



# Ainslie School Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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

Inquiries about this publication should be directed to:

Ainslie School  
Donaldson St.  
Braddon ACT 2612

General Enquiries:

Telephone (02) 6205 6322

## School Board Chair Report

2015 saw some changes in the parent representatives on the Ainslie School Board. Long serving Board Chair, Nerilee Flint, finished her appointment and farewelled the school with her youngest child finishing Year 6. We would like to thank Nerilee for her commitment to the school and service on the Board.

The Board asked the school to look into developing a Library and Building fund. This has turned out to be a bigger task than expected and we would like to thank Jo Maybury for her ongoing work with regard to this. Setting up these funds will allow parents (and others) to make tax deductible donations to the school with the money being allocated to certain resources. The Board also approved a budget adjustment to cover some more of the canteen refurbishment costs. The canteen is a wonderful asset for the school and the Board (and the school) was happy to do this.

Following discussions about encouraging reading amongst students, the idea of a second hand book fair was created. The idea was that every child would receive a book from Santa with the proceeds raised. Our thanks to Mel Rawlings for helping to make this idea a reality.

The Annual Action Plan and the Strategic Plan were reviewed and the Board was presented with the Student Wellbeing and Behaviour Support Framework created by Catherine Dillon and other staff members. Useful and intelligent feedback was received for this document, and a copy will soon be going home with each student. The Board commends this document to you and would like to thank Catherine and her staff for their work on it.

A topic much discussed in 2015 was the amount of vandalism experienced by School over the past 12-18 months. Ideas to try to limit vandalism and the subsequent amount of money having to be spent on repairs were discussed. As a result of this, the Board is looking at developing a trial program using cameras to deter vandalism on School grounds.

It has been a pleasure to complete my first year as Ainslie School Board Chair, and I would like to thank the other parent, teacher and community representatives for their ongoing dedication and contributions to the Board.

## Introduction to School

Ainslie School is a preschool to year 6 school established in 1927. The school's buildings were upgraded in 2007 and are on the ACT and Australian heritage register. Two full-time off site preschools, each with a strong arts and sustainability focus, are also part of the school.

As an inner city school, our stable student population is rich and diverse. A third of our students come from culturally and linguistically diverse backgrounds. Students with disabilities are included in mainstream classroom programs. Access to parts of the main building is difficult for community members with diminished mobility. A lift was installed in 2015 to enable them to access the library and this was celebrated with a grand opening as part of Children's Week.

At Ainslie School we are committed to respecting each child's uniqueness and catering for individual needs. We challenge each child and give them the time they require to attain their potential in educational, social and physical skills. Teachers maintain a focus on learning, work in strongly collaborative teams and include support staff in their discussions about student learning data to ensure the effectiveness of the intervention program. The Japanese language program is enriched by the school's hosting of a Japanese Teacher's Assistant and by our relationship with a sister school, Tsubai Elementary School in Nara, Japan. We also have a sister school relationship with Ban Hom Neua School in Vientiane, Laos.

The school has a very dynamic parent community that supports the school in many ways. Staff work in a stimulating professional learning community where initiative, collaboration and participation are valued and encouraged. Both the out of school hours program, which caters for up to 120 students a day, and the Nutrition Australia Award winning canteen are run by the P&C Association. Outside organisations are involved in the school. St John's run the Breakfast Club three days a week, Music for Everyone offer a strings tutoring program and Reclink supports disadvantaged students. The P&C provides scholarships to support students financially in the strings program.

### Student enrolment

In 2015 there were a total of 363 students enrolled at this school.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	165
Female	198
Indigenous	13
LBOTE	120

Source: Planning and Performance, December 2015

Many of our students who speak English as an alternative language or dialect (EALD) are in Canberra because their parents are undertaking studies at the ANU or because they are staff at their country's Embassy or High Commission. This means they are in Australia on a temporary basis, are focussed on their studies and do not always have the time to undertake involvement in the school.

### Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	92.0
1	93.0
2	93.0
3	93.0
4	94.0
5	93.0
6	94.0

Source: Planning and Performance, December 2015

When students are absent for more than two days and there has been no contact from the parent or carer, the classroom teacher makes contact to inquire about the absence. The school worked to support families who were on extended leave and with families for whom poor attendance had been identified as an ongoing problem. External agencies were engaged when necessary.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

*Table: 2015 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	44

Source: Teacher Quality Institute, Date 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

All teaching staff at Ainslie School have qualifications that meet the requirements of the Teacher Quality Institute for registration purposes. Forty-four percent have additional qualifications relevant to their work.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes It

includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

*Table: 2015 Workforce Composition Numbers*

Staff Employment Category	Total
Teaching Staff :Head Count	32
Teaching Staff :Full time Equivalent Permanent	24.0
Teaching Staff :Full time Equivalent Temporary	4.0
Non Teaching Staff (Head Count)	9
Non Teaching Staff :Full time Equivalent	6.3

Source: Workforce Management, August census 2015

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

There are no Indigenous staff members at this school.

