

Latham
PRIMARY SCHOOL
living to learn



Latham Primary School

Annual School Board Report 2019



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

During 2019, the Board farewelled teacher representatives and welcomed new representatives to the Board.

Our specialist project teams continued to work hard throughout the year, contributing to the priorities in Latham Primary School's Annual Action Plan. Particularly, Priority 1 - *Improve student outcomes in literacy and numeracy through building teacher capacity using an evidenced based approach*. These teams focussed on the areas of English, maths, cultural integrity and pedagogy. During this period, the pedagogy team largely developed a Pedagogical Framework to ensure consistency in the teaching practices applied at Latham Primary School.

Latham Primary School successfully implemented the IT platform, Seesaw, to enhance the connection and communication between the school and families. This supported Priority 2 of the Annual Action Plan - *Improve relationships between students, staff, parents and the wider community*. Seesaw was selected after a trial of multiple platforms in 2018 to ensure the selected product was the most appropriate for our community both now and into the future.

We were hopeful that a well-earned upgrade to our school administrative area would occur during 2019. Unfortunately this didn't occur due to reasons outside of our control. Despite this, we have ensured that the school facilities are used to the best of their abilities and instils pride in the students and wider community. This has included the completion of the final stages of a planned paint refresh and planning for enhanced accessibility fitouts for the 2020 school year to support students of all abilities.

At the end of 2019 we farewelled Liz Bobos, our principal, after 7 years leading the school. In 2020, the Board looks forward to working with the new principal and the Latham teaching team to develop a new strategic plan to drive further improvements in student engagement and educational outcomes.

Sharon Brookes

School Context

Latham Primary School is situated in the Belconnen area in the west of the city of Canberra. Opened in 1972 it currently has a school population of around 332, in the primary years (kindergarten to year 6) and a further 44 students in our preschool. This community school caters for families living in the suburb of Latham. At Latham Primary School our motto is 'Living to Learn'. We believe that all students and adults have the ability to be lifelong learners. In collaboration with the community, we encourage students to see themselves as global citizens who embrace learning through a quality

education, whilst instilling a sense of belonging for all. We aim to provide students with an engaging and relevant curriculum with a strong focus on literacy and numeracy where the learning process is just as important as the content. Learning how to learn and developing personal learning assets in today's rapidly changing society is an essential element of what we offer at Latham. We are committed to the development of the whole individual. The emphasis in our preschool and primary programs is to ensure that the students develop a strong sense of morality, integrity and responsibility towards others which we reinforce through our school values of Respect, Resilience, Collaboration, Positivity and Motivation and the Learning Assets of Thinking, Researching, Collaborating, Communicating and Self-Managing. We believe in fostering a strong personal relationship with our students, our community and our fellow staff members. The extensive curricular and co-curricular program provides students with a balanced development of the intellectual emotional and physical elements of life. This enables our students to reach their potential both as a learner and as a member of the community. At Latham Primary School the Arts is an area of focus recognised through an engaging program where all students have access to dance, drama and music. In addition, we have a ukulele band for students in years 5/6 and a vibrant choir that performs at school, district and ACT events. Latham students also have access to a specialist Physical Education program with further enrichment opportunities through a range of representative sports. All students from preschool to year 6 have access to a specialist Japanese program which incorporates elements of language and culture. Students with leadership potential and aspirations can realise these through participation in the Student Leadership Team, House Captains, the 'Green Team' and the 'A Team'. The students' learning environment is supported by a multi-age philosophy which recognises that age alone does not determine a child's current abilities. There are two Learning Support Units (Autism specific) as well as a welcoming library, hall and multipurpose building which houses the Arts and the Japanese room. There is a purpose-built kitchen adjacent to garden beds and a large worm farm. Our students and staff compost and recycle to promote a sustainable school environment. The multipurpose building, known as the 'Cottage' is also a community hub with space for parent gatherings and meetings. Latham Primary School has a well-established community and volunteer program. A variety of enrichment opportunities are offered at Latham. Some are made possible due to our volunteer programmes such as Mecanno and Therapy Dogs; others involve external agencies such as the Instrumental Music Program and the Belconnen Community Services, and some are provided by our own staff such as our fortnightly enrichment afternoons.

Student Information

Student enrolment

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

Table: Student enrolment

Student type	Number of students
Male	167
Female	137
Aboriginal and Torres Strait Islander	9
LBOTE*	52

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: Attendance rates in percentages

Year level	Attendance rate
1	91.0
2	92.0
3	91.0
4	94.0
5	91.0
6	88.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	17.26
Teaching Staff: Full Time Equivalent Temporary	4.00
Non-Teaching Staff: Full Time Equivalent	12.16

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in term 3, 2020. A copy of the most recent Validation Report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 85% of parents and carers, 100% of staff, and 90% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 30 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	97
Staff are well supported at this school.	93
Staff get quality feedback on their performance.	90
Student behaviour is well managed at this school.	83
Students at this school can talk to their teachers about their concerns.	90
Students feel safe at this school.	90
Students like being at this school.	97
Students' learning needs are being met at this school.	97
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	86
This school is well maintained.	83
This school looks for ways to improve.	100
This school takes staff opinions seriously.	87
This school works with parents to support students' learning.	97
Teachers give useful feedback.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 157 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
I can talk to my child's teachers about my concerns.	91
My child feels safe at this school.	80
My child is making good progress at this school.	79
My child likes being at this school.	87
My child's learning needs are being met at this school.	77
Student behaviour is well managed at this school.	65
Teachers at this school expect my child to do his or her best.	88
Teachers at this school give useful feedback.	73
Teachers at this school motivate my child to learn.	85
Teachers at this school treat students fairly.	81
This school is well maintained.	82

This school looks for ways to improve.	78
This school takes parents' opinions seriously.	72
This school works with me to support my child's learning.	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 98 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	78
I feel safe at this school.	75
I like being at my school.	82
My school gives me opportunities to do interesting things.	92
My school is well maintained.	88
My school looks for ways to improve.	89
My teachers expect me to do my best.	97
My teachers motivate me to learn.	82
Staff take students' concerns seriously.	89
Student behaviour is well managed at my school.	72
Teachers at my school treat students fairly.	85
Teachers give useful feedback.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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 1 and 2. Below are the results for this school for the current reporting period.

Table: Latham Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	54	134	40	57
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 0.00 % of year 3 students and 5.10 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	408	438	509	516
Writing	404	418	462	474
Spelling	350	408	490	497
Grammar & Punctuation	399	440	483	500
Numeracy	399	411	494	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	160882.88	162790.66	323673.54
Voluntary contributions	5755.00	2230.00	7985.00
Contributions & donations	18.00	144.00	162.00
Subject contributions	3510.00	35.00	3545.00
External income (including community use)	14611.68	9717.81	24329.49
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2694.20	2098.12	4792.32
TOTAL INCOME	187471.76	177015.59	364487.35
EXPENDITURE			
Utilities and general overheads	36290.49	56645.71	92936.20
Cleaning	35226.73	9360.17	44586.90
Security	0.00	0.00	0.00
Maintenance	30116.90	31583.24	61700.14
Administration	3507.01	-375.77	3131.24
Staffing	0.00	0.00	0.00
Communication	2892.38	2897.54	5789.92
Assets	5536.44	53.52	5589.96
General office expenditure	13439.00	12407.46	25846.46
Educational	22927.48	12624.77	35552.25
Subject consumables	1990.00	0.00	1990.00
TOTAL EXPENDITURE	151926.43	125196.64	277123.07
OPERATING RESULT	35545.33	51818.95	87364.28
Actual Accumulated Funds	66547.07	111512.41	58529.41
Outstanding commitments (minus)	-2322.49	0.00	-2322.49
BALANCE	99769.91	163331.36	143571.20

Voluntary Contributions

The 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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
ICT 2021 This reserve was created to enable our school to renew our ICT equipment. In this way we can provide equipment and resources required to continue to deliver quality teaching and learning programs.	\$25000	2021
School Grounds Upgrade This reserve to create to enable an updated school environment, both inside and outside.	\$45000	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Sharon Brookes,	Justin Kerslake,	Robbie Coombs.
Teacher Representative(s):	Sandra Newbery,	Emma van Smethills.	
Board Chair:	Sharon Brookes		
Principal:	Karen Wilson		

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature: Sharon Brookes

Date: 26 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Karen Wilson

Date: 25 / 06 / 2020