



**NEVILLE  
BONNER**  
PRIMARY SCHOOL

# **Neville Bonner Primary School Board Report 2014**



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is <http://www.nevillebonnerps.act.edu.au>.

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## About our school

### Introduction to School

Neville Bonner Primary School opened in February 2013. The school is located in the suburb of Bonner, and is named in honour of Neville Bonner, the first Aboriginal member of the Australian Parliament.

In 2014, the enrolment numbers grew from 243 to 385. The school is proud of its active and involved parent/carer community, representing over forty nine countries of the world. Our school is enriched by the wide range of languages and cultural backgrounds present in our student community. More than fifty percent of the children come from families where the parents/carers were born in countries where English is not the first language.

## Student Information

### Student enrolment

In 2014 there was a total of 385 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	211
Female	174
Indigenous	13
LBOTE	200

Source: Planning and Performance, August 2014

### Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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 one to the last day of term two.

*Table: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
K	90.8
1	91.9
2	87.3
3	90.0
4	89.1
5	91.7
6	93.8

Source: Planning and Performance, July 2014

Regular attendance at school, including arrival on time is vital to successful learning. Children are actively encouraged to attend and be acknowledged for regular attendance. ‘Yungaballi’, our whole school gathering is held each morning. This informal and friendly start to each day is one of the ways we encourage attendance. Attendance is closely monitored and families are contacted when attendance is irregular.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	30

Source: School Data, December 2014

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school’s verified August pay report. For reporting purposes, it includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	7
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	4
Teachers	21
<b>TOTAL</b>	<b>35</b>

Source: Workforce Management, August census 2014

**Note:** This table includes pre-school staffing

There are no indigenous staff at this school.

## Volunteers

It is estimated that volunteers contributed 1,886 hours to the work of the school in 2014. Some of the activities volunteers engaged in included assisting within learning group activities, attending excursions, assisting within the library, participating in fundraising events and organising social events for the school community. Many volunteers provided assistance with whole of school events such as the cross country, swimming and athletics carnivals. Volunteers also participated in governance structures including the School Board and Parents and Citizens Committee.

## School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Neville Bonner Primary School will be validated in 2017.

## School Satisfaction

Schools continually 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 2014 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, who were invited to take part in an online survey.

## Overall Satisfaction

In 2014, 133 parents, 35 staff and 23 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 83% of parents and carers, 89% of staff, and 70% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the

percentage of parents and carers and students who agreed with each of the national items at this school.

*Table: Proportion of parents and carers in agreement with each national opinion item*

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 or her school work.	86
Teachers at this school treat students fairly.	94
This school is well maintained.	98
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	74
My child likes being at this school.	93
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	70
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	82

Source: 2014 School Satisfaction Surveys, September 2014

*Table: Proportion of students in agreement with each national opinion item*

Item	(%)
My teachers expect me to do my best.	91
My teachers provide me with useful feedback about my school work.	87
Teachers at my school treat students fairly.	68
My school is well maintained.	100
I feel safe at my school.	83
I can talk to my teachers about my concerns.	82
Student behaviour is well managed at my school.	70
I like being at my school.	87
My school looks for ways to improve.	91
My school takes students' opinions seriously.	78
My teachers motivate me to learn.	77
My school gives me opportunities to do interesting things.	95

Source: 2014 School Satisfaction Surveys, September 2014

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 school plan and the development of annual operating plans. The school plan is available on the school website.

## Professional Learning

Neville Bonner Primary School staff engaged in numerous professional learning activities in 2014 to support the strategic priorities of the operational plan. Whole staff professional learning included:

