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.hughesps.act.edu.au.

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Hughes ACT 2605

General Inquiries:

Telephone (02) 6205 5699
About our school

Introduction to School
Hughes Primary School provides an inclusive educational philosophy through which the academic, multicultural and social aspirations of our families are the priority. Our P-6 school, focuses on the value of relationships, collaboration and synergy to ensure needs are being met for all stakeholders. We demonstrate determination to understand the needs of all students, and work collegially, to make sure we are differentiating to promoting equity across the student cohort. We meet the needs of all learners through mainstream classes, Introductory English Classes (IEC) and the Learning Support Centre- Autism – LSUA. We continue to work with the school’s C.A.R.E values – cooperation, attitude, respect and excellence. Our Motto – Learning for Life drives all core work.

2014 has seen all classrooms completed in Phase One of the Older School Upgrade. Those classrooms are digitally rich, open spaced, offer flexible learning areas and team teaching. Towards the end of the year, four more classrooms and two corridor spaces underwent an upgrade, to be completed for the 2015 school year.

All learning spaces now offer aesthetically pleasing, vibrant environments for teachers to provide a variety of learning experiences. The curriculum is engaging and challenging with an emphasis on teaching literacy and numeracy across all key curriculum areas. Inquiry based learning integrates science, history, geography and the arts – from Kindergarten to Yr 6. Our preschool program is robust and highly creative, revolving around a play based curriculum, imaginative indoor and outdoor learning opportunities.

Hughes Primary School is the host school for the IEC in the South/Weston network. Children from around the world, speaking over 53 different languages attend these classes for a twenty week English immersion program. At the conclusion of this program, these students graduate. Some students continue their learning at Hughes and transfer into the mainstream classes. Other students graduate out to their neighbourhood schools, and sometimes, some students have an extra term to continue to gather skills. Our school thrives with multicultural presence – boasting a highly successful Harmony Day every year, thanks to the generosity of the families through dress, culture, food and entertainment.

We have a positive connection with Alfred Deakin High School through Science and Maths enrichment classes and a strong transition process for our Yr 6 students. This year we also made links with The Canberra College through our school musical being held at their world class Performing Arts amenities. We believe forging ahead with these partnerships carves a pathway for our Hughes families.
Student Information

Student enrolment
In 2014 there was a total of 388 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>200</td>
</tr>
<tr>
<td>Female</td>
<td>188</td>
</tr>
<tr>
<td>Indigenous</td>
<td>7</td>
</tr>
<tr>
<td>LBOTE</td>
<td>187</td>
</tr>
</tbody>
</table>

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*

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.1</td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
</tr>
<tr>
<td>2</td>
<td>92.2</td>
</tr>
<tr>
<td>3</td>
<td>92.5</td>
</tr>
<tr>
<td>4</td>
<td>93.8</td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, July 2014

Our school continues to use an absenteeism program to gather data on latecomers and non-attenders. Students who arrive after 9.10am report to the Front Office and be registered and given a note to take to the class teacher stating the time of arrival. The teacher keeps late notes as part of the Roll marking process. We have seen a decrease in latecomers to 2013. We have had cases of irregular attendance and this has been followed up by class teachers, Deputy Principal and Principal.

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**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: School Data, 4.2.2015

**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**

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>10</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>2</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>1</td>
</tr>
<tr>
<td>School Leader C</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Management, August census 2014

*Note:* This table includes pre-school staffing

There are no indigenous staff at this school.

**Volunteers**

Volunteers enthusiastically work in many different ways to support programs in our school, building the financial and educational support for the entire school. Over 2700 hours of volunteering work can be accounted for across the below list of activities:

- School Uniform Shop – this moved to outsourcing the Shop towards the end of the year
• Student banking – promoting, banking and running raffles and assembly presentations to motivate students.
• Book Club – promoting, collating, ordering and delivering books to K-6 students, as well as running Book Week Sales.
• Harmony Day – providing food, helping set up, cultural lessons, performances, training students for performances
• Canteen – special themed lunch days
• Community Afternoon – focus on sausage sizzle and community fun
• Adult English Conversation Classes – a new initiative with the Woden Community Services – to provide free English lessons to our international parents.
• Making classroom resources – spelling and maths games
• Carnivals – large presence to assist with timekeeping, recording and packing up
• Storeroom clearance and tidy up – due to a new Parents and Citizens (P&C) storage shed.
• 50th birthday celebrations – committee to plan for the special week of celebrations, making contacts with past teachers and students, advertising, sales of mementos.
• Excursions – extra supervision for classes from preschool upwards
• Camp support – attending both day and night for extra support
• Library administration support – parents and retired teachers to assist with covering books and accessioning new resources.
• In class support – school leavers assisting in classrooms for literacy activities.
• SPARK reading program – Ernst and Young, Minter Ellison tutors attend the school to lead in a one on one reading program with identified struggling readers.
• Transport assistance for combined school band performances at other public schools.
• Morning teas for our IEC families – preparation, donation of foods, chatting and sharing.
• International Teachers Day – provision of a morning tea for teachers and administrative staff.
• Gardening – working bees to tidy up carpark gardens.
• Wizard of Oz – hair stylists, seamstresses, behind the scene crews, artists, rehearsal supervisors, photographers, video recorders and ticketing.

