



# Gilmore Primary School

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## Annual School Board Report 2017



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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## School Board Chair Report

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The 2017 Annual School Board Report is the second report in the 2016-2019 school improvement cycle. The School Board developed attendance procedures and gifted and talented identification procedures in line with Directorate requirements. It also reviewed the Sun (UV) Protection for Students Policy during 2017 to ensure school-based processes aligned with the Directorate's policies. These amended documents can be found on the school website.

The Gilmore Primary School community is encouraged to consider this Annual School Board Report as a summary of school activities during the past school year. Feedback about this report through your family and community representatives on the School Board is warmly welcomed.

## School Context

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Gilmore Primary School is a dynamic, well-resourced small school catering for students from preschool to year 6. The school has several long-standing community partnerships providing enrichment opportunities for students. In partnership with the home and the community, Gilmore Primary School strives to provide a caring, supportive learning environment to enable every child to reach their potential.

The pattern of declining enrolments reversed in 2017, with an increase of 12 percentage points from the previous year in grades preschool to year 6 and an increase of 16 percentage points in preschool.

## Student Information

### *Student enrolment*

In 2017 there were a total of 101 students enrolled at this school, kindergarten to year 6. There were 22 children enrolled in their preschool year of schooling at Gilmore Primary School in 2017.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	61
Female	40
Aboriginal and Torres Strait Islander	22
LBOTE*	19

\*Language Background Other Than English  
Source: Planning and Analytics, December 2017

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages**

Year level	Attendance rate
K	88.0
1	92.0
2	95.0
3	92.0
4	91.0
5	84.0
6	90.0

Source: Planning and Analytics, December 2017

The school's Attendance Procedures support student attendance. These procedures and the expectation that all students will consistently attend school are regularly articulated in home-school communication. Staff members are systematic in recording and following up on late arrivals and unexplained absences.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

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

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	46

Source: Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of Gilmore Primary School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	12
Teaching Staff: Full Time Equivalent Permanent	9.22
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	6.40

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

## School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. 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.

Gilmore Primary School will be reviewed in 2019. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

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

## Overall Satisfaction

In 2017, 74% of parents and carers, 84% of staff, and 84% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

A total of 20 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	
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	95
Teachers at this school treat students fairly.	90
This school is well maintained.	90
Students feel safe at this school.	65
Students at this school can talk to their teachers about their concerns.	84
Parents at this school can talk to teachers about their concerns.	90
Student behaviour is well managed at this school.	60
Students like being at this school.	84
This school looks for ways to improve.	100
This school takes staff opinions seriously.	90
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	70
This school works with parents to support students' learning.	80
I receive useful feedback about my work at this school.	95
Staff are well supported at this school.	90

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 35 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	
Teachers at this school expect my child to do his or her best.	94
Teachers at this school provide my child with useful feedback about his/her school work.	91
Teachers at this school treat students fairly.	89
This school is well maintained.	94
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	66
My child likes being at this school.	91
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	85
Teachers at this school motivate my child to learn.	97
My child is making good progress at this school.	80
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	80

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 27 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.	96
My teachers provide me with useful feedback about my school work.	85
Teachers at my school treat students fairly.	56
My school is well maintained.	70
I feel safe at my school.	58
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	58
I like being at my school.	81
My school looks for ways to improve.	92
My school takes students' opinions seriously.	63
My teachers motivate me to learn.	81
My school gives me opportunities to do interesting things.	85

Source: 2017 School Satisfaction Surveys, August/September 2017

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

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic 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.

**Table: Gilmore Primary School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	44	100	40	53
ACT	51	124	39	55

Source: Planning and Analytics

## 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 2017, no students were exempt from testing based on nationally agreed criteria.

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 2017 mean scores achieved by our students compared to the ACT.

**Table: Gilmore Primary School 2017 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	334	442	437	517
Writing	350	412	417	475
Spelling	374	411	416	494
Grammar & Punctuation	339	441	408	503
Numeracy	345	417	450	496

Source: Planning and Analytics

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

## Performance in Other Areas of the Curriculum

The school invested in professional learning to implement consistent pedagogical practice of our oral language curriculum, preschool – year six. Staff engaged in the Early Years Literacy Project with five other schools from the Tuggeranong and Belconnen Networks. This supported improvements in children’s phonological awareness across the school; 100% of children made progress during the sample period. Similarly, all teaching staff reported increased confidence and capacity as a result of this action learning professional learning experience.

Specific professional learning for teachers to ensure learning programs show differentiation based on assessment of need enabled the development of Gifted and Talented Procedures. Professional Learning Teams developed documentation to articulate the philosophy, principles and practice that define curriculum delivery at Gilmore Primary School. This was undertaken in relation to our shared beliefs about learning and learners, English and Mathematics.

Within our Buddies Program, students in senior classes supported younger students to complete a variety of activities over the year, gaining valuable mentoring and leadership skills. Over the year the groups alternated learning areas for joint activities; providing the preschool children with further opportunity to gain security in the primary setting.

The Gilmore Good Citizens Club supports Gilmore Primary School’s approach to promoting good citizenship. It acknowledges and celebrates children displaying confidence, cooperation, organisation, persistence and resilience. Members of the Club have been observed to have consistently:

- contributed positively to the class learning community;
- worked collaboratively with peers;
- been in the right place at the right time, ready to learn;
- tried their best, even when things were hard; and
- bounced back from challenges in the classroom.

Members are invited to join the Principal for special morning tea that includes awarding membership to new members, discussing school improvement possibilities, and celebrating our school.

Aboriginal students in years 2-6 invited a non-Indigenous friend to participate in the annual Sorry Day Bridge Walk in May.

Students across the school have been involved in a number of sporting events. They have included both school-based and regional cross country events; Royal Life Saving Society AquaSafe and Swim and Survive programs; in-school clinics in Oztag; school based and regional cross country, swimming and athletics; and a variety of multi trials, including hockey, touch football, basketball, soccer. Individual students have gone on to represent in other areas such as state events. Teams also participated in the Oztag gala event, coached by staff and parents.

The school continued its partnership with the Salvation Army to benefit from the Learning Mentoring program and Lunchbox Learning program with children in years 1-6.

The school continued implementation of the MindUp social and emotional learning program this year. The MindUP curriculum is a universal program that teaches social and emotional learning skills that draw on cognitive neuroscience, positive psychology and mindful awareness training. The program is comprised of 15 lessons in which students are taught to self-regulate behaviour and mindfully engage in focused concentration required for academic success.

## 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	158004.77	111923.37	269928.14
Voluntary contributions	1445.00	387.50	1832.50
Contributions & donations	1605.00	200.00	1805.00
Subject contributions	3370.00	1310.00	4680.00
External income (including community use)	12918.09	12970.92	25889.01
Proceeds from sale of assets	4363.11	0.00	4363.11
Bank Interest	4111.03	4847.57	8958.60
<b>TOTAL INCOME</b>	<b>185817.00</b>	<b>131639.36</b>	<b>317456.36</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	23727.67	41194.14	64921.81
Cleaning	28871.46	25323.55	54195.01
Security	466.39	0.00	466.39
Maintenance	7527.06	8127.93	15654.99
Administration	1212.21	728.73	1940.94
Staffing	0.00	0.00	0.00
Communication	7898.46	2410.94	10309.40
Assets	11259.78	2575.53	13835.31
Leases	0.00	0.00	0.00
General office expenditure	5118.83	8747.20	13866.03
Educational	5477.39	6421.84	11899.23
Subject consumables	1394.86	0.00	1394.86
<b>TOTAL EXPENDITURE</b>	<b>92954.11</b>	<b>95529.86</b>	<b>188483.97</b>
<b>OPERATING RESULT</b>	<b>92862.89</b>	<b>36109.50</b>	<b>128972.39</b>
<b>Actual</b> Accumulated Funds	154541.54	154541.54	154541.54
Outstanding commitments (minus)	-2224.38	0.00	-2224.38
<b>BALANCE</b>	<b>245180.05</b>	<b>190651.04</b>	<b>281289.55</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,680.

## 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 2017.

## Reserves

Name and Purpose	Amount	Expected Completion
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
Preschool Enhancement 2018 – upgrading equipment for the outdoor learning environment.	\$5,000	December 2018
Preschool Upgrade 2018 – renovating sandpit pergola, retaining wall, and sand; gardens upgrades.	\$15,000	December 2018

## Endorsement Page

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### Members of the School Board

**Parent Representative(s):** Lauren Conron, Nina Downes, Rob Torevell.

**Community Representative(s):** Coralie McAlister.

**Teacher Representative(s):** Charlene Lalor, Jasmin Nuzda.

**Student Representative(s):**

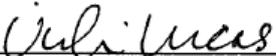
**Board Chair:** Lauren Conron.

**Principal:** Vicki Lucas.

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

Board Chair Signature:  Date: 30 / 05 / 2018

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 2017.

Principal Signature:  Date: 30 / 05 / 18