



Hughes 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

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

Hughes Primary School is an institution I am delighted to be associated with. It provides me with so many positives, is inclusive, welcoming and vibrant and is focussed on the provision of education for our children which will see them well placed to be considerate, kind, caring and very capable members of society tomorrow and each tomorrow thereafter. Hughes Primary School is a place of achievement, quality education and positive human interactions. It is one of my favourite places and is filled with vibrant, diverse young people who are supported, taught and guided by some of the highest calibre humans and educators to be found anywhere. The perfect place to focus upon to uplift the spirits and be grateful for.

Since becoming a Board member nearly 4 years ago, it seems that every year since has been 'unprecedented', full of change and unpredictable. But what I have learned is that there are many predictables when it comes to Hughes Primary and its community. The first and arguably the most significant is that the quality of education our children receive is as good as it gets.

Despite 2022 being a year of yet more change, more interruption coupled with the constant threat of home schooling, sickness and so on, the Hughes staff have not wavered in their commitment to caring for and educating our children. While some schools in the ACT had to close their doors and provide home schooling as short-term options, the staff at Hughes managed to avoid that via astute staffing and an unwavering commitment to the families and children. I want to acknowledge the work done by Nina and her Executive team in covering classes in the absence of the classroom teachers. I know each of the Executive staff spent many hours on class teaching to avoid classes being split and in extreme cases, avoiding the need for temporary closure of some or all year levels as happened elsewhere.

Hughes Primary is a school where commitment to excellence and provision of opportunities is not just talked about, but is acted upon. This year despite the challenges above, many activities for the children were re-introduced following the lifting of COVID related restrictions, whilst others were implemented for the first time. 2022 saw sports carnivals held, camps take place, excursions and assemblies conducted, the IEC graduation was held and parents were in attendance, a number of gala days including AFL, basketball, netball and Rugby league took place and were enjoyed by all involved.

Furthermore, the amazing P&C led by Kate and her enthusiastic and talented team initiated some incredible fundraising events which resulted in significant funds being raised to be put toward the COLA (Covered outdoor Learning Area). These efforts, together with the astute financial management of the senior executive, Gaye Broad and more recently Lauren has resulted in the school's finances being in good shape for 2023 and beyond. As an aside, I would like to thank Gaye for her many years of dedication to the financial administration of the school and welcome Lauren who is the new school business manager.

Events led by the P&C included the election BBQ and associated sale of baked goods donated by the community, the Trivia Night at Federal Golf Course which was a great night and enjoyed by all, the Hughes Wine sale, and who could forget the much enjoyed and raved about Popcorn and lemonade and the Wear it Purple days? Bravo to all involved. It is so uplifting to see the children enjoy themselves in inclusive, welcoming, and fun events that demonstrate tolerance and care for all.

The school Board, its members and I are all very proud of everyone who contributes toward making Hughes Primary School the wonderful school that it is. We are privileged to be a part of such an outstanding school and community more broadly. Our children no doubt are very lucky to be attending. Evidence of this is never hard to find and none is as compelling as the findings presented to the school from the panel of the recently conducted School Review Process. To say that their report was affirming of all being done at the school is a gross understatement. There were many many positive observations and commendations and very few suggestions for improvement. Of the suggestions, the most notable is keep doing what you are doing!

With the above in mind, it would be reasonable to think that next year will be like this and the status quo will be maintained with regard to the education service provision for our children and by the staff. As Board Chair, I know however that Nina and her team are not ready to rest on their laurels. Plans are already afoot for new and exciting developments in the delivery of teaching and learning with a view to continued improvement for the outcomes of the students who will be continuing and for some, starting in 2023.

I would like to wish all who are moving on from Hughes Primary every success for the year to come and beyond. Enjoy the remainder of the year, and best wishes for the years end and new years beginning.

Warm regards,

Tony Cox

School Board Chairperson

School Context

Hughes Primary School, situated in the inner south of Canberra, is a vibrant learning community known for specialist programs to achieve the school mission of inclusivity. Some unique features of our school include a culturally diverse environment with students from over forty different nationalities attending the school from Pre-school to Year 6. Our school hosts the Southside Introductory Language Centre which provides intensive language instruction for students newly arrived in Australia with minimal English or from non-English speaking backgrounds. As well as mainstream classes Preschool to Year 6, our school has a Learning Support Centre – Autism. The active engagement of parents in the educational and community life of the school builds strong partnerships and understandings of success at Hughes Primary School. We offer a balanced educational program including whole school approaches to English, Mathematics, Inquiry and social and emotional wellbeing. We have a specialist program encompassing Performing Arts, LOTE – Japanese and Physical Education. We provide challenging academic pursuits with provision for gifted and talented students. We provide an inclusive caring and supportive environment for students to actively live the school's values of 'Be Kind' and 'Try Your Best'. The dedication and commitment demonstrated by all teachers ensures that student strengths are valued, individual needs are assessed, and provision is made in the teaching program for a range of learning abilities. We value the active participation of all students in a broad inquiry-based curriculum that is designed using the Australian Curriculum.

Student Information

Student enrolment

In this reporting period there were a total of 458 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	240
Gender - Female	218
Aboriginal and Torres Strait Islander	0
LBOTE*	194
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	90.0
2	90.0
3	89.0
4	88.0
5	89.0
6	89.0

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, 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	25.36
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	15.45

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

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 2022. 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, 92.2% of parents and carers, 100.0% of staff, and 79.3% 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 26 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.	92
Teachers give useful feedback	91
Teachers at this school treat students fairly.	92
This school is well maintained.	81
Students feel safe at this school.	89
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	58
Students like being at this school.	100
This school looks for ways to improve.	85
This school takes staff opinions seriously.	69
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	96
Staff get quality feedback on their performance	77
Staff are well supported at this school.	77

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 166 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.	91
Teachers give useful feedback	85
Teachers at this school treat students fairly.	87
This school is well maintained.	93
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	77
My child likes being at this school.	91
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	76
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	89
This school works with me to support my child's learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 135 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.	91
Teachers give useful feedback	78
Teachers at my school treat students fairly.	82
My school is well maintained.	80
I feel safe at this school	80
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	56
I like being at my school.	76
My school looks for ways to improve.	84
Staff takes students' concerns seriously	68
My teachers motivate me to learn.	82
My school gives me opportunities to do interesting things.	84

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: Hughes Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	78	130	42	55
ACT	65	122	40	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, 9.86 % of year 3 students and 14.55 % 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	509	450	553	522
Writing	445	427	522	492
Spelling	454	420	526	510
Grammar & Punctuation	491	439	515	503
Numeracy	441	409	508	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	320572.74
Contributions and Donations	48718.08
Subject Contributions	12550.60
Hire of Facilities	18193.84
External Revenue	2820.28
Sale of Assets	0.00
Interest Received	6563.71
Other School Revenue	39802.59
TOTAL INCOME	449221.84
EXPENDITURE	
Utilities and General Overheads	98588.27
Security and Caretaking	358.68
Maintenance	53588.71
Administration	27211.61
Staffing Expenditure	1368.85
Communication	4988.63
Assets & Leases	20092.00
General Expenses	44348.37
Educational Resources	40727.75
Subject Consumables	1344.43
Directorate Funded Payments	2235.93
Other Payments	14861.29
TOTAL EXPENDITURE	309714.52
OPERATING RESULT	139507.32
Accumulated Funds	137301.83
BALANCE	276809.15

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
Covered Outdoor Learning Area	\$65,000	2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Michelle Mason,	Thao Nguyen
Teacher Representative(s):	Nicole Merchant,	Jamie Walkden
Board Chair:	Tony Cox	
Principal:	Nina McCabe	

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

2022 Board Chair Signature: Tony Cox

Date: 20/03/2023

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: Nina McCabe

Date: 20/03/2023