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The school website is: http://www.arandaps.act.edu.au

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Aranda Primary School
Banambila St
Aranda ACT 2614

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INTRODUCTION TO SCHOOL

Aranda Primary School was opened in 1969. The suburbs of Aranda, Bruce and Cook are the priority enrolment areas. Children out of area may enrol if places are available. The school has a very strong commitment from its local community it also has a reputation for its academic achievements, environmental awareness and strength in personal development.

STUDENT INFORMATION

Student enrolment

Males: 221   Females: 218   Total: 439

The number of LBOTE students has increased each year from 2004. In 2008, 86 students representing approximately one quarter of the Aranda Primary School population were in this category, a number which has almost doubled in the last four years. Students from China, India, Pakistan and Sri Lanka make up the major LBOTE groups at Aranda Primary School.

Aranda commenced 2008 with 18 classes. On the retirement of a year 1/2 class teacher, six Year 1/2 classes were collapsed into five, making 17 classes for the rest of the year. 2008 was the first year at Aranda that the classes were structured as all multiage with the exception of kindergarten. At the end of 2007 Cook Primary closed and 20 more families moved their children to Aranda Primary School.

In November 2008 70 percent of enrolments were from the Aranda, Bruce and Cook priority enrolment area.

Student attendance

The average attendance for students this year was 93.4 percent of school days.

STAFF INFORMATION

Teacher Qualifications

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

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4%</td>
</tr>
</tbody>
</table>

Teacher Retention

Teaching staff employed and promoted in ACT public schools since 1999 are subject to mobility provisions. Under these provisions, teaching staff are required to transfer to another workplace after a given period of time.

The proportion of staff retained from last year is approximately 84 percent.

Two teachers transferred on mobility and the principal retired. During the year two more teachers retired.

Staff Attendance

In 2008, average staff attendance was 97.06 per cent of school days.

VOLUNTEER INFORMATION

Volunteer Hours:
- canteen: 600 hours
- reading: 1 200 hours
- uniform shop: 80 hours
- excursions: 72 hours
- sporting Carnivals: 90 hours
- other, such as arts, environment: 200 hours.

Total: 2 242 hours.
SCHOOL REVIEW AND DEVELOPMENT

The ACT Department of Education and Training Strategic Plan 2006-09 provides the framework and strategic direction for the school’s plan. This is supported by the School Excellence Initiative which is the overarching framework for achieving high standards in student learning, innovation and best practice in ACT public schools. The School Improvement Framework supports schools in striving towards school excellence.

All ACT public schools participate in a cycle of school review and development. A key component of this process is the use of data to inform the school plan.

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 2007 the school undertook a system survey to gain an understanding of its satisfaction levels at that time. Results from that survey indicated that 93 per cent of parents and carers, 96 per cent of staff, and 90 per cent of students (year 5 and above) indicated they were satisfied or highly satisfied with the school.

These results as well as the continual review of school performance across the four domains of schooling (teaching and learning, student environment, leadership and management and community involvement) contributed to the development of the school plan. This plan is available on the school website at http://www.arandaps.act.edu.au

PROFESSIONAL LEARNING

Staff at Aranda primary School undertook a number of professional learning opportunities with a view to improving student outcomes, one of which was an introduction to the Quality Teaching framework. This was held over several sessions where teachers were able to become familiar with the elements of the framework and had opportunities to discuss how this might inform teaching practice at Aranda Primary School.

Beginning teachers at Aranda Primary School and those new to the school participated in Count Me professional development. Those already using the program in the classroom attended network meetings to maintain current best practice.

One staff member undertook two weeks of summer school at the beginning of the year to increase her understanding of the processes of teaching numeracy and the research based theory behind the notion of best practice in mathematics teaching. This was presented at a staff meeting with sharing of information and resources. Other professional learning in numeracy included a whole staff mathematics assessment workshop with a focus on the use of open ended tasks for moderation.

Three sessions on KidsMatter were led by the ACT project officer. These covered social and emotional learning, parenting support and education and early identification for students experiencing mental health difficulties.

