



# Gilmore Primary School

Annual School Board Report 2019

This page is intentionally left blank.

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

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2020

Material in this publication may be reproduced provided due acknowledgement is made.

# Contents

---

Reporting to the community.....	1
School Context .....	1
Student Information .....	1
Student enrolment.....	1
Student attendance .....	1
Supporting attendance and managing non-attendance.....	2
Staff Information.....	2
Teacher qualifications .....	2
Workforce composition .....	2
School Review and Development .....	3
School Satisfaction .....	3
Overall Satisfaction .....	3
Learning and Assessment .....	5
Performance in Literacy and Numeracy .....	5
Early years assessment .....	5
NAPLAN .....	6
Financial Summary .....	7
Voluntary Contributions .....	8
Reserves .....	8
Endorsement Page .....	9
Members of the School Board .....	9

## 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.

## School Context

---

Gilmore Primary School is a dynamic, well-resourced small school catering for students from Preschool to Year 6, including a Learning Support Centre 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 110 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	65
Female	45
Aboriginal and Torres Strait Islander	15
LBOTE*	28

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	79.0
3	86.0
4	94.0
5	91.0
6	86.0

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	9.06
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	10.24

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 was reviewed in 2019. A copy of the Report of Review 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. 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, 93% of parents and carers, 94% of staff, and 92% 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>	
Parents at this school can talk to teachers about their concerns.	94
Staff are well supported at this school.	83
Staff get quality feedback on their performance.	89
Student behaviour is well managed at this school.	89
Students at this school can talk to their teachers about their concerns.	94
Students feel safe at this school.	89
Students like being at this school.	94
Students' learning needs are being met at this school.	89
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	94
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	89
This school is well maintained.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	94
Teachers give useful feedback.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 56 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>	
I can talk to my child's teachers about my concerns.	88
My child feels safe at this school.	86
My child is making good progress at this school.	90
My child likes being at this school.	86
My child's learning needs are being met at this school.	90
Student behaviour is well managed at this school.	65
Teachers at this school expect my child to do his or her best.	86
Teachers at this school give useful feedback.	80
Teachers at this school motivate my child to learn.	95
Teachers at this school treat students fairly.	88
This school is well maintained.	90
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	77
This school works with me to support my child's learning.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 37 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.	87
I feel safe at this school.	92
I like being at my school.	95
My school gives me opportunities to do interesting things.	100
My school is well maintained.	68
My school looks for ways to improve.	100
My teachers expect me to do my best.	97
My teachers motivate me to learn.	97
Staff take students' concerns seriously.	95
Student behaviour is well managed at my school.	62
Teachers at my school treat students fairly.	92
Teachers give useful feedback.	97

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: Gilmore Primary School PIPS 2019 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	39	81	35	46
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, no 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	343	438	495	516
Writing	348	418	477	474
Spelling	336	408	500	497
Grammar & Punctuation	367	440	482	500
Numeracy	363	411	460	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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	112518.18	128151.30	240669.48
Voluntary contributions	1440.00	100.00	1540.00
Contributions & donations	5025.00	535.00	5560.00
Subject contributions	3640.00	230.00	3870.00
External income (including community use)	6878.28	6882.73	13761.01
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5705.86	4407.68	10113.54
<b>TOTAL INCOME</b>	<b>135207.32</b>	<b>140306.71</b>	<b>275514.03</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	25969.15	45472.63	71441.78
Cleaning	32668.38	5457.82	38126.20
Security	0.00	2087.36	2087.36
Maintenance	14514.77	4067.76	18582.53
Administration	3112.84	697.99	3810.83
Staffing	0.00	0.00	0.00
Communication	4043.86	1010.03	5053.89
Assets	52509.13	3155.76	55664.89
Leases	0.00	0.00	0.00
General office expenditure	5586.11	7178.44	12764.55
Educational	22037.24	13542.10	35579.34
Subject consumables	0.00	2391.76	2391.76
<b>TOTAL EXPENDITURE</b>	<b>160441.48</b>	<b>85061.65</b>	<b>245503.13</b>
<b>OPERATING RESULT</b>	<b>-25234.16</b>	<b>55245.06</b>	<b>30010.90</b>
<b>Actual</b> Accumulated Funds	327199.42	299095.58	339133.06
Outstanding commitments (minus)	-3708.48	0.00	-3708.48
<b>BALANCE</b>	<b>298256.78</b>	<b>354340.64</b>	<b>365435.48</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 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.	\$29,340	December 2021
Playground 2020 - upgrading equipment for the outdoor learning environment.	\$16,500	December 2020
Playground 2021 - upgrading equipment for the outdoor learning environment.	\$18,150	December 2021
Playground 2022 - upgrading equipment for the outdoor learning environment.	\$19,965	December 2022

## Endorsement Page

---

### Members of the School Board

**Parent Representative(s):** Nina Downes, Robert Barnes.

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

**Teacher Representative(s):** Matthew Reyenga-Holborow.

**Board Chair:** Lauren Conron

**Principal:** 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: 24 / 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: Vicki Lucas

Date: 24 / 06 / 2020