- Spelling – a whole school approach to the teaching of spelling
- Incorporating Aboriginal and Torres Strait Islander perspectives – an excursion for school staff to visit the Museum of Modern Democracy and the National Museum provided an overview for teachers of how these local institutions can support embedding Indigenous perspectives at school; a particular focus on the life, work and influence of Neville Bonner was a feature of this professional learning opportunity
- Designing a Contemporary Learning Space – encouraged staff to consider the possibilities of the physical learning environment for enhancing teaching and learning programs
- Round Tables held each term for staff to share research and planning for Units of Inquiry and seek feedback and suggestions from other staff members
- Weekly ePACT (Enhanced Planning and Coaching Time) for all teaching staff provided opportunities for coaching and mentoring, close examination of teaching and learning programs and opportunities for structured lesson observations
- 3P Learning provided professional learning about implementing Mathematics and Reading Eggs
- Origo Education provided professional learning for staff in utilising a suite of Mathematics resources
- Below the line: Mathematics – a whole of school approach to the components of a balanced and targeted Mathematics program
- The school's DECO (Disability Education Contact Officer) provided an overview of the practices and processes regarding individualised Learning Plans (ILPs) and Personalised Learning Plans
- Aboriginal and Torres Strait Islander cultural learning
- Report writing workshops
- Parental engagement workshops



### **Staff paintings created during the Aboriginal and Torres Strait Islander cultural learning professional development**

Throughout the year, staff also participated in individual professional learning activities. These included professional learning about inclusive practices, Early Childhood Education Network sessions and the Australian Literacy Educator's Association (ALEA) Guided Writing conference. Various English and Mathematics professional learning was provided across the school.

With a large number of beginning teachers commencing at Neville Bonner Primary School in 2014, staff attended the New Educator Support Program throughout the year and engaged in panel processes, 'Berras', supported by experienced mentors and supervisors. Panels met at least twice per term to discuss beginning teacher progress against the Australian National Professional Standards for Teachers, identifying areas for development and implementing support processes. As a result five staff were recommended for permanency and two staff were recommended for full-registration with the ACT Quality Teaching Institute. In addition to the formal panel process, a highly experienced ex-principal was employed as a mentor to the beginning teachers and provided ongoing advice and professional feedback.

The school's leadership team engaged in several professional learning opportunities to support leading a contemporary learning environment. These included:

- Directorate Literacy and Numeracy Forums
- *Faces on the data* - (ACEL)
- Teacher Quality Institute professional learning: accreditation of lead and accomplished teachers
- EDUTECH Conference
- Delivery of Guest lecture at University of Canberra –*Inclusion and Schooling*

- Contribution to chapter in the book *Unsettling the Colonial Places and Spaces of Early Childhood Education* by Affrica Taylor and Veronica Pacini-Ketchabaw
- Gifted and Talented Policy professional learning
- Participation as a member of the ACT Australian Curriculum Implementation Committee
- English as an additional language or dialect
- Change 2 training with Dame Patricia Collarbone (Creating Tomorrow)
- Cluster workshops with local principals

## Learning and Assessment

### 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 one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

*Table: Neville Bonner Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	56	120	51	124
Mathematics	35	49	39	54

Source: Planning and Performance December 2014

The PIPS data provides evidence that the kindergarten cohort began the school year above the ACT start score in Reading and made steady progress, with an end score slightly below the ACT end score. It should be noted that there were a substantial number of new kindergarten enrolments throughout the year -possibly impacting on the whole of cohort progress. In Mathematics, the Kindergarten cohort began the school year below the ACT Start Score and although the cohort did not match the ACT end score, significant value added progress was made. In reading, 75% of the cohort made expected or better progress across the year, whilst in Mathematics this figure was 53%. A large proportion of the children have English as an additional language or dialect and require considerable support in the language of Mathematics. It is anticipated that increased exposure to the English language will impact positively on their continued mathematical development.

#### NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2014, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

*Table: Neville Bonner Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	417	440	532	523
Writing	391	405	454	474
Spelling	420	413	524	502
Grammar & Punctuation	446	441	517	520
Numeracy	376	415	473	499

Source: Performance and Planning December 2014

Year 3 students scored above the system mean in both spelling and grammar/punctuation, whilst Year 5 students exceeded the system mean in spelling and reading. Achievement in spelling emerges as a strength and can, in part, be attributed to the school's implementation of a systematic whole of school approach to the teaching of spelling. Both years 3 and 5 students scored lower than the system average in writing and numeracy, and both these areas are highlighted as areas for development in 2015.

