also moved on after 7 years along with Chrissie Huber, Ciaran Griffin, Jodie Lawson-Santos, Selina Arnoudon. We wish them the best for their next placements. Yehuwdiy Dillon who has been with the school for 5 years won a promotion. Congratulations Yehuwdiy!

The school fete has been very successful with a great turn out and fun had by all. A total of \$15000 was raised. Once again the P&C demonstrated their ability to plan and deliver an excellent event. The P&C are still determining what the funds will be used for - a portable AV system, a structure to enhance creative/imaginative play and a shipping container have certainly made the cut!

For the first time the Latham end of year concert was held in the Kingsford-Smith School hall. This was a big change for the school community and there was concern about the change of venue from the traditional outdoor arrangement. While it would have been great to hold the event in the Latham hall, it is just not big enough to accommodate the fantastic crowd that attended the event. The hall was a great venue that made the event enjoyable for everyone. It was easy to hear and see and the students were able to see their peers perform. It was great to see all the students perform a variety of hits and the staff performance was a highlight for all.

2014 has also seen the completion of the new pre-school building and the refurbishment of the old building. The design has created a wonderful learning environment and it was great to go down and see the students enjoying it.

We look forward to an exciting 2015!

Mark Harriott  
Latham Primary School  
Board Chair

### 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 high throughout the year and we were able to offer places to all children who were on our waiting list sometime

throughout the year. We have experienced a larger percentage of our preschool families who have decided to make Latham their school of choice for Kindergarten in 2015.

## Student Information

### Student enrolment

In 2014 there was a total of 325 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	172
Female	153
Indigenous	9
LBOTE	44

Source: Planning and Performance, August 2014

### Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
K	92.9
1	92.3
2	93.9
3	92.2
4	92.8
5	89.6
6	90.2

Source: Planning and Performance, July 2014

The school staff works closely in a personalised approach with families to ensure full attendance. If a student is absent for three consecutive days, the class teacher will phone home. If no contact is made and the period of absence continues without explanation, the executive team leader will follow up. 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 will make a report to Care and Protection.

## 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: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100%
Postgraduate	44%

Source: School Data, March 2014

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	9
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	22
<b>TOTAL</b>	<b>36</b>

Source: Workforce Management, August census 2014

**Note:** This table includes pre-school staffing

There is one indigenous staff member at this school.

### Volunteers

During 2014 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. A conservative estimate of the number of hours provided by volunteers is over 2000 hours.

## School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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.

Latham Primary School will be validated in 2015. A copy of their most recent validation report can be found on the school website.

## School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 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, who were invited to take part in an online survey.

### Overall Satisfaction

In 2014, 42 parents, 29 staff and 60 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 81% of parents and carers, 93% of staff, and 53% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

*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.	90
Teachers at this school provide my child with useful feedback about his or her school work.	73
Teachers at this school treat students fairly.	81
This school is well maintained.	64
My child feels safe at this school.	76
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	57
My child likes being at this school.	83
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	62
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	69
This school works with me to support my child's learning.	79

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	88
My teachers provide me with useful feedback about my school work.	60
Teachers at my school treat students fairly.	53
My school is well maintained.	58
I feel safe at my school.	53
I can talk to my teachers about my concerns.	45
Student behaviour is well managed at my school.	27
I like being at my school.	48
My school looks for ways to improve.	61
My school takes students' opinions seriously.	48
My teachers motivate me to learn.	68
My school gives me opportunities to do interesting things.	67

Source: 2014 School Satisfaction Surveys, September 2014

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 24 staff, 15 parents and 42 students who responded to the survey.

*Table: Proportion of students in agreement with each aspect surveyed*

Item	(%)
Sense of shared values and approach	85.7
Teachers emphasise and support academic achievement	96
Excellent to adequate level of staff and student relations	88.1
Student relations are characterised by acceptance, respect, understanding	65.9
Excellent to adequate identification with the school	81.4
Perceived support and safety	83.3
Behavioural engagement	92.7
Emotional engagement with their learning	75.6
Engaging in very little aggression	72.1
Engaging in very little classroom disruption	74.4
Low levels of victimisation by fellow students	32.6

Source: 2014ASCSIMT, July 2014

*Table: Proportion of staff in agreement with each aspect surveyed*

Item	(%)
Sense of shared values and approach	100
Teachers emphasise and support academic achievement	100
Excellent to adequate level of staff and student relations	100
Student relations are characterised by acceptance, respect, understanding	100
Excellent to adequate identification with the school	100
Excellent to adequate identification with their work-group	100
Excellent to adequate leadership	95.8
Team morale	100
Excellent to adequate levels of professional development and emphasis	100
Excellent to adequate levels of self-performance	100
Strong to midrange levels of organisational commitment	100

Source: 2014ASCSIMT, July 2014

*Table: Proportion of parents in agreement with each aspect surveyed*

Item	(%)
Sense of shared values and approach	100
Teachers emphasise and support academic achievement	100
Excellent to adequate level of staff and student relations	100
Excellent to adequate identification with the school	100
Excellent to adequate levels of school and family connections	100
Excellent to adequate levels of parental involvement with the child's learning	100
Excellent to adequate levels of parental involvement with the school	100

Source: 2014ASCSIMT, July 2014

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.

## Professional Learning

In 2014 Latham Primary School staff participated in a range of professional learning aimed at supporting the implementation of school and system priorities. Staff undertook professional learning in Maths, Values and Vision, Visible Learning, Gifted and Talented education, Learning Difficulties, Fresh Tastes and 'Everyone Everyday'. We continued to build our capacity in the Australian Curriculum by engaging with English and maths moderation.

In addition individual staff and teaching teams attended a range of professional learning which the school supported financially. These included speech and communication, Zart Art, Auslan, Maths and English conferences, Japanese, spelling, writing, grammar, autism, team building, tennis, bike safety, gifted and talented education, behaviour management and music.

## 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: Latham Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	57	119	51	124
Mathematics	43	55	39	54

Source: Planning and Performance December 2014

The table above indicates that at the start of 2014 kindergarten students tested at Latham Primary in the PIPS program were just slightly ahead of the ACT average in both reading and mathematics, and at the end of the year that margin had narrowed in mathematics and had fallen just below the ACT average for reading. Detailed analysis of PIPS results are used in conjunction with PM Benchmarks, SENA, letter/sound identification, BEE Spelling, Magic 100 Words and ongoing formative assessment to monitor the progress of our kindergarten students in literacy and numeracy over the course of the year. In 2015 targeted intervention at the kindergarten level will be a focus for our Learning Assistance program.

### 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 2014, no 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 to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

*Table: Latham Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	415	440	476	523
Writing	385	405	426	474
Spelling	379	413	465	502
Grammar & Punctuation	413	441	482	520
Numeracy	403	415	467	499

Source: Performance and Planning December 2014

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.