An introduction of You Can Do It was provided for new staff, along with a refresher and update for those who have been using the program over a period of time.

LEARNING AND ASSESSMENT

Performance in Literacy and Numeracy

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, grammar and punctuation, and numeracy.

The following information shows the percentage of students at this school achieving at or above the national minimum standard in the five domains across literacy and numeracy.

Note: Confidence intervals have been provided to reflect the level of uncertainty associated with the measurement of student achievement and provide a way of making improved inferences about the achievement of students.
reading has been a long term focus in the early childhood classes and a renewed focus on the resourcing of books for students in years 3 to 6 and focused professional development has meant a more consistent approach to guided reading in years 3 to 6.

In both spelling, and grammar and punctuation there were fewer students in the lower band than the territory average and more students in the upper bands than the territory average.

A clear area for development is in the area of writing where our students performed slightly below territory average. Boys performed slightly above territory average for boys, while the girls performed slightly below the territory average for girls.

In 2007 there was a school wide focus on writing and the excellent results in ACTAP in that year for both years 3 and 5 reflect this. While punctuation and grammar, and spelling are strong there needs to be a stronger focus on the authorial aspect of writing for 2009.

Year 5 Analysis

In Year 5 student results were well above territory mean in all aspects of the NAPLAN testing. A considerable strength is in the areas of reading, writing and grammar and punctuation and for all students. While all students performed strongly in numeracy, it is a considerable strength for the boys in this cohort. Year 5 LBOTE students at Aranda Primary School achieved excellent results in reading, writing and spelling, where they achieved higher than the territory mean for both LBOTE and all students.

In 2009 there will be a continued emphasis on assessment to inform teaching in Reading, Writing and Numeracy.

The following information indicates the percentage of students who were exempt from NAPLAN based on nationally agreed criteria.

No students in year 3 were exempt.

No students in year 5 were exempt.

NAPLAN provides a strong basis for targeted improvement for whole cohorts, groups of students with a common learning need, and individual student support or extension.

Year 3 Analysis

In relation to reading and numeracy current pedagogical practices have ensured student results continue to be above the territory average. Year 3 LBOTE students at Aranda Primary School achieved excellent results in reading, writing spelling and numeracy, where they achieved higher than the territory mean for both LBOTE and all students. A focus on Count Me in Too for all early childhood teachers and continuous diagnostic assessment in all classes in the school has led to continuing good outcomes.
TEACHING AND LEARNING

In our school plan the identified priority for this domain is to deliver a curriculum that supports and maintains and improves student outcomes in literacy, numeracy and integrated studies.

This priority has three objectives and is being addressed in the following ways:

Objective 1.
Demonstrate that student outcomes in Literacy, Numeracy and Integrated Studies show value added:
- Essential Learning Achievements (ELAs) as per the Every Chance to Learn Curriculum Framework are embedded in the English, mathematics, Health and PE and languages documents.
- in 2009 the arts and integrated studies curricula will be reviewed in order to embed ELAs.
- teachers are using ELAs in their programming and documentation of units of work
- reports have been reviewed and are now in line with ELAs, and portfolio samples reflect ELAs in descriptors and outcome statements
- reading levels K to 6 are now on a central data base with all teachers having access to this information to inform teaching and student grouping
- team planning ensures consistency and enables grouping across grade levels for any literacy and numeracy focus
- mathematics assessment across grade levels informs teaching and targeted groupings including enrichment groups
- teachers have been focusing on developing inquiry based units of work with clearly stated outcomes and assessment tasks.
- There will be a continued focus in 2009 on developing integrated inquiry based units of work supported by the expertise of specialists in this area including Kath Murdoch.