### **Performance in other areas of the curriculum**

In 2014, students had opportunities to participate in a variety of sporting pursuits including athletic, swimming and cross country school carnivals. From these carnivals, six students progressed to district levels in swimming, eighteen in cross country and thirty seven in athletics. Three children represented North/Gungahlin District at the ACT level in athletics. The University of New South Wales International Competitions and Assessments for Schools (ICAS) program, also provided the opportunity for many students to compete and challenge themselves in the academic areas of mathematics, English, computer skills, science and writing.

The visual and performing arts have a significant place in our developing school. The inaugural school choir was formed in the latter part of the year.

The school promotes reading quality literature with children every day. There was a one hundred percent participation rate in the preschool to year 4 areas of the school in the Chief

Minister's Reading Challenge. The school was a proud recipient of two awards in the challenge, the P-2 and Years 3-4 sections. Year 5 and 6 students also participated in the challenge.

## Progress against School Priorities in 2014

### Priority 1

Develop a contemporary educational environment to ensure successful learning for all students within a respectful relationships environment.

#### Targets

By the end of 2014:

There will be an increase in the proportion of students in the NAPLAN proficiency bands.

That is:

- 51% or more year 3 students achieve in the proficiency bands (bands 5 and 6) in NAPLAN writing
- 14% or more year 5 students achieve in the proficiency bands (bands 7 and 8) in NAPLAN writing

There will be an increase in the proportion of students who show value added progression in PIPS data. Specifically:

- 81% of kindergarten students make expected growth or better in PIPS reading tests.
- 68% of kindergarten students make expected growth or better in PIPS mathematics tests.

School based assessment in English will show:

- One percentage point increase from 2013 of students achieving stated school reading benchmarks in each year level.
- One percentage point increase from 2013 of students achieving spelling ages  $\pm$  six months of their chronological age or better.

#### Directorate Priority areas covered with this priority

Quality learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.

#### Progress

Our school is a new and growing learning environment. 2014 was our second year of operation, and involved the further development of our initial year's curriculum practices and Respectful Relationships framework. Planning templates for units of enquiry learning demonstrated a strengthened approach to differentiating the learning programs and teachers consistently showed evidence of curriculum adaptations, inclusive of all students. These included students with disabilities, gifted and talented students, and students with English as an Additional Language or dialect. One hundred percent of teaching programmes

demonstrated that the teaching and learning were directly linked to the three key curriculum documents as appropriate to the subject/cohort: Australian Curriculum, Every Chance to Learn and the Early Years Learning Framework.

To support students with learning needs, the school further developed the three tier intervention model that was implemented in 2013. The model is embedded in practice from kindergarten to year 6. The model has at its base differentiated learning with the classroom teacher, with the second and third tiers involving small group and individual instruction respectively. The parent/carer response in the system survey indicated that 84% were satisfied that their child's learning needs were being met. This is an 11% increase on the same survey item in 2013.

The building of staff capacity and the development of agreed practices across our school culture was identified as a significant area of our work in the second year of the school's operation. This commitment was demonstrated through the development of the ePACT (enhanced Planning and Coaching Time) model for teachers of all learning groups. ePACT involved all teachers of learning groups in a full day of coaching, lesson observations, feedback, research and planning every week. ePACT is led by team leaders and has resulted in the embedding of strong and effective communities of practice within our school learning community.

At the end of 2014, the School Board approved the Respectful Relationships guidelines, which describe the school's vision, philosophy, beliefs and actions which support the building of our community of learners. The guidelines booklet will be launched at the commencement of 2015.

During 2014, key emphasis was placed on the development of whole school approaches to pedagogy and learning structures. Teaching staff engaged in lesson observation and feedback on a weekly basis, developing shared understandings of pedagogy at Neville Bonner Primary School. The focus on teacher practice was reflected in student responses in system satisfaction surveys. A substantial improvement in student access to digital equipment was demonstrated - a twenty three percentage point growth (91% in 2014) in student satisfaction compared to 2013 (68% in 2013). Similarly the proportion of students surveyed who agreed that they were getting a good education at the school increased from 2013, by forty nine percent to 70% in 2014.

