



# Gilmore Primary School

Annual School Board Report 2022

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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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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.

## School Context

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Gilmore Primary School is a dynamic, community-focused school catering for students from Preschool to Year 6, and a weekly staff-facilitated Playgroup.

At Gilmore Primary School all learning is based on relationships: relationships between children, staff, families, the broader community, and the environment. We work together to build strong connections to support and enhance the opportunities of all members of the community. We believe that all children are capable. Gilmore Primary School supports children to become confident and creative lifelong learners who demonstrate courage, kindness, and respect.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 121 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	68
Gender - Female	53
Aboriginal and Torres Strait Islander	13
LBOTE*	34
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

\*\* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

### *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	84.0
2	86.0
3	84.0
4	86.0
5	77.0
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 regarding 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, 153 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	10.46
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Full Time Equivalent	10.58

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2022-2025 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.

Our school was reviewed in 2019. A copy of the Report of Review 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

### Overall Satisfaction

In this period of reporting, 89.5% of parents and carers, 94.4% of staff, and 97.6% 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 18 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	92
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	89
Students at this school can talk to their teachers about their concerns.	89
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	94
Students like being at this school.	94
This school looks for ways to improve.	100
This school takes staff opinions seriously.	89
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	100
Staff get quality feedback on their performance	100
Staff are well supported at this school.	94

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 38 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.	97
Teachers give useful feedback	90
Teachers at this school treat students fairly.	90
This school is well maintained.	92
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	79
My child likes being at this school.	97
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	95
My child is making good progress at this school.	92
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question



A total of 42 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	
My teachers expect me to do my best.	98
Teachers give useful feedback	98
Teachers at my school treat students fairly.	98
My school is well maintained.	95
I feel safe at this school	95
I can talk to my teachers about my concerns.	95
Student behaviour is well managed at my school.	91
I like being at my school.	95
My school looks for ways to improve.	98
Staff takes students' concerns seriously	98
My teachers motivate me to learn.	98
My school gives me opportunities to do interesting things.	95

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## 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 BASE 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: Gilmore Primary School BASE 2022 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	53	107	38	51
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

#### NAPLAN (National Assessment Program Literacy and Numeracy)

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, 7.14 % of year 3 students and 0.00 % 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	436	450	490	522
Writing	414	427	479	492
Spelling	356	420	474	510
Grammar & Punctuation	448	439	476	503
Numeracy	397	409	451	496

## 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-December
Directorate Funding	246422.75
Contributions and Donations	8061.74
Subject Contributions	0.00
Hire of Facilities	4682.87
External Revenue	349.17
Sale of Assets	0.00
Interest Received	12501.14
Other School Revenue	12317.15
<b>TOTAL INCOME</b>	<b>284334.82</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	74337.28
Security and Caretaking	282.89

Maintenance	50451.99
Administration	3472.54
Staffing Expenditure	5566.92
Communication	1989.78
Assets & Leases	23731.26
General Expenses	9897.06
Educational Resources	21031.22
Subject Consumables	280.23
Directorate Funded Payments	2198.77
Other Payments	17389.54
<b>TOTAL EXPENDITURE</b>	210629.48
<b>OPERATING RESULT</b>	73705.34
Accumulated Funds	391594.25
<b>BALANCE</b>	465299.59

## 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

<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.	\$49,340	December 2024
Staffing Debt	\$70,000	December 2022
Playground 2022 - upgrading equipment for the outdoor learning environment.	\$18,150	December 2022
Playground 2023 - upgrading equipment for the outdoor learning environment.	\$19,965	December 2023

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Robert Barnes,	Lauren Thwaites,	Emma Welfare.
<b>Community Representative(s):</b>	Jason Woods.		
<b>Teacher Representative(s):</b>	Matthew Reyenga-Holborow,	Philippa McIntyre.	
<b>Board Chair:</b>	Nina Downes		
<b>Principal:</b>	Vicki Lucas		

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

2022 Board Chair Signature: Nina Downes

Date: 21/ 08/ 2023

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: 21 / 08 / 2023