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.

Hughes Primary School will be validated 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 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, 108 parents, 34 staff and 24 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, 97% of parents and carers, 100% of staff, and 96% 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**

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>96</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>91</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>95</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>98</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>95</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>98</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>93</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>96</td>
</tr>
</tbody>
</table>
This school looks for ways to improve. 94
This school takes parents’ opinions seriously. 96
Teachers at this school motivate my child to learn. 95
My child is making good progress at this school. 94
My child’s learning needs are being met at this school. 90
This school works with me to support my child’s learning. 94
Source: 2014 School Satisfaction Surveys, September 2014

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>100</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>88</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly.</td>
<td>79</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>96</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>96</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>79</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>58</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>96</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>96</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>75</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>92</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>100</td>
</tr>
</tbody>
</table>
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](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.

**Professional Learning**

There was a large emphasis on whole school professional development in 2014. As a result of the previous year’s validation report, we took the recommendations, as they mirrored our decisions with raising the profile of:

- Mini COGE – Certificate of Gifted Education – Bronwyn MacLeod- Gateways Education
- TESMC – Jennifer Mayers + Robyn Hammond
The first three PD’s in the list were extensive courses lasting periods of time ranging from 8 weeks to 18 months. COGE, TESMC and PALLS continued to drive our weekly staff meetings and ongoing workshops, readings and actions for all teachers to undertake, read, reflect and draw into the planning of the teaching and learning cycle.

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. The mean raw score for the start of year test in reading and mathematics was lower than that for the ACT. It remained lower at the end of the year but the gain was similar as that achieved in the ACT for both reading and numeracy.

Table: Hughes Primary School PIPS 2014 mean raw scores

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>School Start</th>
<th>School End</th>
<th>ACT Start</th>
<th>ACT End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>40</td>
<td>105</td>
<td>51</td>
<td>124</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34</td>
<td>49</td>
<td>39</td>
<td>54</td>
</tr>
</tbody>
</table>

Further analysis can be found when we report against our priorities.
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, 12.10% of year 3 students and 14.90% 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. It shows that the Schools' mean score at year 3 was above the ACT in reading, and numeracy. At year 5 the school's mean score was above the ACT in writing. Grammar and Punctuation and Spelling are nominated for focus in 2015, with whole school approaches for improvement.

Table: Hughes Primary School 2014 NAPLAN Mean Scores

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>Year 3 School</th>
<th>Year 3 ACT</th>
<th>Year 5 School</th>
<th>Year 5 ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>446</td>
<td>440</td>
<td>521</td>
<td>523</td>
</tr>
<tr>
<td>Writing</td>
<td>405</td>
<td>405</td>
<td>475</td>
<td>474</td>
</tr>
<tr>
<td>Spelling</td>
<td>407</td>
<td>413</td>
<td>496</td>
<td>502</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>425</td>
<td>441</td>
<td>505</td>
<td>520</td>
</tr>
<tr>
<td>Numeracy</td>
<td>420</td>
<td>415</td>
<td>494</td>
<td>499</td>
</tr>
</tbody>
</table>

Source: Performance and Planning December 2014

Other NAPLAN Data.
Year 3 –
- Reading – 57% of students performed in bands 5 and 6 (the proficient standard).
- Numeracy – 46% of students appear in Bands 5 and 6. Due to a high percentage of EALD student, and Numeracy being so literacy, based, this could affect the true mathematical scores. 50% of the remaining students performed in bands 2, 3 and 4 are EALD students.
- Writing – 40% of students performed in Bands 5 and 6. In addition, the parameters for the writing task changed this year. Students were aware that the writing task would consist of one of two text types, and it was through undertaking the test that they could ascertain which direction to take.