Analysis of our NAPLAN data has indicated there are some specific areas that require more focus in 2015.

For year 3 this will include:

- Reading – making inferences
- Writing – persuasive text structure, persuasive devices, identifying audience and adjusting text accordingly
- Mathematics – place value with 4 digit numbers, division and rounding

For year 5 this will include:

- Reading – making inferences, function of headings in information texts
- Writing - persuasive text structure, identifying audience and adjusting text accordingly, text connectives, punctuation
- Mathematics – perimeter, number patterns

In 2015 there will be a whole school focus on writing and reading development.

*Table: Latham Primary School 2014 NAPLAN % of students in top two bands*

Test Domain	Yr 3 Band 5	Yr 3 Band 6	Yr 5 Band 7	Yr 5 Band 8
Reading	12.5	22.5	15.2	21.2
Writing	17.9	5.1	6.1	0
Spelling	15.4	15.4	18.2	6.1
Grammar & Punctuation	30.8	10.3	9.1	24.2
Numeracy	30.0	5.0	9.1	3

Source: SMART data 2014

In line with Directorate priorities our teachers have been focussing on increasing the number of students in the top performance bands for reading and mathematics. Enrichment opportunities such as Decathlon Maths, Da Vinci Maths, and Tournament of the Minds outside of the classroom has added value to the differentiation within the classroom.

## Performance in other areas of the curriculum

### Physical Education

Latham Primary School has continued to promote a culture of health, physical activity and sport during 2014 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 has entered into partnerships with the national sports organisations for Tennis, Cricket and Netball in 2014. Students have received specialist lessons in these sports as well as the school receiving equipment kits. These partnerships will continue in 2015. The PE Specialist has also been working with the National Curriculum for Health and PE which will be implemented in the school next year.

### Sport

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.

Latham students participated in the Basketball ACT schools competitions for the first time in years with year 3/4 and 5/6 teams coached by parents and class teachers.

All students participated in the following whole school sporting events:

- Latham Cross Country Carnival
- Latham Athletics Carnival
- Latham Walkathon
- Active Kids Challenge

The year 5/6 Rugby League team were runners-up to Wanniasa in the Mal Meninga Cup competition, a massive achievement for such a small school and one which provided significant positive reinforcement for a particular cohort of students. Latham also participated in the 13-a-side Sullivan Cup rugby league competition in a joint venture team with Macgregor Primary School.

Latham’s year 5/6 Boys Touch Football team were runners-up in the Primary Schools Touch Competition and the year 5/6 Girls team (that included a number of year 3/4 girls) were the winners of the Primary Schools Touch Competition. Latham was the only school with teams in both divisions’ grand finals.

Latham students competed at the ACT swimming, cross country and athletics carnivals and three year 5/6 students represented ACT teams at national championships in touch football, oztag and soccer.

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 assisting coordinate the Belconnen PSSA Swimming Carnival which Latham will run next year.

### Japanese

Students in years 3-6 again participated in Japanese lessons in 2014. 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.

All senior students participated in the Language Perfect World Championships, an online language competition which generated a great deal of excitement and interest in the Japanese language. Students used the school laptops in class as well as going online at home to work on their Japanese vocabulary.

There were 15 students who earned certificates through the competition for consistently participating and answering correctly high numbers of questions. Latham students answered 74,929 questions in total and earned 11 credit certificates, 3 bronze certificates and 1 silver certificate. The school came 7th for Japanese in the ACT out of 22 schools.

In August Latham hosted a visit from Mineo Kageya from the Japan Institute in Tokyo. Kageya-san is looking to introduce a Karuta (traditional Japanese card game) program in Canberra. Mineo-san toured around the school and showed some of Latham's students the different card games. Latham's Japanese teacher attended a meeting with other schools in Canberra to learn more about the program which aims to send Japanese volunteers to schools to teach about Karuta as well as Japanese language and culture. We are hoping to host a volunteer in the second half of 2015.

In 2014 the draft Australian Curriculum: Languages (Japanese) was released which will guide the future teaching and learning of Japanese at Latham Primary School in 2015 and beyond.

### The Arts

The specialist Arts program is now coming into its fourth 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. We also have two school bands starting in 2014, 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. 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 28 members at the start of the year.

In previous years, selected students (up to 32) have performed at the Limelight gala showcase at the AIS Arena. This event requires a lot of preparation and rehearsal time and

has been a great avenue for students to further develop their skills and enjoyment in the arts.

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.

In 2015, as a further enrichment opportunity, the school will be offering an after school tuition program which will allow interested students four lessons with a private tutor each week on either keyboard and guitar.

## Progress against School Priorities in 2014

### Priority 1

#### Highly effective teaching and learning is evident throughout the school

##### Targets

By the end of 2014 we will:

- meet our NAPLAN targets for year 3 and 5 as set by the Directorate year 3 Reading  $429 \pm 26$  and Numeracy  $418 \pm 20$  year 5 Reading  $492 \pm 24$  and Numeracy  $489 \pm 20$ , and
- increase the percentage of kindergarten to year 3 achieving or exceeding the Directorate's end of year PM Benchmark targets from 88% to 90%.

##### Links to the Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High Expectation, High Performance

##### Progress

Our first key improvement strategy was to **develop capacity of staff through targeted Professional Learning and instructional leadership**. This year we focussed on further developing a consistent whole school approach to the teaching of Maths. In the January Professional Learning week (O Week) the teaching staff worked with the staff from Curtin Primary with Rob Vingerhoerts who promotes a problem solving approach to teaching Maths. Our teachers adopted his open ended approach and a scaffolded lesson framework, and reflected on its effects on student learning. It is interesting to note that specialist teachers (P.E. and Japanese) have also adapted their teaching approach to be more open ended. Some of our junior class teachers found that some of their students didn't already have the problem solving skills that were required, and so have adapted their programs further to incorporate this.

Classroom observations and coaching have been a feature of our instructional leadership, particularly for beginning teachers and preservice educators. Executive teacher coaching has also been evident in classrooms where modifications of the class program have been required to meet the individual needs of some of our students, or where teachers have requested objective feedback related to an element of their practice. In 2015 we are looking

at enhancing this by teachers using observation, both from peers and executive, as a means of adding to their qualitative data, linked to a question of practice or their current action learning.

We have not yet developed a documented professional learning plan but have placed emphasis on developing the sort of culture that promotes a shared responsibility for student learning and where professional learning is continual and linked directly to the improvement of student knowledge and skills.

In respect of our strategy to **ensure school wide assessment practices and processes to support students**, data discussions and our work with Visible Learning have been a beginning. This will continue to be worked on in 2015. We are hoping that action learning questions generated by teachers themselves as a result of analysing their student data, will support teachers in setting personalised professional learning plans that best support their work.