The school has, as a key charter, a central focus on the Australian Curriculum's Aboriginal and Torres Strait Islander perspective. In 2014, one hundred percent of teaching and learning programmes articulated this perspective. Teacher capacity continued to build in this area, through regular professional learning opportunities throughout the year.

The engagement of parents and carers in their children's learning was explored at a joint community/staff professional learning workshop, held in the middle of the year. The

workshop focussed on exploring ways to improve parent/carer engagement in student learning and school/family communication. As a school community, we were encouraged by the marked increase, compared to 2013 (70%) in the proportion of parents who indicated in the 2014 (82%) system satisfaction survey that the school works with them to support their child's learning.

Students in years three and five were assessed through the NAPLAN process. This assessment provides a 'snap shot' indicator of students' learning in the key areas of mathematics and English. Whilst the 2014 target for improvement in writing in both years 3 and 5 was not realised and remains a key area for development in 2015, the year 3 results in both spelling and grammar/punctuation were above the national average, as were the reading, spelling and grammar/punctuation results in year 5.

At each year level, the school sets benchmarks for reading attainment. Our 2014 target in reading was to improve, by one percentage point the number of children achieving benchmark as compared with 2013. Such a comparison has proved unreliable given the small sample in 2013. However, the average benchmark achieved at each year level in comparison to 2013, proves useful as evidence in overall growth. All year cohorts either improved on or maintained their average reading benchmark achievements from 2013 to 2014, as outlined below:

- At the end of 2014, the average reading benchmark for Kindergarten was 11, compared with 10.7 in 2013. This exceeded the expected range of levels 5 to 8.
- At the end of 2014, the average reading benchmark for year 1 was 20.5, compared with 13.1 in 2013. This exceeded the expected range of levels 13-16.
- At the end of 2014, the average reading benchmark for year 2 was 25.3, compared with 22.5 in 2013. This was in the expected range of levels 23-27
- At the end of 2014, the average reading benchmark for year 3 was level 27, which was consistent with 2013 data. The expected benchmark for 3 level 30.
- At the end of 2014 the average reading benchmark for year 4 was 31.6, compared with level 31 in 2013. The expected benchmark for year 4 was level 32.
- At the end of 2014, the average reading benchmark for year 5 was 33, compared with 32 in 2013. The expected reading level was 33.
- At the end of 2014, the average reading benchmark for year 6 was 33, consistent with 2013 data. The expected benchmark for year 6 was level 36.

Children from a large range of schools joined Neville Bonner Primary in its first year of operation in 2013. A weakness in spelling ability proved to be a common element in this eclectic group and the teaching of spelling became a key focus in 2014. The average number of students across year 1 – year 6 whose spelling age was at, or exceeded their chronological age was approximately 12 percent. By the end of 2014, this number had increased to 58 percent.

## Priority 2

Establish administrative and human resource systems to support an effective school within the autonomous environment.

### Targets

By the end of 2014:

Improve staff satisfaction survey results –

- 80% of all staff agree/strongly agree that students are getting a good education at the school
- 80% of all staff agree/strongly agree that the school has high expectations in all that it does
- 80% of all staff agree/strongly agree that indicate they are satisfied with the school overall
- 80% of all staff agree/strongly agree that overall they are satisfied with their work at the school.

Improve parent/carer satisfaction survey results -

- 79% of parents/carers agree/strongly agree that the school has high expectations in all that it does
- 84% of parents/carers agree/strongly agree that overall, they are satisfied with their child's education at the school
- 100% of processes for probation/contract teachers and experienced teachers and performance management for administration are documented and implemented.