Year 5 –
- Reading – 90% of students are in Bands 5, 6, 7 and 8, i.e. above the national minimum standard.
- Numeracy – 76 % of students are in Bands 5,6,7 and 8
- Writing – 87% of students are in Bands 5, 6, 7 and 8.
Whilst our results for Spelling and Punctuation and grammar are above national standards, the school has committed to undertaking a review and implementation of new strategies to improve outcomes in 2015 to compare with ACT standards. During 2014, all teachers undertook special training to cater for students with EALD; this school will continue to have a high proportion of EALD students who will benefit from explicit instruction over time.

Further analysis can be found when reporting against our priorities.

**Performance in other areas of the curriculum**

During 2014, different initiatives were introduced to broaden the range of opportunities offered to students. Our Arts program was strengthened by producing our first musical in several years, *The Wizard of Oz*.

A team of dedicated teachers auditioned many students and placed talented singers and actors into lead roles. Lunchtime rehearsals and dedicated times were given to promote stage presence, voice projection and acting. Students from preschool to Yr 6 were involved, with a total cast of over 150 children involved. This was a definite highlight of the school year. Performing at the Canberra College Performing Art Centre built new links and a positive relationship, sharing such an excellent venue added great value to our performance. Our choir and strings ensemble continued before school with great success. Our year 3 and 4 Fife and Drum Band had a successful year and had poignant performances during graduation ceremonies.

Our year 5 and year 6 instrumental bands performed throughout the year, culminating in an exciting performance at Bandstrav. Our lunchtime Glee and Hughkelele clubs were very well attended by students from year 3-6. Year 4, 5 and 6 students shone at the Dance Nation Kulturebreak extravaganza in June, after a semester long of weekly hip hop lessons.

The Jason Curriculum introduced into Yr 5 and 6 proved highly successful, stretching the thinking and experimentation of simulations.

Students from Yr 2 upwards again delighted the residents of the local St Andrews Retirement Village with several Outreach singing performances. The end of year concert led by Mr Tim, again showcased extraordinary talent from preschool upwards.

Enrichment activities for students included the introduction of the Australian Maths Trust Challenge, the Ford Debating Trophy – an initiative of a Yr 6 student. This first year debating competition for students across years 6-8 was a highlight for our public speakers. We were one of three public schools involved in this Trophy, and finished the season with the award of Best and Fairest. Partnering with Alfred Deakin High School, select Yr 4 and 5 students participated in a Science/Maths enrichment program for one term. Our executive teacher ran a Language Arts Extension program for Yr 3 and 4 students. A junior Literacy extension program was delivered to select yr 1 and 2 students.
As well, students attended the Science and Maths Enrichment groups at Alfred Deakin High School. The links with our cluster High and College have been highlights this year.

Year 6 students were again involved in creating the Kids Café – a business like venture whereby they work together to simulate a work environment and each class member plays a certain role – advertising, human relations, chefs, front of house staff, waiting staff and cleaners. This culminates in raising money for future endeavors and extensive reflections are discussed and recorded for future growth.

Student leadership was a focus for 2014, with the 50th birthday celebrations, different students were called upon to deliver speeches relating their views and experience of their learning at Hughes Primary School. Through SRC, representation at the ACT Student Council and Rostrum, our students had opportunity to be confident public speakers.

**Progress against School Priorities in 2014**

**Priority 1**
Improve student outcomes as an issue of equity

**Targets**
By the end of 2014

- 88% of students achieve expected growth or better in PIPS Reading from 85% in 2013
- 99% of students achieve expected growth or better in PIPS Maths from 94% in 2013
- The proportion of within school matched students achieving expected growth or better in all NAPLAN tests rise by 3 percentage points on the 2013 results
- achieve 55% of students achieve expected stanine level in PAT Maths and Science at the end of year assessment.
- achieve 60% of year level class based assessment showing annual growth of 0.4 in Literacy and Numeracy assessments.

**School improvement domain/s covered with this priority**
Quality Learning, Inspirational teaching and leadership, High expectations, High performance.

**Progress**
Improving student outcomes as an issue of equity was identified as a key priority to ensure that our teaching and learning programs were meeting the needs not only of students underperforming or at expected level, but also for underperforming high achievers, i.e. to ensure that we are catering for all learners.

To achieve this outcome the school actioned our strategy to **Build staff capacity to differentiate curriculum to meet individual needs** professional learning such as teaching English as a Second Language in mainstream classes. (TESMC) and Mini- Certificate of gifted
education (mini-COGE) were strategically selected to support teaching staff in achieving our priority. Given our significant proportion of students from an EALD background, TESMC provided the lens with which to approach the needs of these students. As current practice, teachers submit their teaching program overview at the beginning of the term and at the end of the term with adjustments, reflections and future considerations annotated. Evidence in teaching and learning programs indicated the significant consideration given to the choice of pedagogy and strategies in supporting all students.