In semester one a survey was conducted of the staff to establish the current knowledge and enthusiasm for the Visible Learning approach. From the results the general position of most staff was that they had a sound knowledge of the approach and a sound interest in implementing aspects of it in their classroom. In term 2, the executive teacher led the whole staff through a professional learning session at a staff meeting. The content of the session was a review of the philosophy of Visible Learning as presented by John Hattie in his book 'Visible Learning for Teachers'. At the completion of the session the staff were presented with an action learning goal for the remainder of term 2 and all of term 3. The challenge put to staff was posed as the following question 'Do student results improve when we:

1. state the Learning Intention / Objective of the lesson 'We Are Learning To' (W.A.L.T)
2. develop success criteria with the students 'What I'm Looking For'(W.I.L.F), and
3. incorporate a plenary / reflection / evaluation at the end of the lesson (I can...) (Where to next?)?

The staff was asked to collect their own data to see if the above actions made a positive impact on the student's learning. In week five, term 4 the staff came together to discuss their findings and to share their journey of Visible Learning at Latham Primary School. From this experience it was noted that staff still required support with their understanding and implementation of this approach. Throughout the year it was noted, through visits to classrooms and observations that most staff had embraced the challenge and had incorporated elements of Visible Learning in their practice however without constant touching base and monitoring the enthusiasm waned and teachers tended to return to their

comfort zone. To tackle this it is recommended that Visible Learning be made a regular agenda item for meetings in 2015. Another challenge that was faced was Watching Others Work (W.O.W.) time. It was intended to provide staff with at least two opportunities to visit another classroom and see what Visible Learning approaches they had incorporated in their practice. The time did not happen due to staffing changes and a lack of relief staff. In 2015 it is recommended that executive staff is used to provide cover so W.O.W can happen. Another recommendation is to use classrooms as the base for staff meetings so that teaching and learning is celebrated and prioritised in meetings.

Throughout the year we have held specific meetings for preschool staff to develop and consolidate understandings of the Early Years Learning Framework (EYLF). We were specifically focussing on how Being, Belonging and Becoming could be embedded within everyday programs to be visible within the indoor and outdoor environments. Discussions allowed opportunities for educators to explore their understandings and to see links between what was already evident within their preschool unit and the EYLF. Opportunities were limited due to educators working part-time, along with whole school commitments. An area that is still being explored is the inclusivity of preschool educators within the whole school context. It is important at Latham for all staff members to continue to know that they are a part of the whole school community, however having their specific learning needs catered for, without having to attend more meetings than the rest of the staff. In 2015 the aim is for preschool educators to have the opportunity to meeting as a preschool team more frequently than in 2014, where preschool understandings can continue to be developed. This will be particularly important with a new preschool teacher beginning at Latham in 2015.

There are two reading intervention programs we offer at Latham; Brightsparks and through Learning Assistance. Brightsparks is an early intervention reading program designed to assist students who are experiencing difficulty learning to read. The program involves regular, individual sessions with a Brightsparks tutor who encourages the students to read a range of texts, fluently and with expression. All Brightsparks tutors are trained by the Learning Assistance teacher prior to commencing work with students. Goals set for each student are discussed with their tutor and specifically linked to areas of need as identified in the pre testing program and school data tracker information. A progress report is compiled and sent home at the conclusion of each Brightsparks block (30 min sessions, two or three times per week; 18 sessions in total). A number of volunteers work within the Brightsparks program which is coordinated by the Learning Assistance teacher in consultation with the Special Needs Team. In addition to Brightsparks the Learning Assistance teacher works with students from kindergarten to year 5 who have not yet reached the Directorate's PM Benchmark levels. The focus for the 6/7 week program is on a combination of reading, phonemic awareness and graphophonics depending on need. Support has been both in-

class and withdrawal, individually and in small groups. Again this is tailored to suit the needs of the students. At the end of the program, parents receive a detailed report on what has been covered and what progress has been made.

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

- One hundred percent of teachers have a goal in the Professional Pathways or teachers assessment report that is related to improvements in their teaching practice
- More than ninety percent of staff have identified (in data discussions) that they are using learning pedagogies earned through Maths professional learning in their programs

Our second key improvement strategy was to **maintain and extend commitment to school vision**. This year we have focussed on developing a school vision, underpinned by shared values, which is owned by the school community. In our O Week the staff collaborated to articulate a picture of the sort of student they would like to see leave the Latham School gates after a 7 year experience here. They used this picture as a springboard to draft a vision statement for the school. During semester 1, teachers helped their classes to articulate what kind of students they would like to be in order reach their potential and to be happy at school.

Classes used these to determine class codes of conduct and shared agreements. In term 2 our parent community were invited to complete an online survey specifically about the values they would like to see Latham students upholding. Although there was one value that was repeated again and again, the questions generated were too closed and too individual to provide enough depth. In term 4 we invited parents to express their interest in developing this further. This led to a focus group sharing their thoughts and aspirations for their children and the Latham collective group of students, and narrowing these to a few key areas. Interestingly, but not intentionally, this validated and added weight to the draft vision statement the staff had developed in term 1. A selected group of students formed another focus group and came together to think about the sort of person they'd like to be when they left Latham to move to high school. This was a more challenging exercise but again resulted in a small number of qualities, surprisingly similar to the parents and staff. The final element was to bring both focus groups together with a small number of staff to share the work they had each been doing and to refine it into one set of values and one school vision. In 2015 both will be used to articulate what we stand for and as a measure of where we want to go.

Latham's Ride and Walk to School (RWTS) program is coming to the end of its second year of implementation and has one year of implementation remaining. The main objectives of the program are:

- improving health of students
- reducing carbon emissions
- reducing traffic congestion
- improving student alertness in class
- engaging students in the curriculum
- improving student independent mobility, and
- leadership development (for students and/or staff).

In 2014 the number of activities and special events offered through the program significantly increased. Events included, but were not limited to:

- the ACTION Bus Safety Program
- BMX workshops
- self-defence workshops
- in Term 1 - National Ride2School Day
- in Term 2 - Walk Safely to School Day
- in Term 3 - Active Kids Challenge
- in Term 4 - Avanti Ride to School Day and competitions
- a weekly 'Cycle Club', and
- the official launch of the Latham RWTS program.

Across the school special guests provided information and workshops with a focus on being safe in and around roads. Topics covered included:

- decision making and consequences
- protective behaviours, and
- road safety.

A significant achievement this year has been the official publishing of Latham Primary's Safe Cycle routes map.