Objective 2.
Upgrade IT infrastructure to enable greater access for improved student outcomes:
- plans are in place for the upgrading of the IT infrastructure with board approval and architects drawings for a computer lab
- the survey conducted in 2007 showed the need to have upgraded facilities that are reliable, and on site support for in time trouble shooting. To this end IT Support person was employed in addition to Departmental IT staff
- four interactive whiteboards were acquired from Cook School and installed for teacher use by the middle of the year
- the focus for IT professional development for 2008 was using the interactive whiteboards effectively to enhance pedagogy used within the classroom setting.
- beginning and more experienced teachers were able to access appropriate external professional development and invited IT experts to meet the specific needs of both individual teacher and teaching teams.

Objective 3.
Increase teachers’ ability to develop and refine their practice through the use of tools such as Quality Teaching Model (QTM):
- teachers were introduced to the elements of the QTM through using the Quality Teaching manuals and the DVD developed specifically for ACT schools at a series of professional development staff meetings
- teachers have used opportunities to focus on a specific element as an issue for discussion at team meetings
- professional development at a cluster level is planned for the beginning of 2009
- it is planned that QTM will be a focus for Professional Pathways for 2009.
STUDENT ENVIRONMENT

In our school plan the identified priority for this domain is to maximise the positive social, emotional and physical environment at Aranda Primary School.

This priority has two objectives and is being addressed in the following ways:

Objective 1.
Explore a range of strategies and programs to enhance social and emotional learning.

In 2008 Aranda implemented KidsMatter (KM), a national mental health promotion prevention and early intervention initiative aimed at primary school aged students. KidsMatter builds on the work that Aranda is already doing in relation to addressing the mental health of our students. The four components are:

- a positive school community
- social and emotional learning for students
- parenting support and education
- early intervention for students experiencing mental health difficulties.

During 2008 Aranda staff completed professional development in all four components with the ACT project officer, Judanne Young. An active KM committee met fortnightly to discuss priorities and implementation strategies.

All staff attended a full day professional development on YCDI at the beginning of year. This had two main objectives. The first was to introduce new staff to YCDI to enable them to effectively implement the program in their classrooms. The second was to familiarise existing staff with the revised version of the program and reignite the passion for the program.

The language of YCDI, of succeeding and success, is embedded in our school culture, with the five key foundations being used in our mid year and end of year reports, portfolio samples following activities such as camps, and as awards in junior assemblies. In 2009 a scope and sequence for emotional and social learning will be developed to align with our current You Can Do It (YCDI) Program.

Buddies continues to be a valued and successful program with children in years 3 to 6 experiencing leadership opportunities, and children in kinder to year 2 having opportunities to interact with older children in a guided structured way. In term 3 year 1/2 students took turns to act as Buddies with the preschool children on a regular basis.

Staff training in first aid, anaphylaxis and Epipen use, Asthma Friendly Schools and mandatory reporting assisted in providing a safe environment for students. The Sunsmart Policy for the school was revised in 2008 to reflect the new Department policy.

The school behaviour management policy has been revised and updated to reflect both the National Framework for Safe Schools and school based best practice.

An inquiry based unit, Learning to Learn, was taught at the beginning of the year, one aspect of which focused on creating positive learning environments conducive to positive social interactions. This assisted in maximising learning for all students.

2008 saw a change in the structure of the school. Composite classes were introduced for all students from year 1 to year 6. Students were able to be placed strategically to better manage ongoing social and behavioural needs. The suspension data for 2007 and 2008 indicates that for a number of students this was a successful strategy.

During 2008 we had a renewed focus on implementing Sustainable Schools practices. All classes and staff participated in an excursion to the Mugga Lane Landfill and Recycling Centre to investigate how Canberra’s waste is processed to motivate students to become active in waste wise practices at home and at school. Each class then became managers of waste at class level with senior students overseeing the processes.

Year 6 Green Force (G Force) students have accepted the leadership challenge to help make a difference by reducing Aranda Primary’s eco footprint. These leaders have committed to:

- model waste wise behaviours (do the right thing)
- promote sustainable practices through newsletter articles, posters, assembly presentations
• attend weekly G Force meetings to reflect on our successes and look for new ways to raise environmental awareness in our community
• support individual classes with recycling stations.

