



**Hughes Primary School  
Board Report  
2015**

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This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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

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## School Board Chair Report

The Hughes School Board met 6 times in 2015. Through these meetings many aspects of the Hughes School policies, procedures, and strategies were discussed and addressed.

The homework policy was developed, and implemented early in the 2015 year, ensuring maximum learning outcomes, though also meeting the needs of Hughes school students and their families to reduce stress and anxiety around homework.

A key element of the Hughes Primary School ICT development was the implementation of the 'bring your own device' (BYOD) initiative. This was a key driver to support the ICT learning requirements for the whole school, but in particular years 5 and 6 beginning in the 2016 year.

Obviously a great deal of planning and communications development was required to ensure that the Hughes Primary School community understood the need, and were ready for the change to BYOD Chromebooks. To this end extensive community consultation and education was undertaken, with a number of daytime, and evening information sessions scheduled and well attended. Additional information was developed to allay fears of those parents concerned with a variety of issues including: with safety of information "in the cloud"; responsibility for transporting Chromebook to and from school; screen time per day; internet safety

The school had provided two information evenings already for the parent community and it was suggested another one be held to allay the fears of

The overall ICT strategy for the school, including the BYOD Chromebooks, were strategically planned for both financially and through extensive stakeholder communications, and implemented with the support of the school board.

Term three found the school community deeply involved with preparing for the Hughes International Extravaganza. The Hughes P&C organise this event, and it was the main fundraising and community building activity for 2015. This event is highly financially successful, but also a fantastic community building event. The Hughes P&C demonstrated a strong financial commitment through providing a much needed audio upgrade to the school Hall.

The School Board also further discussions on parking and safety issues around the school grounds before and after school.

Ellen Pope  
Board Chair

## Introduction to School

Hughes Primary School has 449 students, from P-6, including our IEC classes and an LSU-Autism. 182 Students come from LBOTE families. 56 different languages are spoken across the entire student body. Given we have a highly transient student body, the school remains an engaged learning environment where children thrive with the wide repertoire of learning opportunities presented to them across the school year.

Relationships are strong between all key stakeholders; parents, staff and students report that Hughes Primary School has a high profile in the community. The rigorous play based program at the preschool sets students up for a continued rich learning program on the primary site. School Satisfaction Survey results for the past three years have been very high, averaging responses in the mid 90%'s. From year to year, we are maintaining or building these responses and acknowledge some of the targets in this Plan to reach 96% have fallen short by 2%, which is still quite exceptional, given the already high start point.

Hughes Primary School undertook extensive attention and strategic analysis of data collected in 2014. Professional development had centred the main focus on Gifted Education/Differentiation and Learning Technologies to better meet the needs of students across the school. The training for both of those areas was extensive and intricate, paralleled with the new creation of a Concepts-based curriculum using the Australian Curriculum. We have beginning educators through to highly accomplished and experienced teachers, offering a wide array of skills and talent. Led by a passionate Leadership team, we are collectively delighted with end of year results from the School Satisfaction Survey, as recognition for a hard year's worth of work.

## Student enrolment

In 2015 there were a total of 406 students enrolled at this school.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	213
Female	193
Indigenous	8
LBOTE	186

Source: Planning and Performance, December 2015

## Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	96.0
1	96.0
2	96.0
3	99.0
4	97.0
5	97.0
6	98.0

Source: Planning and Performance, December 2015

If students arrive at school past 9.10am, they receive a purple slip from the Front Office to take to class to register late arrival. Teachers file the slips and pay close attention to habit forming lateness patterns and alert Executive teachers and parents. This affects change. For students who partially attend a day, the same process is activated. For students with unexplained absences: no note, email or phonecall, teachers contact parents to ascertain the absence. In the rare instance of repeated absences, the school has processes in place to work with the parents/carers to improve appropriate arrival times for learning.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

*Table: 2015 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	26

Source: Teacher Quality Institute, Date 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Teachers at HPS have undertaken a wide variety of post graduate studies including Masters of Education, Masters of Education-Early Childhood, Graduate Diploma in Education, Masters of Education – Studies of Asia, Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages), Graduate Diploma in Special Education, Graduate Certificate

in SESOL – (Scaffolding English Speakers of Other Languages), Graduate Certificate in Science, Graduate Certificate in Education – Indigenous Australian Education Studies and COGE – Certificate of Gifted Education. Teachers are committed to life-long learning through this extensive list of the choice to complete post graduate learning.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing 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 casuals and staff absent for a period of four consecutive weeks or longer.