In addition the RWTS program continued to strengthen its ties with a range of other school-based projects including Latham's 'Student Engagement and Leadership' (SEAL) Team and Fresh Tastes program. The SEAL team is now responsible for maintaining the RWTS program's bike fleet.

For one-day or weekly events the number of students riding or walking to schools significantly increased. On event days, and on subsequent days when students opted to continue riding to school by bike or scooter, safe secure storage was an issue. Quotes for

innovative bike storage solutions have been received and negotiations with Directorate and ACT RWTS program coordinators are underway.

Latham Primary School is at the end of its first year of implementation of the Fresh Tastes Program. This year we addressed the action area, Classroom Learning, this intends to educate children and their families about making nutritious choices when choosing food to fuel their body. To achieve this goal we have:

- surveyed staff about their knowledge of healthy living
- written a three-year plan for Healthy Living at Latham Primary School with the intended focus areas and experiences for the Fresh Tastes and Ride & Walk To School programs. This was shared with staff.
- written an action plan for the Classroom Learning component
- had Nutrition Australia run a professional learning session for staff to support the 'Food & Me' units of work to be implemented from grades K-6
- had a specialist health teacher teach the Food & ME unit of work was in grades K-2 and classroom teachers taught the Food & ME units of work in grades 3-6
- installed water bottle refill stations in two locations in the school
- provided water bottles to each child in the school with information about water as a healthy drink choice
- had special guest performers Kulture Break, Busy Broc and Posh Pear visit the school to promote healthy living
- provided families with the opportunity to register for a Tom's Superfruit discount card
- hosted an afternoon tea for staff to promote healthy eating
- sought opportunities to promote healthy living to students such as the Healthy Bones morning tea which provided students with low fat milk and fruit, and had ongoing support from a Fresh Tastes team member via email and visits to school.

Plans are in place to write an action plan for the school's 2015 focus area, Growing and Cooking Food; promote Fresh Tastes further in the community; establish a 2015 working group; re-offer Tom's Superfruit discount card; and seek support from the P & C to establish garden beds that can be used for the growing food component of the program.

Our success within this strategy was further evidenced by:

- Eighty percent of our staff, students and parents indicated through the school specific questions on the national survey that they know the new school values. We asked this question only of staff as at the time of the national survey, our work with the values had not yet started with students or parents. Staff responses

in the survey showed that 70% knew the school values and a further 20% were undecided.

- One hundred percent of our staff can identify verbally our new vision statement. By the end of the year our school vision statement had still not been finalised.

Our third strategy was to **maintain and extend the use of the Australian Curriculum in planning**. At the beginning of 2014, a Curriculum Plan was developed to help keep focus. During the O Week in January 2014 professional learning was presented to the whole staff outlining programming requirements. One of the expectations for planning was that tools such as the Australian Curriculum (AC) and Early Years Learning Framework (EYLF) were to be clearly referenced. Mathematics had been determined as a focus for 2014, with professional learning with Rob Vingerhoerts undertaken. This PL outlined strategies to engage students in the area of mathematics and an example of how to structure a mathematics session to allow students the opportunity to develop and consolidate new concepts. With Geography being a newly released section of the AC in 2013, we took the time in 2014 to explore this area as a whole staff, in a staff meeting, and as teams, in team meetings. At least one unit with a geography focus was trialled by teachers throughout the year. Teams designed 'units of work' to integrate the areas of history, geography, and science.

Moderation sessions were undertaken with the whole staff where they were grouped horizontally and vertically to look at student work samples highlighted teacher's ability to talk about the content and related evidence. This assisted teachers in 'grading' students for reporting. Although we had maintained good focus for the first half of the year, as the year progressed momentum waned.

Preschool programming, as well as communication with parents, had clear references to the EYLF. As the executive focus shifted, this left momentum with individual teams with inconsistent results. In 2015, momentum needs to be maintained for the entire year. A surprising result of the moderation activities was that teachers came to the realisation that the reporting rubric that had been developed in previous years was no longer meeting the needs of the teachers as it was not linked as clearly to the AC as they would like. Next year, the whole staff will take a closer look at the Achievement Standards and backwards map these to program design, reporting rubrics and reports. The Curriculum Plan will be extended to incorporate whole school practices as determined in consultation with the whole staff. With the addition of a new preschool educator in 2015, discussions relating to embedding the EYLF within programming will continue.

The Student Data Tracker developed in 2013 has continued to be used as a depository for data collected by teachers relating to individual students. At the beginning of 2014, this tool was used as a starting point for learning. Throughout the year, teachers collected data to add for each student's profile. Twice during the year, once in term one and again in term three, teams met with the principal to triangulate the data from the tracker, in addition to any other quantitative data collected by teachers. These conversations indicated that qualitative data has a significant role to play in portraying a child's progress and discussions about how this might best be gathered and recorded began. By the end of the year, tracker experienced some 'bugs', making it difficult to enter some data. It will be rebuilt in 2015.

As discussions relating to data were being held, teachers also worked on an agreed schedule for the collection of data. This allowed for a more strategic approach for data collection ensuring that data was collected at times needed, such as reporting.

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

- Student work samples were moderated in both English and Maths
- One hundred percent of teachers programs showed evidence of the use of the Australian Curriculum for their planning and assessment

The impact of the actions above assisted in our progress towards reaching the identified targets for this priority.

*Target: Meet our NAPLAN targets for year 3 and 5 as set by the Directorate year 3 Reading 429 ± 26 and Numeracy 418 ± 20 year 5 Reading 492 ± 24 and Numeracy 489 ± 20*

The table below shows the school's year 3 and year 5 reading means and year 5 reading mean were all below our targets but within the range expected when considering the confidence intervals.

The year 5 numeracy mean was below our target by 2.3 scaled scores when taking the confidence intervals into account.

**Table: Year 3 NAPLAN results 2014**

Test	Year 3 Target	Year 3 Actual	Year 5 Target	Year 5 Actual
Reading	429±26	415.3	492 ±24	475.6

Numeracy	418±20	403	489±20	466.7
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Data Source: 2014 Latham Primary SMART Data

*Target: Increase the percentage of kindergarten to year 3 achieving or exceeding the Directorate's end of year PM Benchmark targets from 88% to 90%.*

Overall we did not reach this target, in fact we fell quite short with 80% of our students from kindergarten to year 3 reaching the Directorate's end of year PM Benchmark targets.

The table below shows year level achievements.

*Table: Semester 2 2014 PM Benchmark Levels K-3*

Year Level	PM Benchmark Target	% Achieved
Kindergarten	5-8	67%
Year 1	14-16	88%
Year 2	20-22	89%
Year 3	24-26	66%

Data source: Latham Primary Student Data Tracker

Interestingly, our PIPS results for kindergarten showed that by the end of the year our cohort was slightly above the ACT average in reading.