Parents have constructed and planted a vegetable garden which utilises the compost from the classroom with a view to processing the produce for the upcoming 2009 school fete.

Objective 2.
Explore a range of strategies to enhance the physical environment
A major refurbishment of the school is underway and will continue into 2009. The classrooms and corridors in the school have been painted in colour choices made in consultation with staff. New carpet has been installed in all classrooms meaning greater comfort for students. The enhancement of the school will continue with refurbishment of the front offices/foyer and administration area.

New gardens have been created with enthusiastic P and C support demonstrated through the strong attendance at working bees on weekends to plant and maintain school gardens.
LEADERSHIP AND MANAGEMENT
The identified priority for this domain is to build capacity within the Level 1 teachers. This priority was added to the plan in September 2008 as a focus for the newly appointed principal.

The staff profile in 2008 showed that there were two main groups – beginning teachers in their first three years of teaching, and staff due to retire within the next few years.

We had few teachers who were in a position to take on a range of leadership roles and responsibilities. Opportunities were created where these teachers were given time at staff meetings to feed back to staff about professional development they had attended, sharing teaching strategies at team and/or staff meeting, and to lead committees and whole school activities and events such as sporting carnivals, values education and leading team meetings on a rotational basis. Our beginning teachers were also active in areas such as IT support for other teachers, Instrumental Music Program, and choir.

The advisors and supervisors on beginning teacher and contract teacher panels strengthened the support network of the teachers under this supervision. Areas of strength for beginning teachers were acknowledged and utilised where appropriate.

One of the outcomes of the support and opportunities provided has meant an increased interest in teachers applying for higher duties positions both within the school and for outside positions. One of our Level 1 teachers won a position as an Acting SLC in staffing as a result of experience gained while fulfilling higher duties positions at school level.

A short term higher duties position at the school drew two applications from teachers beginning their phase as emerging leaders. In their applications both teachers were able to demonstrate leadership in a range of areas such as curriculum development and whole school initiatives.

There have been new opportunities for decision making in the newly restructured teams. These teams are responsible for a range of issues directly affecting their cohort of students. This includes timetabling issues, agreeing on team goals as part of the Professional Pathways process, making planning decisions, and moderating as a team.

Mentoring of other staff and pre-service teachers was encouraged as part of their Professional Pathways. Mentoring of pre-service teachers is an expectation of staff in the emerging leaders phase of their careers.

Feedback and acknowledgement of performance is an important aspect of professional growth. Public acknowledgement and feedback about staff achievements is given to the community through the newsletter and to staff.
DOMAINS OF SCHOOLING

COMMUNITY INVOLVEMENT
Community involvement continued to be a valued component at Aranda Primary especially as we welcomed many new families from the closed Cook Primary School. We also welcomed many families from other ACT schools, interstate and overseas. The identified priority for this domain is to address the needs of Aranda as a P-6 School. This priority is being addressed in the following ways.

A ‘Meet and Greet’ was organised early in term 1. Many of our new families attended to meet with the teachers and other families and share some refreshments. The LBOTE (Language Background Other Than English) breakfast was also well attended, providing opportunities for existing parents to network with new ones to ease their transition to school life.

As we had set up many shared P and C and Board meetings with Cook parents in 2007, the new Cook families felt welcome and comfortable in their new school. This was evidenced by the number of new families taking on executive positions, including President of the P and C. Over half of the makeup of the P and C for 2008 consisted of parents new to the school.

Three way conferences were introduced early in the year to give parents an opportunity to collaboratively set goals with the teacher and their child. This meant that parents could meet their child’s teacher and alert them at an early stage to any potential special needs, interests and strengths.

The counselor conducted an induction and support program for all new students to the school, with follow-up later in the year to ensure that each new student felt part of their new school community.

The P and C focus for the year was to run a series of community events with the focus on participation of families rather than fundraising e.g. discos, bush dance, tree planting followed by a picnic, and craft groups.

