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The school website is: www.garranps@act.edu.au.

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Garran Primary School
123 Gilmore Crescent
GARRAN ACT 2605

General Inquiries
Telephone: (02) 6205 5844
MESSAGES

PRINCIPAL’S MESSAGE

Garran Primary School takes pride in our ability to develop each student as a learner, person, community member and contributor to society. The school has as its motto ‘Versatility’ which supports and encourages students to participate in a broad range of academic and non-academic activities.

Student enrolments are close to 55% from out of area, reflecting the high regard in which the school is held. Much of the success of the school can be attributed to the support from a community to whom education is vitally important.

Over thirty different nationalities make up the student population. These students, from diverse cultural backgrounds, enrich the student body and help to make Garran Primary a true multicultural school environment.

2007 has been a very busy and successful year for Garran Primary. The following points highlight some of the year’s many achievements.

• Garran Primary celebrated its 40th Birthday Anniversary with a major community celebration.
• Two parents received ACT recognition through the ACT Government School Volunteer of the Year Award.
• Garran Primary students placed first in the ACT Mathematics Olympiad competition.
• Garran Primary students placed first in the National Tournament of the Minds competition.
• One teacher was recognised as the 2007 recipient of the ACT Excellence in Teaching Award.
• Garran signed on as part of the Sustainable Schools initiative.
• Investing in Our Schools grants close to $150,000 has resulted in major landscaping work, replanting with Australian natives, and new soft fall in junior playground area.
• New computer lab organised and functioning.
• Older School Upgrade work commenced with the upgrade of student toilets and rebuilding of school office and front foyer area.
• New adjustable desks for all junior school classrooms.

Please note that the information contained in this report is a balanced and accurate overview.

SCHOOL BOARD CHAIR’S MESSAGE

In 2007 the School Board was involved in the School Improvement process and continuing development of the 2006-08 School Plan (see page 6). Under Strategic Priority 3 the Board has actively focused on the aspect of ‘Enhance school community relations – Enhance communication between the School Board and parent community’. To address this priority the Board attends P&C meetings, writes reports in school newsletters and has a photograph of Board members in the school foyer. The Board has endeavored to increase communication with parents and actively seeks their input on issues being considered by the Board.

During the year the Board also considered a range of issues and provided comments on departmental policies. In particular the Board worked to increase road safety in the parking areas at the school, communicating with ACT Government on this important issue.

Thanks to all members of the Board for their contributions during the year and to the administrative staff for their support. The Board appreciates the efforts by all members of staff, as well as the many parents who support the school in different ways to the benefit of the children and the school community.

STUDENT REPRESENTATIVE’S MESSAGE

The Student Representative Council is a student body comprising of students from all classes, kindergarten to year 6. During 2007 the SRC process was streamlined into regular weekly meetings with a staff mentor teacher. Student reps brought to the meeting feedback from their own class meetings about issues around the school. The meetings provided an avenue for students to voice their opinions and give suggestions about the day to day running of the school.

The SRC played a role in fundraising for community groups. In 2007 they ran a Dare to be Different Day where students dressed up as adults and gave a gold coin donation to support an Adopt a Kennel program at the RSPCA. They also fundraised for Animal Day to support the Koala Foundation in purchasing trees for new habitats and for our continued commitment of the adoption of two orangutans through the Australian Orangutan Project. The SRC also supported Bandanna Day to raise money for CanTeen. At the end of the year, the SRC organised a Giving Tree with food donations going to the Smith Family and the RSPCA.
ABOUT OUR SCHOOL

BACKGROUND

Garran Primary School opened in 1967 and caters for the complete range of student abilities from Learning Support Units to Gifted and Talented classes. The school has enjoyed outstanding success in many areas – sporting, academic and artistic. The school has as its motto ‘Versatility’ which supports and encourages students to participate in a broad range of academic and non-academic activities.

The school attracts close to 55% out of area reflecting the high regard in which the school is held. Much of the success of the school can be attributed to the support from a community to whom education is vitally important. Over thirty different nationalities make up the student population. These students, from diverse cultural backgrounds, enrich the student body and help to make Garran Primary a true multicultural school environment.