### Directorate Priority areas covered with this priority

Inspirational teaching and leadership

### Progress

The school's enrolment increased from approximately two hundred and fifty in 2013 to over three hundred and eighty in 2014. In terms of class groups, this represents an extra seven classes in 2014. In addition, the school's Early Intervention Unit provided an intervention program for 3 and 4 year old children who were identified through the Directorate processes. The Learning Support Unit had its inaugural year, enrolling 6 students into a kindergarten to year 3 program.

The development of administrative practices to keep pace with increases in school growth were key achievements in 2014. Improved enrolment procedures were implemented to support both the increase in demand for enrolment and the changed Education and Training Directorate (ETD) requirements for online enrolment. The Directorate also changed the timeline associated with preschool enrolments, and the school responded by increasing and relocating resources in order to comply with the new requirements.

In 2014, a suite of policies was developed, including medical management processes, in preparation for the accreditation of the preschool by the regulatory authority, the Children's Policy and Regulation Unit. These policies included: Determining Responsible Person policy, Delivery and Collection of Children policy, Water policy, Nutrition, Rest and Active Play policy, Dealing with Medical Conditions policy and excursion and first aid addendums. A range of administrative processes were further developed and documentation reviewed in 2014, including purchasing processes, excursion/incursion procedures, staff absence and leave records, new student procedures and internal resource audits. All staff were familiar with and utilised the administrative procedures.

Promoting effective communication amongst staff is essential to well being and productive staff relations. During 2014, formal structures for communication included weekly Staff Circles and Leadership Circles, weekly ePACT in teaching teams, regular administrative meetings and team meetings. Weekly Staff Bulletins and daily updates were prepared for staff information. Sixty five percent of staff indicated in the satisfaction survey that there was effective communication amongst all staff. In following up on this survey question with staff, there was agreement that communication itself was strong, but that the key areas for improvement in 2015 should include timeliness of the provision of information, supporting new staff in relation to on-going induction and confidence to seek information, as well as exploring ways to enhance communication in relation to the intense activity of a school environment.

In relation to our targets to improve staff satisfaction survey results the targets of 80% we set for all questions were met for all but one question.

*Table: Staff satisfaction survey results Neville Bonner School 2014*

<b>Staff Satisfaction Survey</b>	<b>2014 Result</b>	<b>Target</b>
All staff agree/strongly agree that students are getting a good education at the school.	89%	80%
All staff agree/strongly agree that the school has high expectations in all that it does.	83%	80%
All staff agree/strongly agree that indicate they are satisfied with the school overall.	71%	80%
All staff agree/strongly agree that overall they are satisfied with their work at the school.	83%	80%

Source: 2014 School Satisfaction Surveys, September 2014

In relation to our targets to improve parent/carer satisfaction survey results, 81 percent of parents/carers agree/strongly agree that the school has high expectations in all that it does, this result exceeded expectations. In addition, the proportion of parents who indicated they strongly agree/agree that they are satisfied with their child's education at the school was only one point off the anticipated target (see table below).

*Table: Parent/carer satisfaction survey results Neville Bonner School 2014*

Parent/carer Satisfaction Survey	2014 Result	Target
Parents/carers agree/strongly agree that the school has high expectations in all that it does	81%	79%
Parents/carers agree/strongly agree that overall, they are satisfied with their child's education at the school.	83%	84%

Source: 2014 School Satisfaction Surveys, September 2014

### Priority 3

Establish and foster productive partnerships, which define the school's place, identity and role in the community and beyond

#### Targets

By the end of 2014:

- 88% of parents/carers agree that community partnerships are valued and maintained.
- 74% of parents/carers agree that their child's learning needs are being met
- All K-6 children access programs hosted in the Aboriginal and Torres Strait Islander Learning and Cultural Centre a minimum of 3 times per term. Preschool children have access to the Centre in the second half of 2014.
- 60% of students indicate that they feel included in decision making

#### Directorate Priority areas covered with this priority

Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

#### Progress

The development of family and community connections continued to develop as a feature of our school during its second year of operation in 2013. The school year began with a Family Fun Night hosted by the school staff to provide the opportunity for families to meet each other and the staff. This event was well attended and assured its place as a regular event on the beginning of the year school calendar.

The Parents' and Citizens' Association (P&C) conducted numerous fund raising events, including barbecues at retail outlets, further connecting our school to the broader community. These events raised over \$13,000. The P&C organised many events for the children including Discos, movie nights, end of term celebrations and special lunch days. The P&C also operated the school canteen on one day per week, providing nutritious lunches for Preschool to Year 6 children. In addition, the P&C partnered with *Mingle* (ACT Government Land and Planning Authority) to host a garage sale for local residents. *Mingle* also worked in collaboration with the school to host a series of community cooking lessons in the school's Aboriginal and Torres Strait Islander Learning and Cultural Centre. The excellent work of the P&C, coupled with the partnership with *Mingle*, has had a significant positive impact on the growth and connectedness of our school and local community. The P&C has an embedded role in the work of the school, with 81% of staff indicating that they understand the role of the P&C. The School Board continues to establish its leadership role in our new school and its purpose is understood by 69% of staff (as indicated in the system satisfaction survey data).

The school also demonstrated its place in the community through regular renting of the buildings to local organisations. These include an Aboriginal and Torres Strait islander youth group, martial arts groups and church groups. The school houses these programmes each week night and on weekends.

Early Intervention Programmes (to support three and four year old children who have identified needs) at Neville Bonner Primary School served the Gungahlin community. A Cranleigh School outreach Early Intervention Programme was housed at Neville Bonner Primary School, in addition to the school's own Early Intervention Unit.

In 2013, the school established play groups to enable parents and young children in the local area to gather and connect in a relaxed and friendly environment. Play group also creates an important home/school connection with families prior to their children commencing with us in preschool.

The promotion of opportunities for students to increase involvement in a range of arts and sporting activities was a focus for 2013. In addition to involvement in sporting carnivals at district and state level (mentioned elsewhere in this Report), an array of sporting organisations ran programmes for the children during the school day. These included soccer, Australian Rules amongst other sporting codes. Children from Kindergarten to Year 6 participated in these learning activities.

A partnership with ACT Academy of Music was established during 2013, providing the opportunity for children to undertake music tuition in a range of instruments. Canberra Youth Theatre led a day of activities to encourage student interest in theatre and drama, and subsequently offered the opportunity for an out of hours theatre workshop.

Developing opportunities for increased student voice in our school community was a focus for 2014 under this Priority. The school House system was established with staff, community and children voting on the theme for House names. The winning theme, from the Ngunnawal language, was 'weather concepts'. Years 5 and 6 students finalised the Houses by voting for the particular names. Year 6 students became House leaders and the House system quickly became an institution in the organisation of a range of sporting and academic events. The House names were determined to be:

Garrit (blue) meaning rain; Murungul (green) meaning thunder;

Winyu (yellow) meaning Sun; Kanbi (red) meaning fire.

Student Council hosted a number of fund raising events (for example: Diabetes – Walk for a Cure and Epilepsy Australia), and held a stall for children to participate in craft activities for significant community celebration days, such as Mothers' and Fathers' Days.

The Year 6 LEADS programme was established in 2013, providing the opportunity for year 6 students to develop their leadership skills and community mindedness. This programme was well received by students and evidence of their growth as leaders was clearly visible over the progress of the program. Its success will see it further developed in 2015.

A broad range of community groups and local organisations partnered with the school in 2014 to provide interesting and supportive opportunities for the children. These included;

- Thunderstone – Aboriginal cultural group
- Hatching Chicks
- Gungahlin College (sport mentoring and programs)
- Musica Viva – The Song Company
- Hall School Museum – in conjunction with Australian Education Union and EDT
- 'Jam on Toast' workshops with musician James Madsen
- Rostrum – public speaking

The success of the opportunities provided to the children is evidenced in their responses to the system satisfaction survey - ninety five percent of students agreed that the school gave them opportunities to learn interesting things, whilst eighty seven percent said that they liked being at their school.