## Priority 2

**Highly effective communication between all key stakeholders (students, staff and parents) is apparent throughout the school**

### Targets

By the end of 2014 we will:

- maintain or increase percentage of parents, carers and staff who rate communication as highly effective through the National Survey, including:
  - 'Communication between parents and the school is both regular and effective' – increase from 75% in 2013 to 80% in 2014, and
  - 'There is effective communication between teachers and their supervisors' – increase from 77% in 2013 to 80% in 2014.
- maintain or increase numbers of students who rate communication as successful through the National Survey., including:
  - 'I can talk to teachers about my concerns' – increase from 81% in 2013 to 85% in 2014.

### Links to the Directorate Strategic Plan

*Connecting with Families and the Community*

### Progress

In 2014 in respect of our strategy to **develop multifaceted communication systems within the school community including media and human capital** we have acted on feedback

received in 2013 to improve the communication channels particularly between school and home.

Term overviews were developed by each team and sent to parents in week 1 each term as a way to communicate learning with parents. In term 1, overviews included much more detail than term 2-4 as they included information about processes within the classroom. Teachers generally used their planning days to begin constructing their overviews as a group, at the same time they were determining the program. This practice will be continued in 2015.

We consider the school website to be the major communication system for current parents and prospective families. All notes that go home to families electronically are also available on the website. The term calendars are available and regularly updated. We accessed the ACT Government's iCalendar feature which allows parents to synchronise their smart phones to our calendar events. Current policies can be accessed there as well as all key information about the way the school operates. The new online enrolment facility available to all parents enrolling in a public school in the ACT has proven to be an efficient process for the Latham community. We will continue to review and enhance our website in 2015.

Options for digital signage within the school building have been investigated with consideration given to cost effectiveness, ease of use and ability of signage (in terms of both hardware and software) to meet the needs of the school. Three models were put forth as the most viable and the school hopes to progress this towards a final decision in 2015.

Our effectiveness in this strategy is evidenced by:

- Sixty percent of our parents indicated through the national survey that they used the school website as a source of communication about school information and events, and a further 21% were undecided.
- Ninety-six percent of parents received their newsletter electronically in 2014, a significant increase from 58 % in 2013.

Our strategy to **enhance partnerships between all members of the school community** was actioned throughout the year. We have maintained close links with members of Volunteering ACT who come to school every week to work with selected students on Meccano projects. Volunteers and students from years 3 and 4 pair up for a term to a complete of a variety of models.

Tutors from within the community are sought and trained to work with identified students in our Reading Intervention program, Brightsparks.

In addition the school attracts a large number of parent volunteers who assist with class reading, with special projects, at sporting events and in the canteen. The family members who volunteer with P&C events are dedicated and tireless in their support of school community events.

We seek to connect Latham students 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
- the Melba Copland Secondary School Combined War Memorial Excursion
- holding our annual school concert at Kingsford Smith School
- students from Kingsford Smith School assisting at our athletics carnival

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 was particularly beneficial in fostering connections between our school and our local high schools.

In 2015 the recommendation is to continue to develop opportunities for interschool learning to enhance our school's connection with Kingsford Smith School (our feeder high school).

In the wider community, the choir and band have performed at old folks homes, at the Limelight performances and at Floriade.

Our success in this area was measured by:

- Our volunteer hours were well in excess of 2000 hours over the course of the year

### **Progress against targets**

In terms of the achievements against our targets, the school achieved the following.

*Target: 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 75% in 2013 to 80% in 2014.*

We certainly did not have the positive response that we were hoping for with only 59% of our parents agreeing or strongly agreeing that the communication between school and home is regular and effective. Interestingly 80% of our staff feels that our communication between both parties is effective. In 2013 we began sending our weekly newsletters and 'What's On' via email. By the end of the year 58% of our parents had taken up this option, however at the end of this year we now have 96.6% of the parent population receiving their newsletters electronically. Our question now is 'Do today's adults receive so much electronic information that it is overwhelming for them and they perhaps ignore much of it?' Is this

why there has been such a significant drop in the survey results? Even with the website enhancements and updates, the term overviews going home and news being delivered instantly and electronically, our parents are not feeling that the communication is effective.

- *'There is effective communication between teachers and their supervisors' – increase from 77% in 2013 to 80% in 2014.*

In the survey 75% of the teachers either agreed or strongly agreed that there is effective communication between themselves and their supervisors. Again the results in the national survey were not reflected in the Australian School Climate and School Identification Tool. In this survey 95.8% of our staff reported excellent to adequate levels of leadership, and many of the survey questions related to the way information is shared, decisions are made and the sense of cohesion created within the school by the leadership team. These goals seem difficult to achieve without effective communication.

*Target: Maintain or increase numbers of students who rate communication as successful through the National Survey.*

- *'I can talk to teachers about my concerns' – increase from 81% in 2013 to 85% in 2014.*
- In the 45% of our students agreed or strongly agreed with this statement while 28% were undecided. Responses to the items related to the perceived support and safety at Latham Primary School gathered from the Australian School Climate and School Identification Tool however showed that 83.3% of our students did feel that their teachers cared for them and that they could talk to their teachers about their concerns.

## Priority 3

### Improve student engagement

#### Targets

By the end of 2014:

- the percentage of students who respond they agree or strongly agree to:
  - 'Teachers at this school make me feel valued and included' will increase from 86% in 2013 to 90%
  - 'Students at this school make me feel valued and included' will increase from 72% in 2013 to 80%
  - 'Teachers motivate me to learn' will increase from 93% in 2013 to 95%.
- the percentage of attendance will increase by 1 percentage point for each year level, and
- ninety percent of students will report to parents on their achievements in meeting their learning goals

#### Links to the Directorate Strategic Plan

*Quality Learning; Inspirational teaching and leadership; High Expectation, High Performance*

## Progress

Improving student engagement at Latham has continued to be a focus for us this year. We feel that personalising learning and differentiating the curriculum, providing leadership opportunities and student voice, and having a clear behaviour support philosophy and guidelines all work together to engage students in the business of learning.

Our first strategy under this priority was **to increase ‘student voice’ across the school, in both participation and curriculum and review the schools’ processes and practices that support student engagement and taking responsibility for learning.**

We started for the first time a Student Leadership Team; a representative student group of year 5 and 6 students. The focus for the Student Leadership Team (SLT) in 2014 was to increase all team members’ understanding of their own strengths and skills as leaders. We aimed to reinforce this self-awareness by providing students with relevant opportunities to develop their strengths and work as a team to help others.