Over the year several school initiatives have been undertaken including the implementation of new student reports; sent home at the end of Semester 1 and Semester 2, Parent Teacher Interviews brought into Term 1, the introduction of the Living Values program across the school, and the new ACT Curriculum Framework embedded into practice. Teachers worked hard to develop a range of curriculum scope and sequence documents to support the new curriculum.

STUDENT INFORMATION

Student Enrolment

Males: 237 Females: 181 Total: 418

LBOTE (Language Background Other Than English) refers to students for whom one or both parents come from a non-English speaking background. In 2007, 32% (n = 134) of students were identified as LBOTE students.

Over 2007 the school maintained a stable enrolment of approximately 418 students. Approximately 55% of the school’s total enrolment lives out of area.

In 2007 the school ran 18 class groups. One of these groups was a Learner Support Unit with six students. Three classes ran Accelerated Learning Programs.

STUDENT INFORMATION

Student Attendance

The average attendance for students this year was 93.20 percent of school days.

STAFF INFORMATION

Staff Profile

The staffing structure of the school for 2007 was as follows:

School Administration

Office Manager: Virginia Crisp
Building Services Officer: Neil Piercy, John Fuller
School Assistants: Marijke O’Reilly
ICT: Dave Allen

School Executive

Principal: Tanya Nelipa
Deputy Principal: Robert Maccioni
Executive Teachers: Paul van Campenhout, Nina McCabe

Canteen Manager: Lee Maxwell

Classroom Teachers

Kindergarten: Christine Lomp, Sharen Lyons, Kate Williams
Year 1: Jo Burns, Jan Chester
Year 1/2: Janice Hourigan
Year 2: Bruce Willett
Year 3: Matthew Browning, Chris Wark, Jackie Greaves (STA), Ryan Heslehurst (STA)
Year3/4: Jessie Bice (ALP Class), Smilja Rajak, Linda Dorsett (STA)
Year 4: Vahri Henderson, Louise Kidman (STA), Haydn Turner (STA)
Year 5/6: Sally Pertzel, Di Fuller, Bobbi Smith (ALP class), Wendy Crawford (ALP class), Daniel Rurcroft

Learning Support Unit

Gail Lamond, Fiona Heslehurst (LSU Teacher Assistant)

Student Support

ESL/LA: Christine Clary, Kim Dorsett
School Counsellor: Lyn Moorehouse
Religion In Life: Jo & Gerry Holmes

Library Support Staff

Marcia Kingwell
Staff Attendance

In 2007, average staff attendance was 87.80 per cent of school days.

Teacher Retention

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

The proportion of staff retained from 2006 was approximately 92 per cent.

One staff member was transferred under mobility provisions and one staff member retired at the end of 2006.

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in an ACT government school. The proportion of teaching staff with certificates/diplomas/degrees 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>23 %</td>
</tr>
</tbody>
</table>
THE SCHOOL PLAN

The goals and priorities of the ACT Department of Education and Training Strategic Plan 2006-09 provide the overarching framework and strategic direction for the School Plan.

All ACT government schools participate in a three-year school review and development process, which involves surveys of parents, students and staff, annual self-assessment and external validation of the school.

In 2006 the school’s performance was reviewed across the four domains of schooling - teaching and learning, student environment, leadership and management and community involvement - and a school plan was developed. This plan is available on the school web site.

During that review, 98 per cent of parents and carers, 100 per cent of staff, and 98 per cent of students (year 5 and above) indicated they were satisfied or highly satisfied with the school.

In 2007 the school’s performance was reviewed through the ‘Garran Primary School – Year 2 Self Assessment Report 2007’. Assessment was undertaken against the three Strategic Priorities (outlined below).

The following information provides an analysis of progress against each Priority.

Progress in each Strategic Priority

**Strategic Priority 1:** Develop a whole school approach to new school curriculum and assessment practice
- Completion of 7 scope and sequence documents incorporating the ELA’s.
- Implementation of new student report templates.
- Completion of school report policy.
- A whole school approach to assessment and reporting has been undertaken.
- Moderation practices are being implemented by teaching staff.
- Completion and implementation of Independent Learning Projects to support a whole school approach to differentiated curriculum.
- All staff met with the Special Needs team to discuss progress of students.