The establishment of programmes in the Aboriginal and Torres Strait Islander Learning and Cultural Centre was a significant key strategy for 2014. Not only was the Centre utilised by community groups, professional organisations and staff for professional learning, it became a hive of activity for student kitchen/garden and sustainability education on a daily basis. All Learning Groups utilised the Centre across all terms of the year. The Year 6 LEADS programme was also based in the Centre.

Neville Bonner Primary School is an active member of the North Canberra/Gungahlin Education and Training Directorate (ETD) Network as well as the Gungahlin cluster of schools. The Principal liaises regularly with other local school principals and in 2015 we look to furthering cross school relationships to enable teachers to share practice and enhance learning outcomes for students, particularly in the area of English as an alternate language or dialect (EALD). During 2014, leadership team members were active in their attendance at network meetings and Directorate initiatives, participating in approximately 95% of opportunities.

The school and community was proud to nominate our Building Services officer, Robert Brunato for a Public Education Award to acknowledge his outstanding contribution to the school.

By the end of 2014 the following progress against our targets can be reported:

- 100% of K-6 children accessed programs hosted in the Aboriginal and Torres Strait Islander Learning and Cultural Centre a minimum of 3 times per term. Preschool children had access to the Centre in the second half of 2014.
- 84% of parents/carers agreed that their child's learning needs are being met, above our target.
- 79% of parents/carers agreed that community partnerships are valued and maintained, slightly below the target.

### **Preschool Unit- Quality Improvement**

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

In 2014 the Preschool was formally assessed under the National Quality Framework. The service was rated overall at *Exceeding National Quality Standard*, receiving an 'exceeding' rating in all quality areas.

### **Education program and practice**

Decision making in the preschool curriculum maximizes each child's learning and development opportunities by:

- Providing support for children's learning in relation to their identity, connection with community, well being and confidence as learners
- Assessment of each child's learning is part of an ongoing cycle that includes planning, documenting and evaluating.

- Provision of meaningful experiences that follow the children’s learning
- Flexible programs that follow children’s interests, abilities and cultures
- Purposeful intentional teaching
- Critical reflection on children’s learning informs future planning

### **Children’s health and safety**

Each child’s health and safety needs are consistently supported, monitored and promoted by:

- Modelling a positive attitude towards healthy habits that give children opportunities to learn skills for life and develop a strong sense of well –being and self-confidence
- Creating strong communication channels with families about each child’s health needs, with great consideration in respecting children’s needs in practice
- Ensuring effective processes are in place to assist staff when responding to individual needs to assist in providing quality care
- Creating consistent policies and procedures which are applied by and communicated with all staff
- Maintaining a clean and healthy environment which is an enjoyable place for the children, their families and the educators.

### **Relationships with children**

The Respectful Relationships Framework is a high priority across the whole school and is evident in the preschool environment. This has resulted in a relaxed and happy atmosphere where respectful interactions and conversations are routine. This is evidenced through:

- Consistent emotional support to contribute to the strong sense of wellbeing for each child
- Warm and respectful interactions between adults and children
- Educators modelling interactions that support children to develop relationships that are enjoyable, caring and respectful.

It has been noted in the preschool’s assessment and rating that the children responded to interactions in the same way as the educators, with respect, compassion and understanding. The educators’ nurturing and respectful interactions show respect for the dignity, and worth of each individual regardless of race, colour, gender, language or religion.

### **Staffing arrangements**

Staffing arrangements enhance children’s learning and development to ensure their safety and wellbeing. This is achieved by:

- Strong partnerships based on shared goals between educators, forming a strong foundation of understanding each other’s strengths and knowledge
- All preschool educators are qualified to support the delivery of quality early childhood education programs

- Significant release time is scheduled to enable educators time to plan and reflect upon children's learning and development in all learning outcomes
- Carefully planned rosters ensure that continuity of care is supported and beneficial to the children's learning and wellbeing
- Professional attitudes of the educators in undertaking to achieve the objectives of the National Quality Framework and a strong commitment to implementing best practices

As a result of this, educators are able to direct their full attention to their work with children in the learning area, implement best practices and contribute to high quality learning experiences for the children.