*Table: 2015 Workforce Composition Numbers*

Staff Employment Category	Total
Teaching Staff :Head Count	32
Teaching Staff :Full time Equivalent Permanent	26.2
Teaching Staff :Full time Equivalent Temporary	3.5
Non Teaching Staff (Head Count)	11
Non Teaching Staff :Full time Equivalent	8.9

Source: Workforce Management, August census 2015

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

There are no indigenous staff at this school.

**Note: \* Indigenous staff are reported where the staff member has self-identified.**

Teachers at Hughes Primary School in 2015 comprised of:

- Male and female teachers across P-6
- Male and female Executive Leaders
- Male and female administrative and support team.

Teachers are represented from beginning teacher to teachers with an excess of 30 years experience. Part time teachers affect the shape of the release program – offered to mainstream teachers on Monday, Tuesday and Wednesday.

### Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was in excess of 4000 hours. In November, Hughes Primary School held their major fundraising International Food Extravaganza. The planning stage in February and months of planning and preparation, led to a highly successful afternoon raising approx. \$36 000. Through the generosity of parents/carers and community members donating their time to make, bake, prepare, sell tickets, secure prizes, plan, advertise, run stalls, gather goods for

stall, promotion, finance, physical set up, entertainment and much more – it was difficult to ascertain exact hours. Harmony Day is an annual highlight with parents, carers, Embassy staff and community volunteers working together to provide a massive feast for over 500 people, entertainment in the concert and also running student workshops at the beginning of the day. A lot of preparation is given before and after the event. As well as these two major events, our volunteers worked tirelessly and enthusiastically with: running the P and C, attending the P and C, library support, resource making, special lunches, canteen, book club, school banking, transport support, excursion attendance, working bees and in class support for students with core learning.

This is an invaluable injection of people power and our school greatly benefits from such rich dedication.

### **School Review and Development**

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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.

The school will be reviewed in 2017. 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 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

### **Overall Satisfaction**

In 2015, 91% of parents and carers, 97% of staff, and 87% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 31 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	90
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	97
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	84
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	81
Staff are well supported at this school.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 109 number of parents who took part in the survey are tabled below.

*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.	90
Teachers at this school treat students fairly.	92
This school is well maintained.	96
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	86

Item (cont)	(%)
My child likes being at this school.	94
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	87
Teachers at this school motivate my child to learn.	94
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	88
This school works with me to support my child's learning.	87

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 62 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	97
My teachers provide me with useful feedback about my school work.	81
Teachers at my school treat students fairly.	85
My school is well maintained.	89
I feel safe at my school.	84
I can talk to my teachers about my concerns.	89
Student behaviour is well managed at my school.	69
I like being at my school.	92
My school looks for ways to improve.	92
My school takes students' opinions seriously.	87
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	88

Source: 2015 School Satisfaction Surveys, August/September 2015

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

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

## Learning and Assessment

### 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 2015, 7.00 % of year 3 students and 12.00 % 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 for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

*Table: Hughes Primary School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	458	443	543	521
Writing	399	420	489	486
Spelling	401	410	485	500
Grammar & Punctuation	410	441	545	516
Numeracy	415	410	511	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities

In Year 3, students achieved better in Reading and Numeracy than the ACT averages; in the other three other categories (Writing, Spelling and Grammar & Punctuation), the results were below the ACT Mean Scores.

In Year 5, students surpassed ACT Mean Scores in all of the categories except for Spelling. Reading was well ahead of the ACT average, and Grammar and Punctuation was significantly so.

The results show significant gain from Year 3 to Year 5 in all areas except Spelling.

### Performance in other areas of the curriculum

Hughes Primary School has four specialist teachers who provide a robust curriculum to students across K-6, while classroom teachers have their release from face to face teaching. Our Physical Education and Health specialist teacher crafts an excellent program for students using the Australian Curriculum. Whole school physical pursuits are undertaken and highly valued such as the swimming, athletics and cross country carnival. Lunchtime

clubs, Kulturebreak dance, bike riding and skipping are some extra opportunities offered. A gymnastics and acrobatics program was offered in term 3 and was well received by students across K-6, students loved the physical challenges offered, and growth was measured and reported on. Outdoor camps to Birrigai and Cooba brought our different education opportunities to our year 3,4,5 and 6 students.

Another specialist area is the Arts. With a specialist teacher, students are exposed to a wide variety of learning opportunities such as: choir, instrument playing, lunchtime clubs, Opera incursion, visual arts, media, drama and plays. Students participate in learning the ukulele, strings ensemble, fife and drum, and woodwind instruments – this is provided by the Instrumental Music Program – IMP.

Japanese is the language learnt across K-6 classes, with preschool also having several sessions across the year. A specialist Japanese room boasts artifacts and a rich print environment, complete with low tables and circular cushions for students to sit on, replicating learning in Japan. Students learn the written and spoken language and also are exposed to multimedia, drama and performance tasks.

Library is the last specialist area in the school and students experience a rich literacy program, learning about traditional and contemporary literature and also research skills. Students are able to access the Library during lunch, and can independently borrow books during class library visits as well.

A most exciting initiative in 2015, was the introduction of Bring Your Own device BYOD into years 5 and 6. After a long period of consultation and staff undertaking Google Apps For Education (GAFE) training, students were immersed in the world of technology across the day with their own devices. Trolleys of Chromebooks were purchased for both the Bimberi and franklin buildings, as our Computer Lab was rendered outdated and computers taken away. Teachers experimented with using this new technology inside classrooms and shared expertise and new teaching methods.

Friday afternoon sessions saw the trial introduction of Full STEAMM Ahead – a program based around Science, Technology, Engineering, Arts, Maths and Media (STEAMM). Students from years 3-6 were vertically grouped in small classes and participated in a variety of activities revolving around STEAMM – mural painting, building wooden frames, iPad photography, problem solving, robotics, knitting, paper craft/aeroplanes to name a few. All lesson content was derived from the Australian curriculum and students elected their group – a highly successful and engaging initiative that will develop further in 2016.

## Progress against School Priorities in 2015

### Methodology in evaluating progress

The Numeracy Focus Group, consisting of teachers from IEC, early childhood, middle and upper primary classes, met periodically throughout 2015. They reviewed the research-based best practices in mathematics curricula and instruction, established by ACARA, to begin to compare and contrast current practice at our school. In June they presented a 'Pedagogy and Vision' seminar to staff; and, in September, teachers undertook an extensive 'Mathematics Survey', based on a TIMSS Survey. The results were illuminating and provide clear direction for 2016: e.g. textbooks are not adequately differentiated, may not cover some aspects of the Australian Curriculum, and are not focused on process and real world connections; a bigger emphasis on resources is needed - manipulatives, calculators, maths dictionaries; and, a common maths vocabulary and K-6 pedagogy need to be clearly articulated.

The National School Improvement Tool was used across the year, to monitor direction and keep areas on our radar for development. We have worked continually on creating (1) an explicit improvement agenda and (4) Targeted use of school resources were combined – mostly focussing on the resourcing of ICT across the school, budgets to align new technology, staffing, professional development, attendance at conferences, parent information sessions, ACT Buddy school – Aranda and the implementation of BYOD. Communication was high and regularly reflected the direction we had strategically set. A culture that promotes learning is a focus for the executive team when considering long term goals. Systemic curriculum delivery has now been a high point for both 2014/2015, by creating a concepts based curriculum, with the entire Australian Curriculum scoped and sequenced and shaped into semester based integrated units of work focussing on one overarching concept.

The adoption of a new strategy for running executive meetings, learnt by the principal's participation in a Harvard University Leadership course, has seen a sharpened approach to the organisation of running meetings to incorporate discussion, strategic planning and reflection/adaption.

### Priority 1: Improve student outcomes as an issue of equity

#### Targets

- 90% of students achieve expected growth or better in PIPS Reading from 84% in 2014
- 94% of students achieve expected growth or better in PIPS Maths from 91% in 2014
- The proportion of within school matched students achieving expected growth or better in all NAPLAN tests rise by 3%

- Achieve 65% of year level class based assessment showing annual growth of 0.4 in Literacy and Numeracy

### **Priority Improve student outcomes as an issue of equity**

#### **Targets**

- 90% of students achieve expected growth or better in PIPS Reading from 84% in 2014
- 94% of students achieve expected growth or better in PIPS Maths from 91% in 2014
- The proportion of within school matched students achieving expected growth or better in all NAPLAN tests rise by 3%

#### **Progress**

Elements of our three key strategies were highly successful and endorsed by 100% of our staff. Improving student outcomes through implementing two TESMIC (Teaching English to students in mainstream classes) strategies and two Certificate of Gifted Education (COGE) strategies resulted in a combination of 38 strategies being used across classrooms. The most successful new implementation was the universal understanding and implementation of pre and post-tests to inform the planning cycle inside our Integrated Units of work. Every teacher implemented this new requirement and showcased their pre and post- tests at FLoW meetings – expanding the breadth of types of assessments. Staff recognised this was new and challenging, yet highly effective in accurately knowing where to start the unit of work. Corridors and classrooms have taken on a brand new appearance and function. The previously unused blank corridor spaces in both buildings now are functional, flexible learning spaces for solo work, small group and one-on-one support. Corridors are vibrant, multi-functional and are valued spaces to learn. Innovative additions such as exercise bikes bring additional energy into the space, catering for needs of children who need legitimate movement breaks and also alternative ways to sit as they read and discuss. One Curriculum Focus group has worked on developing a new Spelling philosophy and has delivered several professional development sessions across the year to the whole staff. This was crafted to embrace easy universal strategies to be modelled and consolidated with posters to be hung in every classroom as visual reference points for all learners. One example, (expanded below) that has significant success was the introduction of “Get Reading Right” (GRR) into the Kindergarten program. Another visible success has been the reshaping of the Library layout with displays to engage readers and an increased presence of the love of books via aesthetically pleasing displays.

Progress continues with school wide assessment and discussion of data to build a culture of analysis to inform the teaching and learning process. In relation to this strategy the indicators of success identified by the school were:

Proportion of teaching staff who meet the assessment schedule

Proportion of teaching programs showing evidence of pre-assessment being used to inform teaching for the following term.

Pre- and post- tests, in particular, are evident in all curriculum programs. However, a Mathematics survey undertaken by staff, in Term 3, has revealed that 74% of teachers give little or no weight to standardised (objective) tests produced outside the school, such as PAT Maths (Progressive Achievement Tests), SENA- (Schedule for Early Number Assessment) NAPLAN; rather, emphasis is placed on (subjective) observations of students and student responses in class. Clearly, we must continue to promote a broader approach to assessment and data: one which incorporates both objective and subjective measures in order to have sufficient evidence to understand what students know, how well they know it, what they haven't learned yet, and what misconceptions they have. In 2016, we will subscribe to The PAT Resources Centre, an online platform designed to meet the needs of teachers who have conducted PAT assessments. Teachers will be able to access tailored teaching activities, research-based strategies and tools that are targeted to students' PAT achievement bands. In this way, teachers will understand that standardised tests, specifically PAT results, are not the end point; they are a starting point for action. The results of the Maths survey were illuminating and provide clear direction for 2016: e.g. textbooks are not adequately differentiated, may not cover some aspects of the Australian Curriculum, and are not focused on process and real world connections; a bigger emphasis on resources is needed - manipulatives, calculators, maths dictionaries; and, a common maths vocabulary and K-6 pedagogy need to be clearly articulated.

Areas that fell short of the potential success, and areas to refocus on in 2016, as we still believe in their merit, was to experiment with the six teachers' toolbox strategies and how this underpins students becoming assessment capable learners. Our Visible Learning journey is well under way; however this component did not take flight and will be readdressed in the 2016 Action Plan.

At the end of 2014 we found that our results for PIPs didn't display enough growth across the year. We critically looked at how and what teachers were teaching in relation to Literacy and Phonics and found that the approaches weren't systematic and pedagogy was locked into learning the initial sound in a word, and only working with one or two sounds a week. We decided we would not proceed for another year in this fashion. In response to this, and to build teachers' capacity to effectively differentiate, we investigated options/ programs and came upon "Get Reading Right", a well-researched evidence based program linked to the Australian Curriculum. In January 2015 we participated in a webinar introducing the program to the Kindergarten teachers. We also purchased the teaching resources for the Kindergarten teachers. These teachers enthusiastically embraced the program. The students now learn eight sounds over a two week period and are making and writing words from the

first day at school. The student's results showed the impressive improvement of all the students this year. Weekly email to parents to boost clear communication also contributed to the success of this initiative, as parents were informed explicitly every week the sounds being studied and camera words to work on at home. Parents highly appreciated the ongoing current communication and practised words at home to consolidate the daily focus. Our ambitious Reading target, not knowing if neither the program we would adopt, nor the teaching pedagogy would be effective, has been met.

The target to "Achieve 65% of year level class based assessment showing annual growth of 0.4 in Literacy and Numeracy" was not completely achievable due to the fact that our Literacy and Numeracy priorities of establishing effective data collection superseded a measurement of growth at this time.

The focus on the Numeracy program evolved from the design of 2014. No major changes were brought into the repertoire of strategies or pedagogy. As teachers at Hughes Primary School are participating in deep and rich professional development to upskill their knowledge of differentiation and catering to the needs of every child, this has seen the increased use of iPads and associated apps to practice and consolidate concepts learnt during class. Again, the weekly explicit email home to parents has kept parents current with the work their child is doing at during school, and they have eagerly embraced this information and supported the learning at home. The three Kindergarten teachers are dynamic in their approach to their learning programs, and vary the resources used to ensure that all needs are met in creative and innovative ways eg the use of Beebots to enhance their understanding of position, mapping and coordinates.

Of students who did sit both beginning and end of year assessments:

- In Maths – 4.6% made less than expected growth, 62% made expected growth  
32% made better than expected progress  
95% achieved expected growth or better (target was 94%)
- In Reading – 9% made less than expected growth  
51% made expected growth  
39.5% made better than expected progress  
90.7% achieved expected growth or better (target was 90%)

Of the 9% who made less than expected growth in Reading, they still improved by an average of 42 points. (Improvements for individual students were 21, 34, 43, and 68 points). Overall, the Hughes students were above the ACT average for both Reading and Maths. All students demonstrated progress, even those students who were near the ceiling at the

beginning of the year and those that we have already identified as requiring support. We saw improvements by 8% of the cohort by just over 135 points in Reading. This impressive development has also transferred into the classes everyday work with the majority of the students reading above or well above the Kindergarten Benchmark of 5, are writing several simple sentences and are able to include punctuation, such as capital letters and full stops. In term 1, parents were invited into the school for an evening of learning literacy and numeracy games and activities to support the learning programs in schools. This was particularly well represented by families across K-2, with the largest cohort of Kindergarten parents. Together, there has been a strong partnership for growth and a love for Literacy and Numeracy.

In 2015 in relation to our target of achieving a 3% point improvement in the proportion of students achieving expected progress in NAPLAN tests, based on the 2014 results, the school exceeded this target significantly in reading, writing grammar & punctuation and numeracy as detailed in the table below.

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**Table: Proportion of Within School Matched Students achieving expected growth in NAPLAN**

Domain	Equal to or better than expected growth 2014	Equal to or better than expected growth 2015	% point Diff in Growth from 2014
Reading	58.1	73.9	15.8
Writing	45.2	56.5	11.3
Spelling	35.5	26.1	-9.4
Grammar & Punctuation	41.9	73.9	32.0
Numeracy	33.3	73.9	40.6

Source: SMART Data, November 2015

**Strategic Priority 2:** Strengthen connections with families as partners**Table: Proportion of Within School Matched Students achieving expected growth in NAPLAN**

Domain	Equal to or better than expected growth 2014	Equal to or better than expected growth 2015	% point Diff in Growth from 2014
Reading	58.1	73.9	15.8
Writing	45.2	56.5	11.3
Spelling	35.5	26.1	-9.4
Grammar & Punctuation	41.9	73.9	32.0
Numeracy	33.3	73.9	40.6

Source: SMART Data, November 2015

**Strategic Priority 2:** Strengthen connections with families as partners**Targets**

- By the end of 2015, we will achieve 30% of Language Background Other Than English (LBOTE) families connecting with a range of experiences offered by the school.
- By the end of 2015, parent's satisfaction data will increase 5% regarding "My child's learning needs are being met at this school" from 90% to 95%.

**Progress**

This Priority has proven to be very successful from a multi-dimensional view. We aimed to implement deliberate approaches to strengthen parental engagement in education.

Of the current 450 students across P-6, we have 132 families in the school with Language Other than English. We highly value their contributions to the school for very special days such as 'Harmony Day' and the 'Food and Wine Extravaganza' – both creating community by showcasing our multicultural essence of the school. It is across these two days especially that we can measure over 80% of our Language Background Other Than English (LBOTE) families actively contribute to strengthen our partnerships, this is evidenced by sharing of culture, reciprocal regard for cultures and increased understanding of each other's families, and how together, we can make HPS a vibrant multicultural community where diversity is highly valued.

By introducing these explicit programs and opportunities below, we have had more parents than ever; enter the school than in the past three years:

*Table: Proportion of Community involvement and attendance at school functions*

Parent Learning workshop - Literacy and Numeracy games	58% of K-2 families
IEC Morning teas + Learning workshop (each term)	72% of all IEC families
IEC Graduation ceremonies	100% of all IEC families
ICT Information sessions for Yr 4, 5 and 6 parents	34%, 34% and 70% respectively
Adult English Conversation Classes - Friday mornings	Regularly 25 families
Books and Cooks – Book week Community Kitchen	40% of LOTE families

Source: collected signatures at events

As well as Learning Journeys, Greet and Meet and Parent Teacher Interviews, we have had record amounts of parents entering the school in 2016, valuing the learning programs and giving explicit positive feedback to their children. We have received positive feedback for the continual exemplary artwork and quality of work on display.

To strengthen communication with all families, a Gifted and Talented Parent Working Committee has resulted in identifying parents with children for whom a highly differentiated program is a need to ensure equity of learning. Our Executive Teacher of Achievement and Potential has worked with parents individually across the year, providing them with the ACT DET G and T Guidelines and stepping through processes such as acceleration. There is a continued goal for parents of gifted children to meet with the Executive Teacher and Resource Team to establish a Mentor Bank and ensure learning programs are explicitly meeting the needs of their child in 2016.

We were keen to get feedback from our parent community at the beginning of 2015, regarding how informative our mid-year and end-of-year reports were, however, we paused to take action when there was news of a systemic report being implemented in 2016.

To attribute to the success of our PIPS results, a contributing factor can include the amount of parents joining each classroom to assist regularly with literacy work of a morning. Across the three mainstream classes, we had parents rostered on daily to be supervisors and helpers in small group work, assisting guided reading, writing workshops and spelling games and activities using a variety of resources.

At the request of preschool parents who highly appreciated the weekly wrap-up email from the preschool teacher, at a P and C meeting, we replicated the practice and implemented a weekly email home from every K-6 teacher to the families of children in their class. The purpose is to provide information regarding notes, upcoming dates, studies in classroom, resources needed, messages, reminder, fun anecdotes, celebrations, awards, photos and

generally a positive “essay” every Friday. 100% of staff makes this regular practice and part of their improved core communication tool. This has been heralded by all families as being the most effective way to communicate given email is a preferred method of communication. The school Facebook page also showcases daily snapshots of work in progress across the day. The School Library also has a new Facebook page. Regular newsletters go home during even weeks across the year, with two major newsletters every week 5 and 10. 96% of parents (from the 2015 SSS) have indicated they can talk to their child’s teacher about any concerns. Our improved communication strategy has promoted this reciprocal partnership.

Our parent - school satisfaction survey results were very high, across ACT items and National items – of the 19 summary points; all 19 were above or significantly above the system average.

*Table: Proportion of Parent comments from 2015 School Satisfaction Survey*

Item	Hughes PS	All ACT
Community partnerships are valued and maintained	91%	79%
The school takes parents opinions seriously	87%	78%
The continued use of ICT as a tool in the classroom has enhanced students learning	92%	79%
My child likes being at this school	94%	93%
The school looks for ways to improve	94%	89%

Source: Systemic School Satisfaction Survey results , 2015

Our target of 95% of parents stating that “My child’s learning needs are being met” at this school were ambitious. Our school of 88% remains high especially as all other primary schools were rated at 83%. We will continue to work with our parents and carers on this target. One possible indicator affecting this target could include changes to technology across the school and new initiatives such as GafE.

We aimed to get 30% of LBOTE families engaging in a variety of school experiences, however, on average, we can declare over 60% are regular attenders to our school. Impressively, we can state 100% of Introductory English Centre (IEC) families attend all events, meeting and greeting and actively participating. Mothers accessing the free English Conversation classes every Friday morning – a joint partnership with Woden Community Services, are now empowered enough to be in classrooms listening to reading and joining in special events. The Principal initiated a Crochet, Coffee and Chat group on Friday

afternoons during term 2 to build relationships with families. Several sessions were attended by LOTE families and this was a fun and relaxed way to join up for discussions.

**Future vision:**

2016 brings a new year with new challenges, however, after Executive and staff reflection, we will focus on:

- the implementation of chromebooks and GAFE.
- ICT upskilling of teachers and understanding, skills, knowledge.
- Maths philosophy, pedagogy, differentiation and assessment
- STEAM program across P-6
- Visible Learning
- Spelling

## 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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	279815.93	278670.69	558486.62
Voluntary contributions	20880.00	8361.25	29241.25
Contributions & donations	1244.00	12376.95	13620.95
Subject contributions	3309.09	2018.18	5327.27
External income (including community use)	4289.63	4681.80	8971.43
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3271.32	2149.84	5421.16
<b>TOTAL INCOME</b>	<b>312809.97</b>	<b>308258.71</b>	<b>621068.68</b>
EXPENDITURE			
Utilities and general overheads	47668.99	54041.02	101710.01
Cleaning	43492.08	44812.78	88304.86
Security	708.41	0.00	708.41
Maintenance	60494.80	55622.43	116117.23
Administration	7272.59	20063.13	27335.72
Staffing	76710.00	187129.00	263839.00
Communication	1820.37	3740.81	5561.18
Assets	31972.00	20738.51	52710.51
Leases	3306.00	13694.00	17000.00
General office expenditure	20927.42	24047.94	44975.36
Educational	53022.03	57299.00	110321.03
Subject consumables	829.17	2960.29	3789.46
<b>TOTAL EXPENDITURE</b>	<b>348223.86</b>	<b>484148.91</b>	<b>832372.77</b>
<b>OPERATING RESULT</b>	<b>-35413.89</b>	<b>-175890.20</b>	<b>-211304.09</b>
<b>Actual</b> Accumulated Funds	54828.80	289586.30	239586.30
Outstanding commitments (minus)	--6256.60	0.00	-6256.60
<b>BALANCE</b>	<b>13158.31</b>	<b>113696.10</b>	<b>22025.61</b>

**Professional learning**

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$860.00.

**Voluntary contributions**

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
<b>Shade shelter</b>	<b>\$20000</b>	<b>2020</b>

### Endorsement Page

I declare that the Hughes Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
  - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Ellen Pope	Mel O'Hanlon	Karen Rainbird
Community Representative	Joshua Ceramidas		
Teacher Representative	Helen Cox	Julie Ferguson	
Student Representative:	not applicable		
Board Chair:	Ellen Pope		
Principal:	Kate Smith		

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 2015.

Principal Signature: \_\_\_\_\_ *KL Smith* \_\_\_\_\_ Date: 1-6-16.

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

Board Chair Signature: \_\_\_\_\_ *E Pope* \_\_\_\_\_ Date: 1/6/2016