- The application process encouraged students to think and write about their strengths, talents and experiences that would make them a valuable asset to the SLT. Prospective team members also participated in formal interviews where discussion expanded on this theme.
- In term 1 and 2 the SLT participated in fortnightly lessons with a parent, Alex Maron, focusing on recognising their interests, skills and strengths. This leadership training sparked rich discussion about how the students could take advantage of their strengths and work together to make a stronger team.
- In term 2 the team attended a fun and motivational leadership training session with the GRIP Leadership organisation. The students participated in team building exercises and learnt to ‘lead like a strawberry’ (making sure their thoughts, feelings and values matched their actions).
- Fundraising for Kerobe Joybright Academy and children’s cancer research provided the SLT with real-life opportunities to develop their strengths as leaders. Initially the students were given a high level of teacher support and guidance to run meetings, write newsletter articles and plan events. After gaining experience, improving communication skills and building on their strengths, the team was able to successfully plan, promote and implement the Latham Primary Book Swap with minimal teacher input.
- To ensure that we continue to build the capacity of our student leaders, the current SLT has begun mentoring the new team members for 2015. In the coming weeks, current and new SLT members will work together to teach an art lesson to all students across the school. The self-portraits created in this lesson will be displayed in ACT Children and Young People Commissioner’s art installation, celebrating the rights of the child.

We believe that setting personal learning goals is another way of providing voice to our students, and in so doing improving their engagement in the learning process. All students from kindergarten to year 6 have set and reached one or more personal learning goals this

year, and many of them have achieved several. Goals are displayed in classrooms, discussed often, monitored by both students and parents, and reported to parent at Three Way Interviews, introduced for the first time this year. Teachers have found that students work hard to achieve their personal learning goals and have real feelings of pride when they are successful.

Student engagement within the preschool is also a priority. Observation is an essential aspect in designing a preschool program that is relevant to the children's interests and needs. Teachers have a system whereby they take observations of individuals, written and photos, to capture learning. This information is combined with knowledge educators have of individuals from parents to continually adapt the learning environment to ensure the program is relevant and engaging. In 2014 preschool educators worked with children to ascertain self-reflections from individuals about their learning. This was an addition, in the form of a drawing, in the twice yearly reporting to parents.

This strategy was evaluated by the following indicators of success:

- One hundred percent of students from kindergarten to year 6 set personal learning goals and ninety-one percent of them reported their goals to their parents
- Ninety-six percent of staff indicated in the national survey that they believed that the student leader programs and practice are working well. Seventy percent of students agreed that student leadership was working well, and seventy-one percent agreed that student programs were working well. We did not ask this question of the parents.

The school continued to action our strategy to **explore and define authentic differentiation of curriculum across the school**. Teachers began analysing their student data and discussing this with the principal and team leader at two meetings scheduled in the year, one in the middle of term 1 and one at the end of term 3.

Quantitative data for PM Reading levels, BEE Spelling, and either SENA levels or PAT Maths stanine scores were collected from Kindergarten to year 6 and recorded on the school based Student Data Tracker; these were the across school measures determined by the teachers. In addition, teaching teams collected other data that they found relevant, for example, letter sound identification, dictation results, pre and post Maths test scores, writing abilities and rubrics for units of work studied. The analysis of student attainment has been deep and in some cases has informed changes to programs and classroom practices. What has come out strongly though is that quantitative data alone does not provide a holistic picture of each child and we have discussed what other methods of data collection and storage we might employ.

Our PE specialist teacher has much to offer his colleagues as his collection of video footage that has captured students practising and mastering fundamental motor skills is comprehensive and informative.

Our success in this strategy was evidenced by:

- One hundred percent of teacher programs complied with the Latham Primary School checklist but this has not yet been linked to the National Professional Standards for Teachers – this work will continue more in 2015 as staff become more familiar with the Standards

Our final strategy under this priority was to **develop support initiatives for students with particular needs**. Firstly the school strengthened our Brightsparks program in 2014. Brightsparks is an early intervention reading program designed to assist students who are experiencing difficulty learning to read. The program involves regular, individual sessions with a Brightsparks tutor who encourages the students to read a range of texts, fluently and with expression. All Brightsparks tutors are trained by the Learning Assistance teacher prior to commencing work with students. Goals set for each student are discussed with their tutor and specifically linked to areas of need as identified in the pre testing program and school data tracker information. A progress report is compiled and sent home at the conclusion of each Brightsparks block (30 min sessions, two or 3 times per week; 18 sessions in total). A number of volunteers work within the Brightsparks program which is coordinated by the Learning Assistance teacher in consultation with the Special Needs Team.

Throughout 2014 the Gifted and Talented team have been implementing the new ACT Education and Training Directorate's policy. There have been a total of three professional learning opportunities conducted for the staff which highlighted the following areas, understanding giftedness, identifying students who are gifted and talented and differentiation strategies for catering to these learners. A parent information session was also held to highlight the progress of the school regarding the implementation of the policy.

In week 7, term 4, students in years 1-6 were assessed using the Australian General Ability Test (AGAT). This along with teacher nomination forms, parent nomination forms and peer nomination forms will support the school to better cater to the needs of the identified students in 2015. In 2015 the priority of the Gifted and Talented team will be to formalise the procedures for Latham Primary School. Throughout 2015 Latham Primary School staff will still require professional learning and support.

At the beginning of 2014 the Bump Continuum was identified as the process for supporting and managing student behaviour. With a change of teaching staff in the past two years, it was recognised that this continuum was not consistently employed across the school due to lack of understanding and commitment by all members. Staff meetings were used to determine collaborative understandings that reflected current practices to support

behaviour at Latham. Draft Behaviour Support Guidelines, based on whole school discussion, were developed and presented to the School Board for ratification. In 2015, stand down time in February will be used to ensure that this consistent approach is continued.

In term 1 teachers used knowledge of students to determine who would benefit from an Individual Learning Plan (ILP) being developed. Approximately 17% of students at Latham Primary School were identified. Interviews with parents were arranged with class teachers in term 1, with reviews in term 3. Attendance rates in term 1 were close to 90%, however in term 3 this dropped to 50%. On discussions with teachers they highlighted that the parents who didn't attend were ones they had regular contact with. In 2015, a review of the process for practices in term 3 is required.

In 2014 Latham Primary school built upon success experienced in 2013 by providing targeted intervention for students of Aboriginal and Torres Strait Islander descent in our school. However, this year the targeted intervention was framed by our prime recommendation from 2013, namely that:

*“Latham Primary develop supportive and open relationships between students, parents, school and teachers. This should be framed by a revitalised Personal Learning Plan (PLP) process that values relationships and embraces curriculum adaptations that provide Aboriginal or Torres Strait Islander students with opportunities to celebrate their rich cultural heritage.”*

During our 2014 Accepting the Challenge Action Research (AtCAR) strong relationships were formed with the families of Aboriginal and Torres Strait Islander students, our PLP process was review and significantly modified by our Deputy Principal with a focus on engagement of caregivers over both semesters and our Aboriginal and Torres Strait Islander students were provided with genuine opportunities to experience their rich cultural heritage.

Our research question for 2014 was: *To what extent does increasing students' understanding of self-identity, and the integration of these beliefs with academic goals, result in accelerated outcomes in literacy?*

In this question we made the assumption that integrating understandings of identity and academic goals would result in accelerated literacy outcomes. We were comfortable in doing so as: a) a range of authoritative research supported this supposition and b) students had self-nominated 'identity' as a topic they would like to explore.

The core program was delivered by a specialist teacher (Learning Assistance teacher) with parents, classroom teachers and other staff being engaged on an as-needs basis. This year we learned that engaging parents, whilst time-consuming, is a key aspect of building stronger relationships for students between home and school. We also learned that as students enter the upper school (grades 3-6) the amount of interruptions encountered

significantly increases – to the point where delivering consistent one-to-one programming is problematic. Finally, we learnt that students engaged in our action research saw targeted literacy programs and cultural programs as being pedagogically opposed - and that overcoming these perspectives was imperative for authentic learning to occur.

### **Implementing the 2014 action research**

Historically, Latham’s Cultural (Dij Kids) and Learning Assistance (LA) programs were planned and delivered as separate entities. However, several considerations led us towards combining the programs for 2014, namely:

- taking staff off class to deliver the cultural program was expensive and there was no data to support the programs efficacy in terms of outcomes for students
- many students of Aboriginal and Torres Strait Islander descent were also part of the Learning Assistance (LA) program
- whilst the cultural program was ‘fun’ (4 of 6 students used this word in their entry interview), it lacked direction and was not providing value for money with regard to teacher time used and student outcomes (social, academic or cultural).

As a result, at the beginning of 2014 the programs were combined and planning was put in place to use our 2014 AtCAR as a way of making this transition smoother for students. Additionally, using our LA teacher to deliver both programs allowed us to carefully plan and deliver key literacy outcomes on an individual student-need basis.

Individual student-need, as identified by testing from the LA project, classroom teacher input, parent input and PLP goals (all Aboriginal and Torres Strait Islander students in our school have a PLP) formed the basis for all work in both the LA and Dij Kids programs. Fundamentally, targeted intervention and project-based learning were used to support student investigation of personal identities. Required skills were taught during LA sessions and applied during Dij Kids time.

#### *A Sessions*

Each target student received a maximum of three 30 minute LA sessions per week. Method of working varied from one-to-one intervention to small group work depending on student need. These sessions were highly targeted, focussing on individual student literacy needs.

#### *Dij Kids*

All target students came together once a week for a 45 minute session to apply skills learnt during their individual LA sessions. Students worked on projects that explored their understandings of ‘identity’ as both individuals and members of a range of social groups.

***Cycles completed – What we actually did (during cultural sessions)***

<b>Cycle 1 (Term 1)</b>
National Museum – Masters of Art
<ul style="list-style-type: none"> <li>▪ Creation of new signs for new Dij Kids display 2014 – developing sense of ownership and identity of self</li> </ul>
<b>Cycle 2 (Term 2)</b>
Botanical Gardens – Indigenous Plant Use and Bush Tucker excursion
<ul style="list-style-type: none"> <li>▪ Creation of own “Identity mural”</li> <li>▪ Parent meetings x 2 to inform parents of the planned project and theme and to gain some sense of unity, belonging and parental support.</li> <li>▪ Design thankyou letters</li> </ul>
<b>Cycle 3 (Term 3)</b>
Indigenous Health Day excursion
<ul style="list-style-type: none"> <li>▪ Parent meeting x 1</li> <li>▪ Reflection and creation of story maps for display from Botanical Gardens excursion. Senior students working with juniors.</li> <li>▪ Reflection and creation of story maps for display from Botanical Gardens excursion. Senior students working with juniors.</li> <li>▪ Design thankyou responses and letters of appreciation</li> </ul>
<b>Cycle 4 (Term 4)</b>
Birrigai – Identity excursion
<ul style="list-style-type: none"> <li>▪ Oral/ electronic Presentation – Assembly</li> <li>▪ “Expression of identity”</li> </ul>

From a range of data it can be clearly seen that students who have engaged with our LA targeted invention for extended periods (two or more years, most of our Aboriginal and Torres Strait Islander students attend these sessions) have made significantly greater growth than expected.

**Recommendations from the 2015 Accepting the Challenge Report****Prime Recommendation**

*Develop a whole-school approach to the teaching of Aboriginal and Torres Strait Islander cultures and histories*

Latham Primary develop a consistent whole-school approach to teaching Aboriginal and Torres Strait Islander cultures and histories in-line with the shared values and vision of it's

school community. This should include the consistent and strong support of teachers and teaching teams who seek, or are asked to implement, initiatives aimed at effecting positive change for Aboriginal or Torres Strait Islander students.

### **Secondary Recommendation**

*Action research regarding student growth in cultural-competency driven by classroom teachers*

A team of classroom teachers commit to planning and implementing action research at a classroom level. Focus should be given to measuring changes in student cultural competency in response to a whole-school approach to the teaching of Aboriginal and Torres Strait Islander cultures and histories. This should be informed by past action research experiences specific to Latham Primary.

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

- 100% of students' Learning Assistance programs are specifically designed to strengthen their targeted area in either literacy or numeracy (as identified in ILPs and/or school data)
- 100% of students' Brightsparks programs are specifically designed to strengthen their targeted area in literacy (as identified in school data)
- 88% of Aboriginal and Torres Strait Islander students and parents identified in surveys conducted at the end of the year that they believe the school has supported students to discover their cultural identity. 100% of teaching staff wish to increase their own understandings of Aboriginal cultures and histories and only 50% believe we have a consistent approach to teaching Aboriginal and Torres Strait Islander education.

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' increase from 86% in 2013 to 90% in 2014*
- *'Students at this school make me feel valued and included' increase from 72% in 2013 to 80% in 2014, and*
- *'Teachers motivate me to learn' increase from 93% in 2013 to 95% in 2014.*

The results of our student survey data did not meet our expectations this year; in fact they were surprisingly low.

While 47% of our students agreed or strongly agreed to the statement that teachers make them feel valued and included, a further 32% were undecided. In respect to the second target 50% of our students surveyed agreed or strongly agreed that other students make them feel valued and included and 28% were undecided.

In the Australian School Climate and School Identification Tool however 88% of the same respondents were happy with the staff student relations, and survey items included how much respect staff show students, how much they cared for them and whether they showed understanding and were friendly.

Only 67% of our students agreed or strongly agreed that teachers motivated them to learn. This percentage feedback was at odds with the results from the same cohort of students gathered through the Australian School Climate and School Identification Tool. The group of questions in this survey around Academic Emphasis *“concern the degree to which students perceive teachers as supporting and encouraging them to achieve academically. Teachers expectations and support facilitate students’ personal growth and learning goals which leads to motivation and achievement at school.”* 95% of the students agreed or strongly agreed that teachers at Latham do support and encourage them to learn.

*Percentage of attendance increases by 1 percentage point for each year level.*

Our student attendance has stayed fairly steady but we did not reach an increase by 1 percentage point for each year level.

*Ninety percent of students report to parents on their achievements in meeting their learning goals.*

Ninety-one percent of our students reported to their parents their achievements in meeting their personal learning goals. Most of these were reported at Three Way conferences although some occurred in PLP meetings.

## **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.

The Latham Preschool is a vibrant place of learning where our students begin their education in a warm and supportive environment. In 2014 staff met collaboratively throughout the year to continue to develop their understandings of the Quality Areas and how this is embedded within the Latham Primary School setting. We have identified particular strengths in the areas of Education program and practice, Children’s health and safety, Relationships with children and Collaborative partnerships with families and communities. Highlights in each of these areas are listed below.

### Education program and practice

- Use of EYLF in programming, observations, newsletters, learning stories, work samples and displayed around the room
- Observation/ programming cycle that is well documented and programming decisions are traceable to observations
- Program uses observation notes to form activities, lessons, songs, books and experiences to include each child
- Routine reflects planned inside/ outside experiences with a balance of active and passive activities
- Program is displayed in the room where parents are encouraged to provide feedback
- Children are supported to be independent, they choose activities from the around the room and from the shed for outside to enhance their learning
- Observations and photos are taken regularly (tally sheet is used to record how each child is being documented each term) and learning stories are recorded as appropriate. These form part of the programming cycle
- Intentional teaching episodes are planned based on children's interests, needs, ideas and observations. Teaching is adapted as the children's conversations lead the area of investigation through provoking and open ended questions.

### Children's health and safety

- Resources chosen for the Preschool based on children's interests, professional judgement based on what will be developmentally appropriate, curriculum areas
- Safety checks are carried out daily, monthly, termly and yearly for furniture, equipment, resources and the building
- Play spaces are set up to encourage investigations and learning through play (provocations)
- Natural items are used in the classroom as often as possible and if not, resources are presented in natural baskets/ containers
- Nature walks around the back of our Preschool are taken to encourage students to connect with their natural environment
- Classroom and school recycling program
- Incursions to promote sustainability e.g. ACT NoWaste
- Part of our program focuses on children developing skills to look after their own rubbish and dispose of it correctly.

### Relationships with children

- We have developed respectful relationships with the students in our classes
- Children demonstrate their trust in preschool staff through their willingness to ask for help, share their discoveries, share information about their home lives, share personal successes and anxieties
- We are inclusive of all children

- Children are praised for their achievements and encouraged to feel comfortable in the environment
- Collaborative learning projects are encouraged and children learn to work respectfully with one another, taking turns equally
- Children are supported to make positive behaviour choices
- Children are encouraged to use their words when resolving problems, word choices are modelled for students

### **Staffing arrangements**

- Conversations relating to expectations of all educators occur
- All educators within the preschool have qualifications for the area
- Deputy Principal is also holds preschool qualification
- Educators attend preschool network meetings throughout the year

### **Leadership and management**

- Leadership team take an active role in the preschool, including regular visits and attending information sessions
- Leadership team ensure that preschool is visible in school newsletters
- Leadership team work with preschool educators to continue to drive improvement

### **Physical environment**

- Programs reflect planning for both indoor and outdoor environments
- New building completed in October 2014
- Indoor and outdoor spaces are flexible and adapted in line with children's needs to extend their thinking and learning
- Indoor environment provides opportunities for children to engage in self-selected and negotiated activities
- Children are recognised as active learners and decision makers
- Outdoor spaces comprises a balance of 'fixed' and moveable equipment
- Children are provided with opportunities for unique play and learning

### **Collaborative partnerships with families and communities**

- Information session for families in term 4
- Website has information for prospective families
- Handbook for new families at Preschool
- Families regularly contribute their ideas and time to the preschool to help add to our program and environment
- Fortnightly news is emailed to families from each class teacher
- Preschool P & C sub-committee share newsletters a few times a year with families
- Noticeboards have information for families
- Programs are displayed in the classroom
- Significant decisions are discussed at Preschool sub-committee meetings and parents share their thoughts on new ideas

- Family skills and expertise is identified at getting to know you interviews
- Community services are advertised on our notice board, information booklets/ leaflets are available for families to take home
- Parents complete an information sheet about their child at the start of the year fitting into the theme of Being, Belonging and Becoming
- Preschool staff liaise with EIU and specialist teachers and other external agencies
- Preschool to Kindergarten transition program is undertaken during term 4, information is shared with new teachers, reports are available for teachers to read, ILPs and PLPs are shared, some transitions are personalised and supported with other staff members
- Connections are made with people in our community when visiting the library or shops
- External community members are invited into our Preschool e.g. Kenny Koala
- Connections are made with ACT Therapy for particular students
- 'Play and Chat' afternoon for preschool children and families held in term 4.

## 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 \$1565.

### Voluntary contributions

This school received \$8162 in voluntary contributions in 2014. 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 2014.

### Reserves

Name and purpose	Amount	Expected Completion
Future projects – Outdoor beautification – painting and grounds upgrade	\$20,000	Dec 2015 to June 2016

Financial Summary	
31-Dec-14	
<b>INCOME</b>	
Self management funds	256609
Voluntary contributions	8162
Contributions & donations	17940
Subject contributions	24069
External income (including community use)	15029
Proceeds from sale of assets	0
Bank Interest	6365
<b>TOTAL INCOME</b>	<b>328174</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	75196
Cleaning	72038
Security	1624
Maintenance	42840
Mandatory Maintenance	0
Administration	7420
Staffing	0
Communication	9934
Assets	7623
Leases	0
General office expenditure	24485
Educational	47202
Subject consumables	4290
<b>TOTAL EXPENDITURE</b>	<b>292652</b>
<b>OPERATING RESULT</b>	<b>35522</b>
<b>Actual Accumulated Funds</b>	<b>58846</b>
Outstanding commitments (mirrored)	-428
<b>BALANCE</b>	<b>93936</b>

## 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

<b>Parent Representative:</b>	Karen Green	Karen Goddard	Mark Harriott
<b>Teacher Representatives</b>	Lyndal Andrew	Ian Shaw	
<b>Board Chair:</b>	Mark Harriott		
<b>Principal:</b>	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 2014.

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Board Chair Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_