### **Leadership and management**

The leadership and management of the preschool promotes a positive organizational culture and builds a strong professional learning community. This is evidenced by:

- Strong induction processes and the work of the Principal to assist educators in their professional learning
- A positive and encouraging educational leader keeps staff motivated and enthusiastic about continual improvement and reflection
- A statement of philosophy guides the preschool and is consistently evident in all aspects of operation
- Professional development plans are in place for all staff, these sound processes give educators the opportunity to develop as professionals
- Effective administration and records management assist in delivering quality education, establishing strong partnerships with families and on the educators' professional development.

The supportive leadership and management practices has enabled the establishment and maintenance of a professional workplace where the management team and the educators communicate openly in supporting the best interests of the children.

### **Physical environment**

Our preschool boasts vibrant, flexible, creative and stimulating learning environments for children. This is evidenced through:

- The physical space and carefully planned arrangement of resources and furniture allows children to access different areas, move between spaces, explore, experiment, create and express themselves
- Spaces are responsive to the interests and abilities of all children, ensuring they cater for all different learning abilities, capacities and learning styles
- Educators consistently demonstrate professional standards by maintaining the space in a clean and inviting manner for children and their families
- The use of natural resources takes the children's learning to a new dimension, to give them opportunities to understand the natural world in which we live
- Sustainable practices are embedded in preschool operations.

As a result of this, educators are able to spend valuable time interacting with children in engaging learning experiences.

### **Collaborative partnerships with families and communities**

We have a culture of open communication, characterized by friendly conversation between families, educators, and children. This is evidenced by:

- Regular volunteers and visitors including grandparents who spend time with the children and assisting educators
- Educators are aware of the diversity of families and communities attending our preschool and ensure that different family practices, values and beliefs are included in daily practices
- Educators acknowledge that families are the primary influence in a child's life and incorporate the ideas and feedback provided by families seriously
- Effective links are made between the preschool and external support agencies.

As a result of these partnerships, families feel welcome to work in collaboration with educators to support children.

## 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.

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 1425.

### Voluntary contributions

This school received \$7,584 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

### Reserves

Nil

<b>Financial Summary</b>	
	31-Dec-14
<b>INCOME</b>	
Self management funds	302,695
Voluntary contributions	7,584
Contributions & donations	7,647
Subject contributions	21,222
External income (including community use)	19,199
Proceeds from sale of assets	0
Bank Interest	6,975
<b>TOTAL INCOME</b>	<b>365322</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	110,277
Cleaning	110,916
Security	737
Maintenance	14,879
Mandatory Maintenance	
Administration	10,322
Staffing	
Communication	14,796
Assets	14,968
Leases	
General office expenditure	38,216
Educational	80,936
Subject consumables	
<b>TOTAL EXPENDITURE</b>	<b>396051</b>
<b>OPERATING RESULT</b>	<b>-30399</b>
<b>Actual Accumulated Funds</b>	<b>158238</b>
Outstanding commitments (mir	0
<b>BALANCE</b>	<b>127839</b>

## Endorsement Page

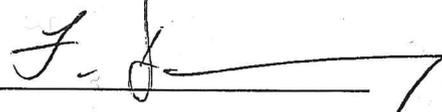
I declare that the Neville Bonner Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
  - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### MEMBERS OF THE SCHOOL BOARD

**Parent Representative:** Ashraf Ghanem Vicki Mc Mellon Paul Costanzo  
**Community Representative:** Fleur Joyce  
**Teacher Representative:** Simon Barker Steve Vukelic  
**Board Chair:** Ashraf Ghanem  
**Principal:** Fran Dawning

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 2014.

**Principal Signature:**  **Date:** 20.3.2015

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

**Board Chair Signature:** Ashraf **Date:** 23.3.15

Ghanem

Digitally signed by Ashraf Ghanem  
 DN: cn=Ashraf.Ghanem,  
 o=University of Canberra,  
 ou=Faculty of ESTEM,  
 email=ashraf.ghanem@canber  
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 Date: 2015.03.23 09:39:26  
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