**Strategic Priority 2:** Improvement of the condition and aesthetics of school buildings and grounds
- Effective addressing of OH&S issues through regular reporting back to staff to inform about OH&S issues which have been attended to; and regular OH&S meetings.
- In 2007 Garran Primary commenced an Older School Upgrade. Work commenced was a total upgrade of all toilets in the Paterson building, a front foyer and office rebuild and upgrade.
- Major landscaping works undertaken including new landscaping to front of school, new entrance landscaping and building, new garden beds around the school.
- Garran signed on as a sustainable school.
- Toilet upgrade included a $50,000 water saving grant to provide water saving facilities in these areas.
- A range of various activities were volunteered by parents; and the new dedicated parent room created and used.

**Strategic Priority 3:** Enhance school community relations
- Examples of work in the areas of Reading, Writing, Spelling and Number have been prepared to clarify Garran Primary Outstanding (A), Sound (C) and Developing (D) work standards. Presentation will be early 2008.
- Parents were surveyed in Term 4 to determine the school communication of the Student Management Policy. The survey showed a slight increase in understanding of the policy (baseline of 2006 results) to 84% understanding.
- The school Board has enhanced communication between the School Board and the parent community.

**Future Priorities**

The following school goals were developed at the end of 2007 to be implemented over 2008.
- A whole school approach to differentiated curriculum.
- A whole school approach to student personal development.
- A whole school approach to caring for our environment.
- A whole school focus on spelling.
TEACHING AND LEARNING

TEACHING PRACTICE

All teachers participated in a number of professional learning activities. Professional Development included:

- “A Whole School Approach to Differentiated Learning”
- “A Whole School Approach to Values Education”
- The explicit teaching of Grammar
- ICT and Using Interactive Whiteboards
- Every Chance to Learn Curriculum – engage in learning activities focusing on the curriculum and developing scope and sequence documents in areas of English, Mathematics, Science, Studies of Society and Environment
- Professional Learning Day – working with different personality types and the impact on working with teams
- Educating for a sustainable future (within buildings, practice across the school and our environment

CURRICULUM

During 2007, staff undertook regular professional learning to support implementation of Every Chance To Learn. Staff worked in teams to examine the essential content of key learning areas and different stages of learning. Staff worked on the development of school scope and sequence documents for all key learning areas to ensure school documents encompassed the final version of ‘Every Chance to Learn’. Staff also worked on the development of work samples which demonstrate to our parent community what outstanding, sound and limited levels of achievement look like in reading, writing (including spelling), and number.

LEARNING AND ASSESSMENT

Student Achievement

In 2007 Garran Primary students made sound Literacy and Numeracy progress.

Performance in Literacy and Numeracy Years 3 and 5

Students in ACT government schools participate in the ACT Assessment Program (ACTAP) in years 3, 5, 7 and 9. The program assesses skills in literacy and numeracy.

The following graphs show the percentage of students at this school achieving at or above the national benchmarks in reading, writing and numeracy.

Benchmarks are nationally agreed minimum standards in literacy and numeracy, at years 3, 5 and 7.

0.00 percent in 2006 and 2.70 percent in 2007 of year 3 students at this school were exempt from ACTAP based on nationally agreed criteria.

5.20 percent in 2006 and 3.10 percent in 2007 of year 5 students at this school were exempt from ACTAP based on nationally agreed criteria.

Exempt students are included as below benchmark in the school results.
STUDENT ACHIEVEMENT IN LITERACY AND NUMERACY

1. Garran Primary School's 2007 ACTAP results showed that we were significantly above the system average in all areas of literacy and numeracy for both Year 3 and Year 5. Although we have demonstrated strengths in all areas, we will focus on our teaching of spelling in 2008 to ensure that we are above the system average in regards to value added in all areas of literacy and numeracy.

2. In a significant number of items across all strands of literacy and numeracy, Garran students’ performance is significantly better than the ACT as a whole. We have no items where Garran’s performance is significantly worse than the ACT as a whole.

3. At the beginning of 2007, Garran Primary School focused on improving the teaching, learning and assessment of writing as part of our school goals. Staff participated in professional development focusing on the explicit teaching of all aspects of grammar and linguistic structures and features. This collaborative focus resulted in a significant improvement in our ACTAP results in writing in 2007 when compared with previous years’ results. We are focusing on the teaching of spelling in 2008 and are aiming to improve our ACTAP results in spelling for both Year 3 and Year 5.

**NOTE – The average system progress for students from years 3 to 5 was 120 in reading, writing and numeracy.**
STUDENT ENVIRONMENT

Garran Primary School provides students with a safe, supportive, welcoming and culturally inclusive learning environment. This is achieved through a positive school culture which values the contributions of all members of the school community equally.

The following initiatives reflect the ethos of Garran Primary School and are designed to develop each child intellectually, socially and physically towards his/her potential.

• Through our Safe Schools Plan, we have addressed a number of priorities including the development and implementation of a whole school Student Management and Wellbeing Policy. This policy sets high standards for student conduct and outlines the rights and responsibilities of students, teachers and parents. The policy also includes strategies to teach and promote positive behaviours; practices to recognise and celebrate student achievement; recognition of individual student needs and differences; and procedures for dealing with inappropriate behaviours.
• Part of our Student Management Procedures includes regular playground audits where students are surveyed to determine how happy and safe they feel on the playground. Survey results are collated and appropriate action is taken where necessary.
• As part of our Safe Schools Plan, we developed and implemented the following policies in 2007: a whole school policy to counter bullying and harassment; and a whole school policy to counter racism.
• In 2008 we will develop a whole school policy that is responsive to the needs of young carers.
• We develop student leadership and participation through our highly effective Student Representative Council (SRC). The SRC involves students from K-6 in leadership, decision making and change.
• Year 6 students are given the opportunity to be School Leaders and Sporting House Captains and Vice Captains. These roles promote leadership qualities within our senior students and provide younger students with positive role models.
• In 2008, Year 6 students will continue to participate in the Active Australia Leaders Program which will enable senior students to lead sports sessions across the school.
• Garran Primary has an extremely effective ‘Buddies Program’ which is implemented across the school. This program involves older students mentoring and tutoring younger students in a range of curriculum areas.
• In 2007, we implemented a whole school Living Values Education program designed to develop students’ lifelong relationship and citizenship skills. This program will continue to be developed and implemented in 2008.
• Students will also be involved in the Protective Behaviours Program which is designed to assist them to deal with unsafe situations.
• We will endeavour to improve student health and wellbeing through implementing a range of sports clinics and sports rotations.
• We will continue our celebration of student achievement and contributions through our weekly assemblies where students receive awards for positive learning and social behaviours. Our monthly ‘Aussie Assemblies’ are designed to acknowledge students for outstanding school citizenship and effort with their learning.
• The Student Support Team (consisting of the principal, deputy principal, executive teachers, school counsellor, ESL and Learning Assistance teachers, and classroom teachers) meets weekly to discuss individual students and their learning needs. This team is focused on improving student learning and engagement.
• Staff receive annual professional development in Mandatory Reporting.

In 2006 - 2007, Garran Primary underwent significant improvements to the physical environment of the school, with a particular focus on involving students in developing the school gardens. This will continue in 2008, with students across the school working with members of the school community as part of a ‘Garden Club’ to improve the attractiveness of the school grounds. The gardens are providing students with the opportunity to engage in learning in an environment outside of the classroom as teachers and students are utilising the gardens for a range of learning activities. Please note improvements made to the buildings as part of the Older School Upgrade as referred to in other sections of this annual board report.
LEADERSHIP AND MANAGEMENT

SCHOOL MANAGEMENT

The school commenced a significant program of work to upgrade school buildings and gardens. The following works were commenced or finalised:

School buildings
- Complete adult and student toilet upgrade, including a new disabled toilet and water saving devices for all toilets.
- Upgrade and rebuild front foyer and office area.
- New soft fall to junior school playground.
- Plans for the Older School Upgrade finalised and more work to be undertaken in 2008.

School gardens and grounds
- New landscaping to front of school
- New garden beds around the school

FINANCE REPORT

This summary covers funds for operating costs and does not involve expenditure in areas such as permanent salaries, buildings and major maintenance.

The school has forwarded an end of year Financial Statement to the Department that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

Professional Learning

The average expenditure at the school level per teacher on professional learning was $1211.

Voluntary Contributions

This school received $17,102 in voluntary contributions in 2007. These funds were fully utilised in 2007 to support the general operations of the school. They have not been separately identified against any particular activity of the school. This use of the voluntary contributions is in line with the approved budget for 2007.

Financial Summary

<table>
<thead>
<tr>
<th>INCOME</th>
<th>31 December 2007</th>
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<tbody>
<tr>
<td>Self Management Funds</td>
<td>$249,726.42</td>
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<td>Voluntary Contributions</td>
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<td>Contributions &amp; Donations</td>
<td>$13,800.00</td>
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<td>Subject Contributions</td>
<td>$7.00</td>
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<td>External Income (including community use)</td>
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<td>Proceeds from sale of Assets</td>
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<tr>
<td>Bank Interest</td>
<td>$9,211.02</td>
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<td>TOTAL INCOME</td>
<td>$306,971.81</td>
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<table>
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<th>EXPENDITURE</th>
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<td>Utilities and General Overheads</td>
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<td>Cleaning</td>
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<td>Security</td>
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<td>Maintenance</td>
<td>$18,201.18</td>
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<td>Mandatory Maintenance</td>
<td>$7,941.62</td>
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<td>$7,106.79</td>
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<td>Communication</td>
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<td>Assets</td>
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<td>Leases</td>
<td>$27,403.01</td>
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<td>General Office Expenditure</td>
<td>$29,201.58</td>
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<tr>
<td>Educational</td>
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<td>Subject Consumables</td>
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<td>TOTAL EXPENDITURE</td>
<td>$228,451.97</td>
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<td>OPERATING RESULT</td>
<td>$78,519.84</td>
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<tr>
<td>Accumulated funds</td>
<td>$31,248.08</td>
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<td>Outstanding Commitments</td>
<td>$18,362.30</td>
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<tr>
<td>BALANCE</td>
<td>$109,767.92</td>
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</table>
## Reserves

<table>
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<tr>
<th>Name</th>
<th>Purpose</th>
<th>Amount</th>
<th>Estimated Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Resources – new projectors and Whiteboard upgrades</td>
<td>This reserve is necessary to maintain our Interactive Whiteboard program across the school. This ICT area is used by teachers on a daily basis and directly related to student learning pedagogies.</td>
<td>$25,000</td>
<td>2008/09</td>
</tr>
<tr>
<td>Playground Equipment</td>
<td>As the school facilities continue to age there will be the need to upgrade play equipment, especially to the senior playground.</td>
<td>$10,000</td>
<td>2009</td>
</tr>
<tr>
<td>Classroom furniture</td>
<td>To ensure adjustable student desks are in place across the school.</td>
<td>$15,000</td>
<td>2008/09</td>
</tr>
</tbody>
</table>
COMMUNITY INVOLVEMENT

The Garran School community is highly committed and hardworking, providing outstanding support to our school. The following programs are examples of community involvement programs that have run over the 2007 school year.

- Student banking
- Book club
- Helping students with reading programs
- Assistance in the library/book covering
- Scholastic book fair
- School sign updating
- Garranual (annual year book)
- Year 6 celebrations
- Walkathon
- Assistance at sport and swim carnivals
- Major community involvement in the annual ‘Fiesta’ (school fete)
- Planning and running school discos
- Sausage sizzles and other food provisions at community events
- Huge undertaking of school garden improvements
- Garden club
- Weekend working bees to improve school grounds
- Help with open day
- Canteen support
- Uniform shop
- Cleaning of storerooms

The estimated numbers of hours in which volunteers have worked in the school in 2007 are: 5000
I declare that the Garran 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 government 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 government 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.

<table>
<thead>
<tr>
<th>Board Chair</th>
<th>Signature</th>
<th>Date:</th>
</tr>
</thead>
</table>

MEMBERS OF THE SCHOOL BOARD

Oon, Anthea
Nelipa, Tanya
Hourigan, Janice
Williams, Kate

Hudson, Gabriel
Makunde, Jennifer

<table>
<thead>
<tr>
<th>BOARD CHAIR</th>
<th>PRINCIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Signature:</td>
<td>Signature:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

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

Howard, Joanne - School Director

Signature:       Date: