



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

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About our school

School Board

2014 was a very intensive year for the Garran Primary School Board.

The beginning of the year saw Eliza Allen elected as a new parent representative, and myself re-elected for a further term. The teacher representatives Robert Maccioni and Monica Marsham continued in their positions. It was with great sadness that we learned of the sudden passing of our Community Representative, Michelle Charleton, who was very well regarded both within the Education and Training Directorate as a staff member, as well as by the Board. We would like to take this opportunity to formally acknowledge the contribution Michelle made to our school. At the end of the year, a new Community Representative was appointed in Liana Dobson, who works within ETD and brings a new perspective to the Board.

During the year the Board continued to perform our governance and policy role, reviewing and updating several policies (eg, Sun Smart, Gifted and Talented Policy), as well as having vigorous discussions regarding the various programs in the school. We continued lobbying activities regarding the parking situation and traffic control, and the path to the pre-school.

From a financial perspective, the school is in a very strong position. Some of the reserves, which were built up over many years, were directed to improving school infrastructure (e.g. air-conditioning) and teacher professional learning. We are currently investigating options for enhancing the Wi-Fi capability at the school to ensure that the investment in the technology (a lot of which was funded from the wonderful P&C efforts) can be maximised while those devices are still current technology.

The most challenging aspect of the Board's role, or in particular, the Parent Representatives on the Board, was dealing with the changes in the school environment that occurred in 2014. This has required ongoing communication and consultation with ETD staff to ensure that the needs of the school community, and in particular, our children's education, remain the utmost priority.

On behalf of the school community, heartfelt thanks and appreciation is expressed to the significant number of teachers and Executive staff who left Garran at the end of 2014, and we wish them all the best in their new roles and environments.

I would like to take this opportunity to thank my fellow Board members, the school Executive, teaching and administrative staff, the P&C Executive and members, and the parent community in general for their ongoing support of Garran Primary School.

Sally Vardy

Board Chair and Parent Representative

Garran Primary School, 2 March 2015

Introduction to School

Garran Primary School provides a caring learning environment which recognises the strong partnership between home and school, seeking to develop each child intellectually, socially and physically towards his/her potential. The school is recognised for meeting the learning needs of all students, including those in our Learner Support Unit, mainstream and accelerated learning classes.

Garran Primary School values whole school approaches to all aspects of curriculum and has a strong focus on differentiated literacy, numeracy and integrated inquiry programs. Through the implementation of our BOUNCEBACK Program, learning focuses on students' social and emotional development, including resilience. Our student population continues to diversify with approximately 46% of our students having English as an additional language or dialect. This enrolment pattern provides an international feel to our school culture which is fostered and respected by our staff and students.

Student Information

Student enrolment

In 2014, there were a total of 599 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	291
Female	308
Indigenous	5
LBOTE	297

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.

School absenteeism is not a significant issue at Garran. Whilst some families spend time overseas during term time, this is undertaken with appropriate liaison between the school and class teachers. Individual cases of poor attendance are followed up by teachers, with the support of school executive staff.

Table: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	95.8
1	96.1
2	95.9
3	95.7
4	94.1
5	92.3
6	94.4

Source: Planning and Performance, July 2014

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	40

Source: School Data, December, 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, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include 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. There are no indigenous staff at this school.

Table: 2014 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	3
Teachers	28
TOTAL	44

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

During 2014 there were a number of administrative and staff changes:

Approximately 22 staff left the school for various reasons including transfers, maternity leave, and interstate movement.

These changes resulted in new staff employed in the Front Office, (a Business Manager and School Secretary), who are now permanent, teachers acting in higher duties roles and executive teachers having an increased teaching role.

Volunteers

Garran Primary School encourages parental and community support in many varied ways. In 2014 we organised a bulk collection of entries for volunteers to gain their 'Working With Vulnerable People' card. On one intake, there were 97 applicants. The estimated number of hours in which volunteers have worked in the school during 2014:

- Classroom support: 400 hours
- Uniform shop: 160 hours
- Fundraising: 200 hours
- Banking: 160 hours
- Book club: 70 hours
- Support at excursions/camps/carnivals: 200 hours
- The Garran Fiesta 2014: 350 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.

Garran Primary School was validated in 2013. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 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, 114 parents, 23 staff and 144 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, 89% of parents and carers, 100% of staff, and 92% 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.	93
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	88
This school is well maintained.	91
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	87
My child likes being at this school.	95
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	66
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	85

This school works with me to support my child's learning.	74
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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.	96
My teachers provide me with useful feedback about my school work.	89
Teachers at my school treat students fairly.	67
My school is well maintained.	81
I feel safe at my school.	90
I can talk to my teachers about my concerns.	69
Student behaviour is well managed at my school.	60
I like being at my school.	85
My school looks for ways to improve.	87
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	85

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>).

Staff survey results conducted at the same time of the year showed a decline in satisfaction in a number of areas. In conjunction with the Directorate and the School Board, these issues will be addressed in 2015.

These results, as well as the continual review of school performance, contributed to the evaluation of our school plan and the development of an annual operating plan. A new school plan for 2015-17 and annual operating plan for 2015 are currently being developed, and will be available on the school website when finalised.

Professional Learning

Throughout the year all teachers engaged in professional learning about 'best practices' in teaching literacy through the PALLs (Principals as Leaders of Literacy) program. Ongoing action research resulted following attendance at two full days of Literacy Leadership facilitated by Debbie Miller, David Hornsby and Chris Topfer. Ongoing professional discussions, based on Debbie Miller's book 'Teaching with Intention', was used by staff across the school. This formed the basis of teachers' action learning projects for the year.

Other professional learning undertaken by staff included:

- Primary Connections Science: including moderation of science assessment across the cluster.

- A two day course related to Gifted Education, presented by Bronwyn MacLeod from the University of New South Wales. This related to differentiation across the curriculum.

In addition, the executive staff attended a day on 22 January 2014 titled 'Designing, Implementing and Monitoring Reading in your school.'

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: Garran Primary School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	65	153	51	124
Mathematics	42	59	39	54

Source: Planning and Performance December 2014

PIPS raw score reading assessment data for 2014 shows a significantly higher reading start score (relative to the ACT system mean) indicating an above average reading-readiness of the group upon entry to Kindergarten. This result was strongly built upon during the year through a Parent Home Reading Workshop, trained year 6 reading tutors, Parents as Guided Reading Tutors, First Steps reading strategies and differentiated spelling groups.

Monthly benchmarking assessment and team data discussions were used to inform targeted support for individual students through our English as an Additional Language or Dialect program. These supports generated significantly above average end-of-year results for the kindergarten cohort as measured by PIPS assessment.

PIPS raw score Mathematics assessment data for 2014 shows the kindergarten cohort, with a slightly higher start score (as compared to the ACT system mean). This result was built upon using a major emphasis on hands-on modelling and a focus on mental computation during differentiated number groups. Groups were formed using PIPs 2014 start results and monitored through whole-school Mathematics assessments and team data discussions. These supports generated above average growth for the Kindergarten cohort as measured by the end-of-year PIPs results.

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, 1.30 % of year 3 students and 3.80 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied 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: Garran Primary School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	494	440	570	523
Writing	453	405	520	474
Spelling	450	413	539	502
Grammar & Punctuation	477	441	559	520
Numeracy	459	415	529	499

Source: Performance and Planning December 2014

NAPLAN results for year 3 and 5 in 2014 were above the state and national means.

Performance in other areas of the curriculum

ICAS Assessments:

Garran Primary has a long history of participation in the University of NSW ICAS competitions. A high level of student participation and achievement is listed below:

Assessment	Participation	Results
ICT	73 students from Years 3- 6	<ul style="list-style-type: none"> • 3 high distinction (top 1% of participants), • 17 distinction (top 10% of participants), • 25 credit (top 25% of participants, 8 merit (top 35% of participants) and 21 participation certificates

Assessment	Participation	Results
English	132 students from years 2-6	<ul style="list-style-type: none"> • 4 high distinction (top 1% of participants) • 34 distinction (top 10% of participants) • 31 credit (top 25% of participants) • 19 merit (top 35% of participants) • 40 participation certificates
ICAS Mathematics	164 students from Years 2-6	<ul style="list-style-type: none"> • 5 high distinction (top 1% of participants) • 26 distinction (top 10% of participants) • 60 credit (top 25% of participants) • 20 merit (top 35% of participants) • 47 participation certificates.
Science	108 students from Years 2-3	<ul style="list-style-type: none"> • 3 high distinction (top 1% of participants) • 21 distinction (top 10% of participants), 25 credit (top 25% of participants) • 3 merit (top 35% of participants) • 20 participation certificates.
Spelling	97 students from Years 3-6	<ul style="list-style-type: none"> • 4 high distinction (top 1% of participants) • 15 distinction (top 10% of participants) • 35 credit (top 25% of participants) • 12 merit (top 35% of participants) and • 31 participation certificates.
Writing	72 students from Year 3 – 6	<ul style="list-style-type: none"> • 6 high distinction (top 1% of participants) • 13 distinction (top 10% of participants) • 24 credit (top 25% of participants) • 5 merit (top 35% of participants)

Science:

Teachers built their capacity at both individual and team levels in the teaching of Science utilising Primary Connections. An identified budget enabled teaching teams to purchase adequate resources for each year level.

The school continued with its history of implementing an in-school Science Fair, with all classes from P-4 preparing class entries. Student in Years 5-6 had the option of submitting individual entries.

At the SEAC Act Science Fair, 4 class and 12 individual student entries achieved places, including 1st, 2nd and Highly Commended.

Garran Government:

In 2014, students at Garran continued to learn about democracy through their participation in the Garran Government. The Garran Government were instrumental in leading Student Class Meetings and deciding on changes to be made using the Parliamentary process. One of their main roles was to facilitate and chose relevant fundraising causes for the School Community. These included:

- Continued support of kennels at the RSPCA
- Book collection for students in overseas countries
- Continued support for research into Muscular Dystrophy and
- Jump Rope for Heart.

Chief Minister's Reading Challenge:

Anecdotal observations by teachers and the Library Assistant indicate a high level of participation in the Chief Minister's Reading Challenge. Data about participation will be collated in 2015.

Music:

The introduction of a specialist Music teacher across the school provided students with opportunities to learn the various aspects of the Music Program on a weekly basis.

Students from K-6 continued to be offered a range of opportunities to participate in musical electives. These included:

- K-2 Choir
- Harmony Group
- Senior Choir

These groups performed at a variety of events including: Floriade, local community events and at regular assemblies.

Selective music opportunities included the Year 5 and Year 6 Instrumental Music Program and the Year 3 Recorder IMP Program.

Students were also able to access 1:1 music tuition in both piano and guitar.

A number of staff also participated in a lunchtime ukulele group performing at school events.

Languages:

In 2014, Indonesian was introduced to the preschool children. At the end of 2014, Garran was successful in their application to become a part of the BRIDGE program, designed to build links with a school in Indonesia.

Physical & Health:

Bounce Back continued to be an integral part of the P&E Health curriculum, implemented by teachers in their classrooms. Regular skits were performed at assembly and updates placed in the newsletter.

Other activities students participated in were:

- Jump Rope for Heart (100% of students)
- Athletics, Cross County and Swimming Carnivals (with a high representation at District Carnivals), Water Fun Day (K-2).
- James Hird Cup
- Year 3/4 Soccer Gala Day
- Students in K-2 continued to participate in a Learn to Swim and Water Safety program at Tuggeranong Swimming Centre.

LinC:

This program (Learning in Community) was introduced to the school in 2014. This is a multi age, weekly program and includes a creative mix of all areas of the curriculum with students, teachers and parents celebrating their learning at a special assembly at the end of each term. We did not obtain data from all students to confirm students' agreement that the LINC program has been successful in creating links between students from P-6.

Progress against School Priorities in 2014

Priority 1

To create a culture of student agency in all aspects of their learning

Targets

- The proportion of students who strongly agree with the following statements:
 - *Teachers give me useful feedback about my work;*
 - *I know what I have to do to get the results I want;*

- *I am regularly asked to assess the quality of my own school work;*
- *The things I am learning at school are important to me;*
- *At this school I have access to equipment e.g. computers, internet, digital cameras*
- Proportion of “within matched” students achieving expected growth or better in NAPLAN
- The proportion of teachers who provide students with choice in their learning and opportunities to goal set

Links to Directorate Strategic Plan

- Quality Learning, Inspirational teaching and leadership, High expectations, High performance,

Progress

In 2014 the school actioned one of the four key improvement strategies related to the priority in the school plan. The school’s focus was to *utilise research-based teaching practices and understandings about student agency with a focus on innovation, risk-taking and focused feedback.*

Actions undertaken under this strategy related to engaging staff in professional learning to familiarise themselves with understanding student agency, differentiation and individualised learning styles through professional learning and action research and participating in the NSW Mini COGE workshops. All staff participated in the PALLs Reading Institutes and the professional learning discussions regarding Debbie Miller’s book, ‘Teaching with Intention.’ All staff participated in the University of New South Wales, Mini Certificate of Gifted Education (Mini-COGE). Professional Learning related to the Quality Teaching model was also presented to staff.

The culmination of the Action Learning was the creation of a display for the PALLs Celebration and Learning Fair at HBCTL on the 18th November 2014. Prior to this, teachers presented their narratives to their teams and then opted to share with the whole staff. Each team contributed to the display and the whole staff attended the fair where over twenty schools presented their achievements. The SLC Professional Practice created a pamphlet about the work which was given to interested colleagues and which we then sent home to all families. We also presented the work as a display and set it up in the Front Office for the rest of the year.

While all staff participated in the workshops above, the implementation of all programs was not as effective as desired. The PALLS program was more effective due to being embedded into teacher’s pathways goals. A trial of the Quality Teaching model was undertaken with a view to understanding how a school wide implementation would occur. The school did not set specific measurable targets for this priority. We can report the following against progress from the previous year’s results.

The table below identifies the two items we can report on, the school achieved an improvement in student satisfaction.

Table: Proportion of Student Satisfaction

Item:	2013	2014	Difference % points
Teachers give me useful feedback about my work.	86%	89%	+3
At this a school I have access equipment e.g. computers, digital cameras.	87%	94%	+7%

Source: Planning and Performance

The table below shows that in 2014 there was an increase in the percentage of 'within school matched students', i.e. those who sat the test at Garran in year 3 and 5, who achieved expected growth in writing and Grammar and punctuation only.

Table: Percentage of within school matched students achieving expected Growth in NAPLAN Tests

Year Level	Domain	2013	2014	% Point Diff in Growth from 2013
5	Reading	76.4	67.6	-8.8
5	Writing	51.9	64.2	12.3
5	Spelling	70.4	44.1	-26.3
5	G&P	68.5	69.1	0.6
5	Numeracy	68.5	53.0	-15.5

Source: SMART data 2014.

1. As the Quality Teaching model (QTm) was trialled in 2014, we are unable to report on the proportion of teachers who provide choice in their learning and opportunities to goal set.

Priority 2

To continue to grow our development of literacy and numeracy achievement for every student

Targets

- Proportion of 'within matched' students achieving expected growth or better in all aspects of NAPLAN.
- Proportion of students achieving Garran Primary School's benchmark targets in reading and writing

Links to Directorate Strategic Plan

Quality Learning and Inspirational Teaching and Leadership

Progress

Within this priority we actioned two of the three strategies in our School Strategic Plan for 2014.

In critically reflecting on and revising whole school, teaching and learning an assessment practices for Numeracy and Literacy we:

- explored action learning as a process for Professional Learning Teams to enquire into their practice
- affirmed our beliefs about reading and credited student feedback practices
- Standardised assessment practices to reading benchmarks.

In respect of the second strategy to *strengthen school wide analysis and discussion of data through data walls, case management meetings and informative feedback sessions in literacy and numeracy*, the school trialled a data wall with the intent to enrich case-management meeting processes and as part of feedback processes to inform teaching and learning practices. Students were also provided with individualised and focused feedback.

Success against the targets are shown below

1. The school was successful at achieving a greater percentage of students attaining expected growth in Writing with a rise from 51.9% to 64.2% in 2014 but not in reading where there was a decline from 76.4% to 67.6%. This is shown in the above table.
2. Student achievement and benchmarks are collected using 'Gradexpert,' a computer system that allows us to centrally track and reporting on student assessment results from year to year. In addition to this, a data wall to monitor student assessment in reading was introduced in the Principal's office. This was designed to be used to stimulate discussion during case management meetings. Due to privacy concerns, this 'wall' was removed in the latter part of the year. In place of the 'wall' the Gradexpert package will be set up to highlight those students working above and below benchmark and these will be regularly discussed at Team and Additional Needs Meetings.

Priority 3

To engage teachers in leading practice to build their individual and collective capacity

Targets

- Proportion of teachers who state positively that– *'I get constructive feedback about my practice'*
- Evidence of collective capacity as measured through our Teacher Register of Expertise.

Links to Directorate Strategic Plan

- Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

Progress

In this priority the school actioned one of its five strategies: *to embed a whole school culture of mentoring and coaching utilising teacher reflections and sharing.*

As part of the South-Weston Network, a staff member undertook the 12 month Growth Coaching International Course.

A significant specific action at Garran this year was the establishment of the Quality Teaching Model observation and feedback processes. The Deputy Principal and the Executive Teacher Professional Practice attended professional learning delivered by Professor Jenny Gore on the Quality Teaching Model. They also spent some time at a neighbouring school that has successfully embedded the Quality Teaching Model and observed both a lesson and a feedback session. During the second half of the year, teachers nominated themselves to participate in the process which continued to be led by the Deputy Principal.

The Executive Teacher Professional Practice has worked with teachers across the school to align their practices in the teaching of literacy and numeracy.

To facilitate targeted coaching and mentoring, the school implemented a “Teacher Register of Expertise”. This enabled peer tutoring and teacher identification of their specific needs for coaching.

1. In response to the School Satisfaction Survey question *I get constructive feedback about my practice*, 65% of staff agreed in 2014. This was a decline from 89% in 2013. The school will address this in 2015.
2. 100% of staff participated in the identification of their skills using the *Teacher Register of Expertise* at the beginning of the year. The effectiveness of this in 2014 was impacted by staff changes. However the school conducted a survey to gain staff feedback at the end of the year. The majority of the 11 respondents said that this had a positive impact on their classroom practice. This will inform our approach to the implementation of this model in 2015.

Priority 4

To plan and embed collaborative community partnerships

Targets

- Proportion of parents who state positively that *‘Community partnerships are valued and maintained’*
- Proportion of students who engage in community and cultural partnership activities
- Proportion of parental participation in school programs, including parents from a range of cultural backgrounds

Links to Directorate Strategic Plan

- Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

Progress

In respect of this priority the school actioned two of its three key improvement strategies within the School Plan.

Actions related to the *establishment of annual links to Beijing International School through a cultural homestay program* involved a cultural visit from students from Beijing International School.

Issues raised by teaching staff included:

- issues of space with the library being unavailable on a daily basis for 2 hours
- an additional 22 students in classes already at capacity and,
- the reallocation of EALD resourcing to the Beijing students.

This had major impacts on the routines of the school.

In a parent survey completed at a later date, the main concern related to the length of the stay (seven weeks). The response rate to the survey was extremely low.

As a result of these concerns, the teaching staff agreed that the school would not participate in the program in 2015, but look to organise a connection with Indonesia. Bahasa Indonesia is the Language Other Than English taught at Garran Primary School.

In relation to *strengthen community engagement specifically our English as an Additional Language or Dialect families* the school:

- promoted the use of the Garran Primary School App
- embedded the Garran LinC program (Learning in Community- - Learn, Inspire, Nurture, Collaborate)
- engaged the students within our multicultural fabric through Harmony Day

The number of parents involved in the LinC program declined throughout the year.. In term one -nine parents volunteered, term two – 10, term three – six and term four – five parents were involved.

In relation to our targets we can report:

1. There was a slight decline in the proportion of community partnerships are valued and maintained from 80% in 2013 to 73% in 2014.
2. We cannot report on the students who engage in community and cultural activities as there was no data collected. This will be addressed in 2015.
3. Similarly we cannot report the participation of parental participation in school programs including parents from a range of cultural programs. However the high level of volunteer hours reported earlier provides an indication of the support provided to the school by our parent community.

The school has identified a need to closely monitor the progress of the Annual Operating Plan and ensure all staff and the board are aware of our progress and all data is collected routinely.

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.

Education program and practice

The weekly program is supported the participation and needs of all students and was based on the children's needs and interests. All planning documents demonstrated the link between play and learning through the use of the Early Years Learning Framework (EYLF). Through reflective dialogue and practices, improvements were made to the planning, documentation and evaluation of children's learning. An early numeracy program has been implemented with the use of ICT. Preschool and wider community events, such as excursions to the Canberra Museum and Gallery, CSIRO and regular incursions such as visits from Pirate Pete, Constable Kenny Koala and the Reptile Farm enhanced the curriculum.

There was a strong emphasis on social skilling through "Circle Time" that encouraged children to take ownership for their problem solving and decision making.

Children were recognised and valued through their involvement in learning by providing them with flexible and open ended experiences and by encouraging them to critically reflect on what they learnt.

Children's health and safety

Current anaphylaxis and other medical plans were displayed. All preschool staff held current First Aid trained.

Children engaged in daily physical activity including gross motor programs, fundamental motor skills and group games. All children were actively supported to follow hygiene practices and healthy eating and nutrition practices.

Relationships with children

IN line with the P-6 Bounce Back program, children were taught and encouraged to express their feelings and jointly solve problems with their educators.

Inclusive practices were promoted daily to engage students with different backgrounds, abilities and needs. All staff worked closely with families to ensure children felt safe and secure in the preschool setting.

“Belonging, Being and Becoming” the Early Years Learning Framework is being embedded in everyday practices. This framework is implemented to guide programming for learning and development of each child.

Physical environment

All learning spaces are organised so that routine activities promote positive interaction and learning experiences. The outdoor environment is designed to foster children’s learning and development by including plants, trees, water and other elements from nature. The outdoor space offers both built and natural structures and features.

In 2014 a three bin system to promote sustainable recycling practices was introduced. The children have been involved in establishing and looking after a worm farm. As part of the LinC (Learning in Community) Program, they have worked with their primary school peers to establish and maintain a vegetable garden.

Staffing arrangements

The preschool team – teachers and assistants - have worked together in the implementation of the EYLF and National Quality Standards. This has seen the development of folders for each of the standards, containing policies and procedures.

The transition process between the Kindergarten and Preschool is an integral part of a smooth entry into the formal school setting. The teachers facilitated visits for the preschool students to familiarise them with their future classrooms, the library and canteen.

A consistent release teacher for each preschool group was introduced this year. This allowed for the introduction of Indonesian language exposure.

Leadership and management

The preschool philosophy underpins the everyday practice and decision making and was used to build commitment, set direction and align with its goals and outcomes. It was revised and modified from feedback provided by staff, parents and children and aligns to the primary school’s philosophy.

The preschool teachers attended the weekly P-K team meetings which are held at both sites. Their Professional Pathways goals were aligned to Garran Primary School’s Strategic Plan.

Relief teachers were given guidance and support by the preschool teacher, SLC and LSA.

Collaborative partnerships with families and communities

An Orientation Session and Information Evening were held in term 4 to welcome new families to the preschool and introduce them to the program and routines. A comprehensive enrolment pack was prepared and was available to all families prior to the children starting the following year. The Garran Preschool Handbook was also reviewed and updated.

Introductory parent teacher interviews were conducted to gather information about individual children (strengths, weaknesses, interests, abilities, needs, aspirations, health information), embedding respectful relationships to be developed and maintained.

Staff shared the documentation of children's learning with parents through the use of portfolios, conducting learning journeys and use of a communication book. Parents were able to provide feedback via the communication book.

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 \$145.76.

Voluntary contributions

This school received \$20714.35 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
Classroom furniture	\$20000	2015
Photocopier	\$9862	2016
ICT Projects and purchases	\$8600	2015
Projects in addition to BER	\$7500	2018

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	358509
Voluntary contributions	20714
Contributions & donations	1500
Subject contributions	
External income (including community use)	19465
Proceeds from sale of assets	1068
Bank Interest	24472
TOTAL INCOME	425728
EXPENDITURE	
Utilities and general overheads	106306
Cleaning	105372
Security	1928
Maintenance	49821
Mandatory Maintenance	
Administration	8209
Staffing	
Communication	13634
Assets	78911
Leases	
General office expenditure	46714
Educational	40437
Subject consumables	
TOTAL EXPENDITURE	451337
OPERATING RESULT	-25609
Actual Accumulated Funds	200463
Outstanding commitments (mirrored)	2267.86
BALANCE	172586.1

Endorsement Page

I declare that the Garran 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.

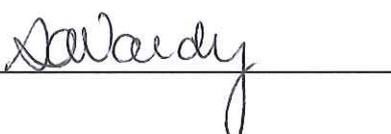
MEMBERS OF THE SCHOOL BOARD

Parent Representatives: Sally Vardy, Victor Pantano, Eliza Allen
Teacher Representatives: Robert Maccioni, Monica Marsham
Board Chair: Sally Vardy
Principal: Murray Bruce (Jan – July 2015)

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:** 4/6/15

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

Board Chair Signature:  **Date:** 4/6/15