Involvement with the Pre-School increased in a number of ways including:
- preschool teacher and teacher assistant lunch time duty taken by primary school staff members
- regular visits by the three preschool groups to kindergarten classes and kindergarten to preschool
- invitation to preschool for special events such as “Just 50 Words” celebration, Musica Viva performance and annual Calendar Art fundraiser
- buddy visits to the preschool in term 2 and orientation visits in term 4
- attendance by full time preschool teacher at staff meetings and attendance by both preschool teachers at team meetings.

Parents contributed their expertise and experiences by speaking to classes about issues related to their careers and interests. Parents also contributed valuable time by accompanying the junior classes as extra help on excursions to the Botanic Gardens and Wetlands.

To maintain links with Canberra High School, high school students have come across to Aranda Primary School to assist with sporting carnivals, and to run sports sessions with senior classes.

Ginninderra College students assisted with the selection of winners of the “Just 50 Words” writing competition which was a feature of Literacy and Numeracy week.

As part of the School Apprenticeship program a Year 11 student studying Sports Management has been assigned to our school for 18 months. Her main tasks are to:
- assist with carnivals
- assist with the Sports Leadership Program for year 6
- work with teachers and classes on sports skills
- work with specific groups of student to assist them to play harmoniously at recess and lunchtime

Grandfriends’ Day continues to be successful, drawing a great many grandparents and friends from all over Australia.

Parents continue to assist with a range of activities including: Election Day BBQ, maintaining
the ‘Frog Bog’ and vegetable patch, and the Sustainability project as ‘The Green Team’.

There continues to be strong support for junior and whole school assemblies, Learning Journeys, listening to reading, assisting at sporting carnivals, Walking School Bus, library support, canteen, uniform shop and the Aranda Music Program.
FINANCE REPORT

The school has provided the Department 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
- Teacher professional learning funds $1,310
- Principal professional learning funds $256
- School funds allocated to professional learning $4,601.50
- Travel costs associated with professional learning - NIL
- CRS days that have a B code $2,100
- CRS days that have a D code $9,300
- Estimated days that have been used as in-built relief for staff attending professional learning - $0

The average expenditure at the school level per full time equivalent teacher on professional learning was approximately $702.00.

Voluntary contributions
This school received $17,626.00 in voluntary contributions in 2008. These funds were used in 2008 to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2008.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT – improvement in ICT involving purchase of new hardware and software</td>
<td>$30,000</td>
<td>2010</td>
</tr>
<tr>
<td>Photocopier – replacement of current machine when out of contract</td>
<td>$4,000</td>
<td>2009</td>
</tr>
<tr>
<td>Student Computers – replacement of broken and outdated computers</td>
<td>$3,000</td>
<td>2009</td>
</tr>
<tr>
<td>Staff Reserves</td>
<td>$12,990</td>
<td>2009</td>
</tr>
<tr>
<td>Site Enhancement – internal and external enhancement to current buildings</td>
<td>$11,959</td>
<td>2010</td>
</tr>
</tbody>
</table>
I declare that the Aranda 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 –
a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board; or
b) 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 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 for the school.

47 (2) However, the school board must meet at least 4 times a year.

48 (10) The school board must keep minutes of its meetings.

49 Disclosure of interests by members of school boards

49 (3) The disclosure must be recorded in the school board’s minutes and, unless the board otherwise decides, the member (the first member) must not –
a) be present when the board considers the issue; or
b) 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.

Board Chair Sandy Lolicato   Signature ________________________Date: _______________

MEMBERS OF THE SCHOOL BOARD
Bennett, Denise       Bryant Johnson, Lil
Cameron, Julieta     Lutton Cherie
Sheppard, Harriet    Lolicato, Sandy
Lazarus, Annette     King, Tracy

BOARD CHAIR         PRINCIPAL
Name: Sandy Lolicato Name: Cherie Lutton       (Jenny Hughes Acting)
Signature:           Signature:
Date:                Date:

I have sighted this Annual School Board Report and verified the data contained in the report.

School Director: Wayne Chandler
Signature: Date: