



# Latham Primary School

## 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 Board has had a very active 2017, as a group we have worked well together, shared success, respected each other's views and opinions and had some fun!

During the year, we have reflected on our roles and responsibilities as a Board and where we fit within the school administration team and Parent & Community Association Committee. We spent time reviewing and understanding the framework provided in the Directorate's School Board Manual and this has shifted our attention and focus to be more strategic about our planning and objectives.

We have updated the Board page on the school website to provide the community with a clear understanding of the Boards roles, responsibilities and current members along with a school board email address that is promoted for the community to contact.

A significant amount of work went into developing and approving the School Homework Policy. The development of the policy was achieved through consultation with our principal, teachers, students and their families. This was supported with accredited research and current thinking. A draft policy was released in August for the 6 week community consultation process. The feedback we received was positive and the policy was approved as originally drafted.

Historically voluntary contributions had not reached expectations. The Board reviewed the format of the letter and timing it was circulated. Context and background was added to the contribution letter to provide insight and the circulation date was changed. This resulted in a positive uplift in voluntary contributions received by the school.

The monthly monitoring of finances against the school budget provides several challenges to the Board. The existing budget reports are unique to the Directorate and require constant interpretation and clarification to accurately monitor. One of our biggest challenges relates to the regular works required to maintain our school building, specifically whether the Directorate will cover the costs of repair or whether we need to find money from our educational funds or voluntary contribution funds to cover these costs. The Board is working towards funding a master building plan. This will provide the framework for future development and refurbishment of the school building to ensure that the educational needs of the Latham community can be met into the future.

In 2018, the Board will continue with its strategic focus and commence updating the school community by publishing regular communications on the Board page of the school website. This will provide the school community with visibility of Board deliberations and outcomes. The communication will also provide progress updates against the Annual Action Plan.

Justin Kerslake  
Board Chair

## School Context

Latham Primary School is a small school in the Belconnen region. Our students live primarily in Latham and surrounding suburbs. We increased our kindergarten to year 6 enrolment numbers slightly from last year (10 additional students) and have had very limited mid-year movement. Enrolments in the preschool remained at capacity throughout the year and as a result some families took up places at neighbouring schools. We have two more Aboriginal students than the same time last year, and four more students who come from a language background other than English.

## Student Information

### *Student enrolment*

In 2017 there were a total of 274 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	151
Female	123
Aboriginal and Torres Strait Islander	6
LBOTE*	42

\*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	93.0
1	92.0
2	94.0
3	93.0
4	93.0
5	92.0
6	90.0

Source: Planning and Analytics, December 2017

The school staff works closely in a personalised approach with families to encourage full attendance. Students with attendance concerns are discussed and tracked at weekly executive meetings, ensuring that no child inadvertently escapes our notice. If a student is absent for three consecutive

days, the class teacher phones the parents. If no contact is made and the period of absence continues without explanation, the executive team leader will follow up with an additional phone call. In occasional cases a student may have attendance issues that require a personalised attendance plan to be developed collaboratively between parents, student and teacher. In the case of persistent non-attendance we engage the support of the Network Student Engagement Team (NSET) and make a report to Child and Youth Protection Services.

We note that this is the first time in five years that all year levels have had attendance percentages equal to or greater than 90 percent.

## 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	31

Source: Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of [INSERT SCHOOL NAME] 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	24
Teaching Staff: Full Time Equivalent Permanent	18.60
Teaching Staff: Full Time Equivalent Temporary	2.60
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.27

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 are no Aboriginal and Torres Strait Islander staff members at this school.

We had seven new staff start working with us this year; four started at the beginning of the year and three joined us during the year to replace two teachers who took maternity leave and one who moved to work in the Northern Territory. Of these seven staff, five worked full time and two worked part time. One new staff member has joined our leadership team as a School Leader C.

## School Review and Development

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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.

Latham Primary School will be reviewed in 2020. A copy of the most recent validation report (2012-2015) 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, 78% of parents and carers, 100% of staff, and 83% 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 24 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.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	83
Students feel safe at this school.	88
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	92
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	88
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	88
Staff are well supported at this school.	83

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 77 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.	88
Teachers at this school provide my child with useful feedback about his/her school work.	73
Teachers at this school treat students fairly.	77
This school is well maintained.	87
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	72
My child likes being at this school.	90
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	71

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 67 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in years 5 and 6 in agreement with each national opinion item**

National opinion item	
My teachers expect me to do my best.	97
My teachers provide me with useful feedback about my school work.	87
Teachers at my school treat students fairly.	75
My school is well maintained.	89
I feel safe at my school.	86
I can talk to my teachers about my concerns.	75
Student behaviour is well managed at my school.	55
I like being at my school.	79
My school looks for ways to improve.	95
My school takes students' opinions seriously.	78
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	97

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

### 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: Latham Primary School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	53	104	38	50
ACT	51	124	39	55

Source: Planning and Analytics

We had quite a disrupted year in kindergarten this year which was evident in staff change and an increase in challenging student behaviours. For the first time for a number of years we combined the two kindergarten classes which we feel also contributed to the negative student growth. We did invest in significant student support in kindergarten in the form of both Learning Assistance and

additional support assistant hours. By the end of the year 17 kindergarten students had individual documentation to support their learning; Learner Profiles, Individual Learning Plans and/or Behaviour Support Plans.

## 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, 3.00 % of year 3 students and 0.00 % of year 5 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: Latham Primary School 2017 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	432	442	468	517
Writing	395	412	434	475
Spelling	398	411	455	494
Grammar & Punctuation	435	441	464	503
Numeracy	418	417	466	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

### Physical Education

Latham Primary School has continued to promote a culture of health, physical activity and sport during 2017 in order to develop the whole child and maximise their potential. In 2017 a new Physical Education (PE) specialist teacher joined the staff and all students from preschool to year 6 participated in PE lessons once per week, as well as participating in other PE lessons and opportunities for physical activity delivered by class teachers. The focus of specialist PE lessons in the junior school continues to be the Fundamental Movement Skills Program which has had a significant positive effect on students in PE classes as well as in their daily life in the school as a whole. Whilst senior classes worked on fundamental movement skills, they also participated in modified sports activities as well as 'games sense' and 'sport education' models of PE. The whole school came together to put skills into practice at both the Cross Country and Athletics Carnivals. A swimming program was offered to students from kindergarten to year 6 and 130 students availed themselves of this opportunity.

Latham Primary School has continued working with the Australian Sports Commission's Sporting Schools Program, which has provided funding for students to participate in specialised coaching

clinics in tennis, orienteering, AFL, and gymnastics. The school has also used the funding to purchase a range of sporting equipment.

### Japanese

In 2017 Japanese was taught to all students from Preschool to Year 6. In Preschool the students were introduced to the language through songs and other activities such as counting. In Kindergarten the students started to learn how to ask and to say simple questions and responses such as 'What is your name?' and 'My name is...'. In Year 1/2 the students focussed on talking about the weather. In 3/4 the learning focus was on transport and talking about going places. In 5/6 the learning focus was on shopping and money. To support the students learning hiragana in Years 3-6 they were introduced to step tests. These allowed the students to demonstrate their knowledge of the hiragana alphabet and their achievements were displayed on a picture of Mt Fuji.

Throughout the year the students also learnt about different cultural traditions. This included the students making an origami sakura (cherry blossom) flower to contribute to a giant cherry blossom tree that covered one of the walls in the Japanese room. For Children's Day the students made origami koinobori (carp shaped kites).

In Term 3 the classroom received four low tables and cushions. The students were introduced to the custom of taking off their shoes before entering the classroom and then sitting on a cushion at the low table. All students embraced the opportunity to do things the Japanese way.

### The Arts

Since its inception in 2012, the Performing Arts program has been a wonderful learning experience for our students providing them with the opportunity to develop their creative skills and talents in the areas of music, drama and dance. As well as providing weekly lessons in the performing arts, the students are also given the opportunity to showcase their talents and love of performing in other programs over the course of the year.

Latham continued to partner with the Instrumental Music Program (IMP) in 2017 which provided students from years 4 to 6 with the opportunity to learn a band instrument with qualified music instructors for a fraction of the cost of private music tuition. Unfortunately this year we saw the end of an era as we said goodbye to our final flute group but not before they wowed us with their wonderful playing abilities at both school events and the piece de resistance – Bandstravaganza at Llewellyn Hall. 2017 also saw the launch of our brand new band instrument - the ukulele. This change of direction was met with much excitement from the students and throughout the year they strummed and sang their hearts out at many events including the school fete and concert.