Staff also engaged in Principals as Literacy Leaders - PALLS Reading Institute learning in Week 0. The school’s purchase of Debbie Miller’s book, Reading for Meaning, for each teacher as a reference tool prompted ongoing discussion and sharing at staff meetings. Staff were actively encouraged to visit identified classrooms showing evidence of PALLS strategies in practice. A teacher who actively embraced the PALLS learning took the leadership opportunity to showcase the PALLS learning for Hughes at this year’s PALLS Expo showcase set by the Directorate of Education and Training (DET).

The provision of TESMC and PALLS professional learning have provided the strategies to innovate practice to support the differentiation of teaching and learning to support the students and develop a culture for learning. Evidence has been sighted in teacher programs and in classrooms, as students work individually, in small group and whole class settings.

A self-evaluation tool for differentiation was completed by all staff at the beginning of the year. This was carried out to indicate whether teachers understood the research underpinning the need for differentiation whilst also identifying that they wanted their classrooms to be differentiated; they expressed low confidence in knowing how to make it happen. All staff undertook mini-COGE training in the April stand-down. The school engaged Bronwyn MacLeod, the DET’s Gifted and Talented (G&T) consultant, as a critical friend to take us on the journey in developing differentiation to meet the needs of all students whilst facilitating how to do it. Providing time for teachers to plan in teams, supported by Executive, has been a strategic focus in building the strong moral purpose and collective responsibility to understand why this work is so important.

Teachers’ programs currently identify inquiry learning through structured, core and extended questions based on developing conceptual understandings. In developing their teaching and learning programs, teachers develop pre- and post-assessments to identify the direction of the planning. This is an area requiring further development and for this reason, we have engaged Bronwyn MacLeod in 2015 to continue with this important step. With all of the work that they have now undertaken, teachers are growing in confidence in developing a differentiated program and it is the practical application that is the next step for further development. Further work will also take place on the embedding of TESMC and PALLS strategies to support learners in their learning.
In improving student learning outcomes as an issue of equity, the improvement of the visible learning environment was also identified. Supporting teachers in seeing learning through the eyes of the students so that they can answer the questions; where am I going, how am I going and where to next, was identified as the foundation for developing assessment capable learners in high engagement classrooms. As an identified key improvement strategy, we have only taken only minor steps in promoting learning for students and staff with the visible learning environment. Out of the identified actions, maximising physical space to facilitate differentiation has been a priority this year, particularly given the Capital Works Upgrade and purchase of new furniture for the newly renovated classrooms. As evident in classroom observations, teacher programs and feedback at team and whole school meetings, teachers are sampling different strategies such as; learning intentions up in classrooms; students being able to articulate how they are progressing; using baseline and endpoint data, data at multiple points, comparative data as well as student feedback. This improvement strategy is a priority for 2015 with the focus on teachers experimenting with the Teacher’s Toolbox Strategies in a more universal approach.

The Executive have also been working in close consultation with Bronwyn to develop a whole school Scope and Sequence (S&S) of the Australian Curriculum based on developing conceptual understandings. By years 5 and 6 it incorporates the 14 subject areas that must be addressed. The whole school S&S is to be rolled out beginning 2015 and will ensure that all curriculum areas are covered in a busy school timetable.

The S&S will also reflect key literacy and numeracy assessment points to ensure key content and skills are revisited across the year. We are embedding these in our whole school scope and sequence being developed with Bronwyn, to get a better, more timely spread of our assessment regime, whilst ensuring that we are accessing baseline and endpoint data and data at multiple points, to provide comparative data for determining future directions in classroom teaching and learning as well as a whole school direction.

Whilst the proportion of teaching staff meeting the school’s assessment schedule is at 95%, the percentage of teaching programs showing evidence of assessment being used to inform teaching is also significantly high of 95%. Teachers have introduced Dylan Wiliam strategies such as use of traffic light cups to enable students to be owners of their learning. Other strategies teachers have used include: the introduction of clipboards and/or mini-whiteboards for eliciting evidence; and the introduction of learning intentions in order to share exemplars.

Consequently, in 2014, our focus has been on improved school wide assessment and data collection processes. The whole school assessment and data collection processes were reviewed by Exec with staff resulting in the adjustment of the assessment schedule. A few items were removed, but additional testing items have been introduced including PATMaths and PATScience. Current assessment and data collection processes still need further
refinement with our current assessment schedule and student tracking cards to be updated to reflect new assessments identified.

Executive have scrutinised teacher programs and student outcomes. With 23 out of 24 teachers meeting the school’s assessment schedule and in collaboration with teaching staff, Executive have identified areas for improvement, setting implementation processes in place for 2015.

Barriers
The 2014 AOP was ambitious in our priorities and what we wanted to achieve. Given the significant levels of professional development undertaken by all teaching staff, time was required to play with and trial these strategies to truly embed into practice. Consequently the decision was made to postpone some 2014 identified actions to 2015.

Another impact on achieving our priorities has been the crowded school calendar. We are addressing this through the scoping of events across a calendar year to ensure that events and extracurricular activities are evenly spread and that learning remains the priority.

Progress against Targets

1. School Satisfaction Survey data indicates that students, parents and teachers are getting a good education at Hughes (96%, 97% and 100% respectively). The proportion of parents who believe their child’s needs are being catered for is up 2% from 2013 to 90%. 96% of teachers indicate that there are processes in place to support their learning and that they receive constructive feedback about their practice, up 7% from 2013.

2. Our school had 34 mainstream kindergarten students commence the school year and participate in both the beginning and end of year PIPS assessment. We had 20 IEC kindergarten students commence the school year, of which seven students transitioned into the mainstream kindergarten classes at the end of term 2 and term 3. A different 10 students completed only the end of year PIPS assessment. This year level in our school is very fluid, affecting the overall progress. Children are in the IEC program because they have no or minimal English. PIPS is an English based assessment tool – so this poses barriers. This will continue to be a factor when looking at the end of year PIPS results for students at this school.

Of students who did sit both beginning and end of year assessments In math nine percent made less than expected growth, 68% made expected growth and 23% made better than expected progress

In reading 16% made less than expected growth, 50% made expected growth and 34% made better than expected progress.

Students in the lower 16% were catered for with differentiation in class, and in Learning Assistance (LA) programs, Integration Support programs (ISP), using small group work, and through iPads and technology to introduce, engage and assess concepts.
This year all Kindergarten teachers used the Australian Curriculum, and the school’s identified resources GO Maths and BEE Spelling. With all staff having engaged in specifically targeted professional development in PALLS and TESMC, pedagogy differed amongst Kindergarten classes as teachers selected a variety of strategies to trial in their classrooms. This coupled with individual teacher style and delivery of their program in a different way may have impacted on the outcomes of our targets. Whilst we didn’t reach targets for reading or maths, we only went down 1% in reading and 4% in maths from last year. However, every student who sat both assessments achieved growth across the year.

In Kindergarten 2015 the school will be trialling Get Reading Right using an action learning approach. This is an evidence based literacy program covering the six areas of oral language, phonological awareness, phonics, vocabulary, fluency and comprehension to better meet the diverse needs of all students’ knowledge and skills in literacy. This program will also be used to target the 16% who did made less than expected growth in PIPS this year. This Australian program is aligned to the Australian Curriculum and to the PALLS professional development undertaken as a whole school.

3. NAPLAN

Our target of the proportion of within school matched’ students achieving expected growth or better growth expected points rise was not achieved in all test domains as detailed in the table below.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Domain</th>
<th>Less than expected growth</th>
<th>Equal to or better than expected growth</th>
<th>% point Diff in Growth from 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Reading</td>
<td>41.9</td>
<td>58.1</td>
<td>15.2</td>
</tr>
<tr>
<td>5</td>
<td>Writing</td>
<td>54.8</td>
<td>45.2</td>
<td>-28.1</td>
</tr>
<tr>
<td>5</td>
<td>Spelling</td>
<td>64.5</td>
<td>35.5</td>
<td>-4.5</td>
</tr>
<tr>
<td>5</td>
<td>G&amp;P</td>
<td>58.1</td>
<td>41.9</td>
<td>-18.1</td>
</tr>
<tr>
<td>5</td>
<td>Numeracy</td>
<td>66.7</td>
<td>33.3</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Source: SMART Data November 2014

We are celebrating the positive 15.2 % point difference in student growth from 2013 in Reading and this may be a result of the significant work with staff and participation in PALLS Reading Institutes, teacher resources and professional discussions at staff meetings.

However with Writing being a -28.1 difference, Spelling a -4.5 difference, Grammar and Punctuation a -18.1 difference and a 0.0 growth in Numeracy, our school’s targeted focus for 2015 in Spelling and review of Maths resource and pedagogy is warranted. The deputy principal will facilitate a whole school Spelling review, and the action research into the Get Reading Right in Kindergarten will support the development of a K-6 approach. We will be
creating a formal Literacy and Numeracy team who will assist in further development of PALLS strategies to support all aspects of Literacy.

4. Results indicate that our target of 55% of students achieving expected stanine levels at end of year assessments has been achieved and in some instances significantly:
   - PATMaths (Yrs 3 and 6 at 59%, Yr 5 62%, Year 4 69% and Year 2 at 97%)
   - PATScience (Yr 3 87%, Yr 4 76%, Yr 5 77%, Yr 6 89%). The expected stanine (midrange) for PATMaths and PAT Science is 4-6. This is our first Year of doing PATMaths and PATScience, with PATMaths being done at both beginning and end of year as comparative data. PATScience was done at the end of year only as one measure of student achievement.

Whilst such progress is positive it is also worth noting that NAPLAN data within school matched students showed 0% growth for Maths. This has highlighted the inconsistency in the use of the Go Maths resource introduced in 2012. Feedback from teachers has identified gaps in the resource and the need for differentiation and broader range of pedagogy to ensure that all elements of the Australian Maths Curriculum are taught across the year. Our S&S will address some of these identified issues as will our professional development focus.

5. Class based assessments include PM Benchmarks, BEE Spelling, a Comprehensive reading Program - CARS, Schedule for Early Number Assessment (SENA) and Middle Years Mental Computation (MYMC). According to PM Benchmarking, in all year levels with the exception of year 1 60% of students have achieved 0.4 growth or higher. In BEE Spelling assessments 60% of students in Year 1 and Year 4 have shown 0.4 growth. However, in relation to CARS, SENA and MYMC, our class based assessments are too variable to give an effect size. In 2015 PATReading will be introduced and along with PATMaths and PATScience, the data can provide the effect size outcome.

**Priority 2**

Strengthen connections with families *as partners*

**Target/s**

**School improvement domain/s covered with this priority**

**By the end of 2014**

- achieve 10% of LBOTE families connecting with a range of experiences offered by the school

**Progress**

In respect of our strategy to implement deliberate approaches to strengthen parental engagement in education parent information sessions continued to be an integral component of the school’s calendar and communication link with parents and families. Parent information sessions for NAPLAN, transitions into Hughes PS (Preschool, Kinder and IEC) as well as Information
Night, Getting to Know your Child Interviews and Learning Journeys are annual events that strengthen connections with families as partners.

The IEC Executive and teachers continue to strengthen connections with our IEC parents and families by hosting Parent Information workshops in conjunction with morning teas to build connections with the school. These provide a forum for getting to know other parents within the IEC community, as well as for participating in workshops to support language acquisition, introduction to Australian Schooling, teaching methodologies in an IEC and unpacking upcoming school based events. Workshops this year have included “Helping your child at home with reading” and “Supporting transition into mainstream classes”.

Other information sessions include upcoming events at Hughes PS, for example, Harmony Day. Representatives from our school’s P&C attend the morning teas to disseminate any broader school P&C information and/or initiatives for which they are seeking support. Attendance at these morning teas has been promising with 14% of IEC parents in Term 1 consistently building to 40% in term 3. Three IEC parents have assisted in the classroom on a weekly basis in changing home readers and supporting reading groups this year. At our most recent graduation assembly there was 100% attendance of IEC parents. The next step in this initiative is to host these morning teas more consistently in order to provide a broader range of learning opportunities and invite external community services in to assist in transitioning IEC into our school and community.

In 2014 Adult English Conversation Classes commenced for our EALD parents. A working partnership with one of our key P&C members, who is also the mother of an EALD child, was the beginning of this initiative. Connecting with CIT and Woden Community Services, who provide trained facilitators, the classes have been held weekly since Term 2. Some of the trained tutors are members of our own school community. The initial goal of the conversation classes was to provide the opportunity for parents of EALD background, particularly new arrivals in our IEC, to participate in learning to speak everyday English whilst transitioning into the school and community. This initiative has had the benefit of parents supporting positive student outcomes, due to their increased English proficiency, whilst uplifting the confidence of their own children in learning English. Feedback from participants is extremely positive with comments such as “I have made good friends”, “I can speak better with my child”, and “I look forward to coming every week”.

The Conversation Classes started with four tutors and 10 participants; this has grown to 6 tutors and over 20 participants, as parents have stayed on in the group long after their child has graduated from the IEC and gone to another school. Emma Dryden, from Woden Community Services, commented on the positivity and enthusiasm within the group and the tutors have commented on how rewarding it is for them. The Conversation Class members are now accessing the school’s Community Kitchen to share cultural cooking experiences.

