



# Gilmore Primary School

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Annual School Board Report  
2018

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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

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School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

## School Context

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Gilmore Primary School is a small, community centred school catering for children from preschool to year 6, including a Learning Support Centre.

Gilmore Primary School is built on the lands of the Ngunnawal people; contributions of the traditional owners of the land is acknowledged at all school functions.

Regular opportunities are provided for children to play and learn with children of other ages within our contemporary, organised learning environments that are safe, supportive and inclusive. This provides leadership opportunities for our senior students and develops the confidence of younger students to engage with their learning program.

Gilmore Primary School works closely with other public schools across the Tuggeranong region providing opportunities for students to develop relationships with children outside our small school environment. Our school also offers a range of additional programs, in collaboration with our community partners, to support children's social and emotional development. We have strong links with an active and supportive school community. Our dedicated P&C works tirelessly to support the strategic directions of the school.

## Student Information

### *Student enrolment*

In 2018 there were a total of 106 students enrolled at this school.

**Table: 2018 Student enrolment**

Student type	Number of students
Male	64
Female	42
Aboriginal and Torres Strait Islander	21
LBOTE*	15

\*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

## Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages\***

Year level	Attendance rate
1	85.0
2	85.0
3	92.0
4	88.0
5	84.0
6	87.0

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting is highlighted 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 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: 2018 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	7.40
Teaching Staff: Full Time Equivalent Temporary	1.92
Non Teaching Staff: Full Time Equivalent	6.91

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## School Review and Development

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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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2019. A copy of the most recent validation report can be found on our school website.

## School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 83% of parents and carers, 88% of staff, and 86% 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 16 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**

<b>National opinion item</b>	
Teachers at this school expect students to do their best.	94
Teachers give useful feedback.	100
Teachers at this school treat students fairly.	88
This school is well maintained.	94
Students feel safe at this school.	69
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	69
Students like being at this school.	94
This school looks for ways to improve.	100
This school takes staff opinions seriously.	75
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	69
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	75
Staff are well supported at this school.	75

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 41 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**

<b>National opinion item</b>	
Teachers at this school expect my child to do his or her best.	95
Teachers give useful feedback.	95
Teachers at this school treat students fairly.	85
This school is well maintained.	93
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	80
My child likes being at this school.	93
This school looks for ways to improve.	88

This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	95
My child is making good progress at this school.	88
My child's learning needs are being met at this school.	88
This school works with me to support my child's learning.	85

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 25 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	100
Teachers give useful feedback.	92
Teachers at my school treat students fairly.	64
My school is well maintained.	64
I feel safe at this school.	80
I can talk to my teachers about my concerns.	55
Student behaviour is well managed at my school.	45
I like being at my school.	75
My school looks for ways to improve.	84
Staff take students' opinions seriously.	92
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	63

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

## Learning and Assessment

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### 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 1 and 2. Below are the results for this school.

**Table: Gilmore Primary School PIPS 2018 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	37	105	36	49
ACT	49	124	39	54

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with 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 mean scores achieved by students at this school compared to the ACT for this reporting period.

**Table: Gilmore Primary School 2018 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	362	441	448	518
Writing	364	411	418	460
Spelling	377	410	476	494
Grammar & Punctuation	386	438	443	510
Numeracy	370	416	458	494

Source: Analytics and Evaluation

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	140530.73	102772.29	243303.02
Voluntary contributions	1280.00	280.00	1560.00
Contributions & donations	13371.40	330.00	13701.40
Subject contributions	2245.00	1260.00	3505.00
External income (including community use)	12583.38	15004.75	27588.13
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5337.35	6047.00	11384.35
<b>TOTAL INCOME</b>	<b>175347.86</b>	<b>125694.04</b>	<b>301041.90</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	23558.47	44639.06	68197.53
Cleaning	37102.97	26791.27	63894.24
Security	0.00	0.00	0.00
Maintenance	7172.76	6206.20	13378.96
Administration	333.80	1797.37	2131.17
Staffing	4783.00	3245.88	8028.88
Communication	5886.62	1088.72	6975.34
Assets	4133.85	7892.03	12025.88
Leases	0.00	0.00	0.00
General office expenditure	10271.09	7011.79	17282.88
Educational	12623.61	14276.79	26900.40
Subject consumables	592.10	5216.60	5808.70
<b>TOTAL EXPENDITURE</b>	<b>106458.27</b>	<b>118165.71</b>	<b>224623.98</b>
<b>OPERATING RESULT</b>	<b>68889.59</b>	<b>7528.33</b>	<b>76417.92</b>
<b>Actual</b> Accumulated Funds	303513.93	188898.93	208898.93
Outstanding commitments (minus)	-991.82	0.00	-991.82
<b>BALANCE</b>	<b>371411.70</b>	<b>196427.26</b>	<b>284325.03</b>

## 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 2018.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Kitchenette – this is a long term project, culminating in a joint project with Infrastructure Capital Works to develop a Kitchen Garden and teaching kitchen space.	\$29,340	December 2020
Playground 2020 - upgrading equipment for the outdoor learning environment.	16,500	December 2020
Playground 2021 - upgrading equipment for the outdoor learning environment.	18,500	December 2021
Playground 2022 - upgrading equipment for the outdoor learning environment.	19,965	December 2022
Teaching Technology 2020 – upgrade the IWB for teaching & learning	20,000	December 2020
Teaching Technology 2021 – upgrade the IWB for teaching & learning	20,000	December 2021

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Nina Downes	Robert Toverell
<b>Community Representative(s):</b>	Coralie McAlister	
<b>Teacher Representative(s):</b>	Jasmin Nuzda	Charlene Lalor
<b>Board Chair:</b>	Lauren Conron	
<b>Principal:</b>	Vicki Lucas	

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

Board Chair Signature: Lauren Conron

Date: 16 / 05 / 2019

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: Vicki Lucas

Date: 16 / 05 / 2019