The year 3 – 6 school choir proved to be very popular in 2017 with over 40 members delighting audiences with their fabulous renditions of popular songs both old and new. We were very fortunate to secure one of our very talented parents to assist with training the students in singing as well as accompanying them on the keyboard. The students once again were provided with many opportunities to dazzle audiences at both community and school events. 'Spiral' and 'Singfest' this year being extra special as we were able to incorporate a few ukulele band members to play as accompanists on selected pieces giving their performance that extra 'wow' factor!

### Enrichment

In 2017 the students were introduced to enrichment. The aim of enrichment is to provide students with different skills that are developed over time. The Australian Curriculum General Capabilities underpin the learning during enrichment sessions. In semester one students were offered the following opportunities; GLEE Club, puppet making, table tennis, henna tattoos, 3D Dragon craft, computer coding, science / art, dancing, chess, board games, paper craft / origami fitness, cooking,

soccer, science, painting or pottery. In Semester Two the opportunities offered included; ultimate frisbee, bucket drumming, science, board games, fitness, pottery, volleyball, embroidery, origami, table tennis, dancing, chess, cooking, henna, STEAM, crochet, puppet making, singing, Lego, rock art, friendship band making, musical instrument making, bike riding, passion projects and Christmas craft.

Students completed a nomination form through Google Forms in which they identified their five preferences for activities. The results were compiled and in most instances the students were able to participate in their first preference.

In early Term 3 an assembly was held to celebrate the achievements of students in enrichment. The feedback from students, parents and staff was overwhelmingly positive and so it will be continued in 2018.

## 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	167356.97	131668.97	299025.94
Voluntary contributions	6145.00	2800.00	8945.00
Contributions & donations	10554.58	627.40	11181.98
Subject contributions	2590.00	0.00	2590.00
External income (including community use)	7045.36	7981.02	15026.38
Proceeds from sale of assets	642.35	0.00	642.35
Bank Interest	2043.96	2201.50	4245.46
<b>TOTAL INCOME</b>	<b>196378.22</b>	<b>145278.89</b>	<b>341657.11</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	30418.28	44076.65	74494.93
Cleaning	36258.85	39224.16	75483.01
Security	0.00	0.00	0.00
Maintenance	52881.89	-1385.71	51496.18
Administration	1232.76	1755.36	2988.12
Staffing	19378.94	1086.67	20465.61
Communication	4799.70	2905.80	7705.50
Assets	18274.31	2751.73	21026.04
General office expenditure	7076.31	9220.74	16297.05
Educational	15539.86	19338.95	34878.81
Subject consumables	1990.00	0.00	1990.00
<b>TOTAL EXPENDITURE</b>	<b>187850.90</b>	<b>118974.35</b>	<b>306825.25</b>
<b>OPERATING RESULT</b>	<b>8527.32</b>	<b>26304.54</b>	<b>34831.86</b>
<b>Actual</b> Accumulated Funds	53501.96	76955.96	62228.96
Outstanding commitments (minus)	-16.32	0.00	-16.32
<b>BALANCE</b>	<b>62012.96</b>	<b>103260.50</b>	<b>97044.50</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$2386.36.

## 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
School Master Plan Phase 1	\$16,544.00	Mid 2018
School Master Plan Phase 2	\$3,183.00	End 2019

## Endorsement Page

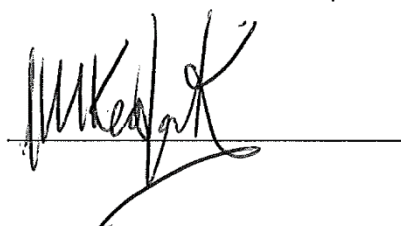
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### Members of the School Board

<b>Parent Representative(s):</b>	Justin Kerslake	Sharon Brookes	Regina Denman
<b>Teacher Representative(s):</b>	Stephanie Wilson	Sharee Harrild	
<b>Board Chair:</b>	Justin Kerslake		
<b>Principal:</b>	Liz Bobos		

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

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 / 2018