2014 saw the beginning of the inaugural community Choir, formed to celebrate the 50th birthday and the strong sense of belonging in our learning community. A positive relationship with local musician, Mr Tim Bevitt activated this initiative. Over 50 members of our local community, mostly including families within the school, and some local neighbours, meet every Thursday night to join in song and celebrate belonging to this school. The choir has grown and includes 5 years old to
73 year olds. This strong sense of community has resulted in the choir performing at the National Law Courts of Australia, at local functions and the sense of camaraderie has made this a highly successful initiative, one that will continue into 2015 and beyond.

**Strengthening communication processes and practices** has been a key improvement strategy. As identified earlier, significant progress has been made with the establishment of the Adult English Conversation classes, as indicated by the feedback provided by participants, tutors and Community partners. The two initiatives of IEC Parent Morning Teas and the Adult English Conversation Classes have resulted in a stronger presence of IEC parents in the school, some of whom volunteer support in classrooms.

One of the identified actions for strengthening communication processes and practices was to review school to home communication. It had been raised at Board and P&C that parents did not read the online newsletter. Discussions at Board and P&C led to suggestions for different forms of communication being utilised. The Board gave full support for surveys to be sent home to gauge parental views and as a result surveys went home. The most popular suggestion in those surveys that have been returned has been for a weekly email to be sent home by teachers in lieu of the fortnightly Class Chatter in newsletters; these would now occur in Weeks 5 and 10. This suggestion was first instigated by preschool parents (with older siblings) who highly value the practice in the preschool setting and would assist in streamlining a P-6 approach. Once all surveys are submitted, data will be finalized to determine the appropriate action.

School Satisfaction Survey data supports progress in this priority with 95% of parents who completed the survey indicating that community partnerships are valued and maintained; 91% indicating that teachers at this school provide my child with useful feedback about his or her school work; and 94% agree or strongly agree that the school works with parents to support their child’s learning. School participation records indicate that our target of 10% of LBOTE families connecting with a range of experiences offered by the school has been well and truly attained.

**Preschool Unit - Quality Improvement**

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

**Education program and practice**

- Children continue to be the focus and actively suggest ideas for development and exploration
- Term overviews adapted to incorporate whole school focus of mini COGE (certificate of gifted education), with a clear concept linked to EYLF outcomes
- Increased focus on reflection time as a celebration of children and their experiences.
Annual School Board Report 2014

- Daily planning adapted to be more time efficient yet keeping central element of documenting intentional teaching, children’s interests, and a reflection on the outcomes
- Learning journals well received by families during learning journeys as a document that reflects their child.
- We have a high percentage of EALD students at the Preschool. In 2014 all staff completed the ESLMEL (English as a second language for Early Learners) course to increase our knowledge and skills in working with these students.
- Better use of pictorial daily routine
- Parents and children know that they are valued and the core of the preschool. This is demonstrated through effective, positive feedback, community partnerships, regular effective communication, high attendance and ongoing support
- The introduction of the new initiative for ‘Getting to know you meetings’ in Term 4 of previous year, led to detailed information enabling a smoother start to the year to support early and full participation in the program

Children’s health and safety

- At parent interviews, families are consulted to develop individual health plans for students. Implementation of health plan for relevant medical conditions
- Actively supporting children to follow hygiene practices including hand washing, toileting and coughing
- Hughes Primary School policies are followed in regards to infectious diseases and illness
- Injuries at preschool are documented and first aid procedures are administered, information is stored on the site.
- Mandatory Reporting. All staff are aware of the process.
- Daily safety checks of playground – yard and equipment checks completed regularly.
- Risk analyses are completed as per Hughes Primary school excursion and incursion procedures.
- Improved documentation for first aid and medication recording
- Developed and improved strategies to maintain safety on walks to school.
- Documentation for O.H & S issues, first aid, medication records and visitors’ sign in record were developed and implemented.
- Implementation of a continuous morning tea to accommodate individual children’s dietary requirements.
- Purchased blinds for office area to ensure no visibility and thus safety in lock down

Relationships with children

- The introduction of the children’s voice in their learning journals, reflection time and planning has been insightful
- Parent feedback has acknowledged the staff in their efforts to create a warm, inviting and trusting environment
- A focus has been to encourage students to value each other, cooperate, share, problem solve and negotiate in play and learning experiences
- Teachers are actively involved in scaffolding and developing the children’s interests as they arise. Over time the children have become to recognise and utilise this.
• A focus has been on developing a culture that families know that preschool is all about their child
• Inclusive practices of students with different backgrounds, abilities and needs is an integral part of the preschool philosophy and program
• Multi-lingual staff from the school supported students at the preschool.
• All children feel confident to share and develop small and large group interests and explorations
• Strong focus on social skills, introduction of children’s behaviour statement, emphasising respectful and cooperative expectations

Staffing arrangements
• Teacher to student ratio is adhered to.
• Consistent release staff from Hughes Primary School strengthens links and communication across the P - 6.
• Strong process in place between preschool and primary school to support children in feeling valued as members of the Hughes School Community due to the inclusion in all whole school events and through familiarity with the environment of school
• Strong link between Preschool and Kindergarten in transition process (class groups and assessment)
• Preschool staff have a strong relationship with the families and the school community
• Casual and relief teachers are well supported by preschool staff
• The handbook has been rewritten, in accordance with new staff and new philosophies
• Effective Communication between school and preschool educators through email, conversations, consistent release person
• P – 6 staff recognise and value the play based investigative program
• Consistency of key staff maintained during changes
• Staff participation in whole school PD responding to student enrolment needs, e.g. ESLMEL (English as a second language Mainstream early

Leadership and management
• Strengthen leadership and management practices that support the delivery of a quality preschool program
• Educational leaders of the school and the preschool staff have the same values that every child is a capable, confident, active, and inspiring learner
• The educational leaders have developed a community wide understanding that the preschool is a vital part of the whole school
• Educational leader has continued to reinforce that we are one school
• Preschool handbook reviewed and updated. Pamphlet created for walk in enquiries.
• Sign in and sign out book implemented for children leaving during the day with a parent/carer.
• Preschool philosophy rewritten to align with the EYLF and the National Quality Framework
• Parental concern over two incidents dealt with promptly, caringly and efficiently by staff
• Creation of induction booklet for returning and new staff
Physical environment

- Much more flexibility for learning opportunities between inside and outside learning environments, children able to test kites etc as they make them
- Educators (LSA’s) gaining a greater understanding of the outside being more than playtime.
- Cubby house allows children to withdraw and rest/relax
- Cubby house adapted to become an indoor/outdoor classroom
- Program became more balanced. Equal emphasis for indoor and outdoor. Focus and recognition of individual learning styles and needs.
- Created ‘log area’ which has been used for developing imaginative play themes outside
- New furniture, with a natural wood focus, ergonomic children chairs but easier for adults to sit on and develop play
- Child initiated focus on recycling and paper making process

Collaborative partnerships with families and communities

- The preschool program is designed to include all families and the wider community.
- Information to families is distributed via email and through the children’s pockets. This includes weekly wrap-ups, regular newsletters, invitations to special events and term calendars
- Educators have open communication with parents and are readily available
- Teaching staff respond quickly and take action in regards to parent requests and concerns
- The introduction of the Learning Journals to keep the families informed
- The introduction of ‘Stay and Play’ instead of rostered cleaning duties, has strengthened relationships with the families
- The introduction of learning journeys and mid and end of year reports enhanced and strengthened celebrations and parent links and parent voice
- Parents very appreciative and delighted with the changed transition process and majority said their children felt confident about starting school. (Survey results)
- Orientation / Transition sessions ranging from 1 hour to ½ day to facilitate the children’s smooth transition to Preschool.
- United introduction and welcome to P-6 school through interviews with Principal, Exec and Preschool Teacher across several days in Term 4, before they commence Preschool

6 - Preschool Art Show dance

7 - Preschool Art Show
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 $1663.

Voluntary contributions
This school received $25 685.00 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

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<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
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<tr>
<td>School furniture</td>
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<td>Self management funds</td>
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<td>Voluntary contributions</td>
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<td>Contributions &amp; donations</td>
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<td>Subject contributions</td>
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<td>External income (including community use)</td>
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<td>Proceeds from sale of assets</td>
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<td>Bank Interest</td>
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<td><strong>TOTAL INCOME</strong></td>
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<tbody>
<tr>
<td>Utilities and general overheads</td>
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<td>Cleaning</td>
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<td><strong>TOTAL EXPENDITURE</strong></td>
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<td><strong>OPERATING RESULT</strong></td>
<td>-683</td>
</tr>
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</table>

| Actual Accumulated Funds | 101790 |
| Outstanding commitments (minus) | -18744 |
| **BALANCE** | 82282 |
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-
    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

Parent Representative: Ellen Pope, Andrew Reichstein
Community Representative: Joshua Ceramidas
Teacher Representative: Maryanne Hayes, Adam Porter
Student Representative: nil
Board Chair: Melanie O’Hanlon
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 2014.

Principal Signature: [Signature] Date: 23-2-15

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

Board Chair Signature: [Signature] Date: 22-2-15