**Note:** \* Indigenous staff are reported where the staff member has self identified.

Teaching staff at Ainslie School are highly professional and passionate educators who are determined to provide their students with purposeful and challenging programs. Ten teachers working at the school in 2015 came into the profession from other careers. The determination they demonstrated in retraining as mature students translates to a strong commitment to student learning. Non-teaching staff are used strategically in part-time and full-time capacities to fulfilling administration roles and to support individual students.

## Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 4 700. Hundreds of hours were spent on the production of a cookbook of exceptional quality, which was launched by the Minister in October. The P&C undertook their usual fundraising activities, including Down the Garden Path and the highly popular fete, making in excess of \$30 000.

The canteen attracts a number of volunteers including those from St John's, who serve a very popular breakfast Club. Each class has the assistance of a parent coordinator, the Classroom Carer, who keeps other parents informed about what is going on in the class and the school. On weekends, parents can be found in the vegetable gardens, making sure the produce is watered and weeded and the hens fed.

## School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in*

*ACT Public Schools Directions 2010-2015* 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.

Ainslie School was validated in 2014. A copy of the validation report can be found on the school website. The next validation will be in 2020.

## 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 2015 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 2015, 90% of parents and carers, 86% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 40 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	92
Teachers at this school provide students with useful feedback about their school work.	77
Teachers at this school treat students fairly.	85
This school is well maintained.	78
Students feel safe at this school.	83
Students at this school can talk to their teachers about their concerns.	77
Parents at this school can talk to teachers about their concerns.	97



Item (cont)	(%)
Student behaviour is well managed at this school.	72
Students like being at this school.	79
This school looks for ways to improve.	83
This school takes staff opinions seriously.	61
Teachers at this school motivate students to learn.	89
Students' learning needs are being met at this school.	86
This school works with parents to support students' learning.	83
I receive useful feedback about my work at this school.	63
Staff are well supported at this school.	68

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 49 number of parents who took part in the survey are tabled below.

*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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	90
Teachers at this school treat students fairly.	94
This school is well maintained.	84
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	88
My child likes being at this school.	98
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	92
Teachers at this school motivate my child to learn.	92
My child is making good progress at this school.	82
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	88

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 96 number of students who took part in the survey are tabled below.



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

Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	68
My school is well maintained.	81
I feel safe at my school.	81
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	46
I like being at my school.	80
My school looks for ways to improve.	86
My school takes students' opinions seriously.	67
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	87

Source: 2015 School Satisfaction Surveys, August/September 2015

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. Teaching staff undertook further analysis of this data and generated ideas for further development into strategies for improvement.

## Learning and Assessment

### NAPLAN Assessment

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 2015, 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 for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

*Table: Ainslie School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	454	443	546	521
Writing	433	420	505	486
Spelling	425	410	508	500
Grammar & Punctuation	442	441	548	516
Numeracy	424	410	533	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found in our report against our priorities.

This table shows that Ainslie School results are above the ACT mean in all areas tested by NAPLAN, although in Year 3 Grammar and Punctuation the difference is only one point. Our areas of strength are Reading, especially in year 5, Numeracy and year 5 Grammar and Punctuation although there has been satisfying progress in other areas of testing.

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

The Ainslie School Community values the Arts and this is reflected in the curriculum and extra-curricular opportunities available to students at the school. All students study music and that is obvious on those occasions when the school sings together. A very popular dance program operates in term three. Clubs offered at lunch times include further dance workshops, pottery, metal work, sculpture and recorder.

The school has a long association with Japan and students have studied the Japanese language here in most years since 1967. Special assemblies, a Japanese teaching assistant and the involvement of the Japanese embassy places further emphasis on the importance of language learning.

A number of community members are scientists and they are generous with their time in running the science club and workshops on the environment and sustainability for our students. A teacher, with the help of parents, runs the Ainslie Organic Kids (AOK) club. This group works in the gardens, monitors energy usage and promotes the efficient management of waste in the school.

Teachers make the most of the history of the school and the proximity of historical sites to provide rich experiences to make their history courses very engaging. Students can relate the buildings and natural features they see near their homes to the history of their city they are learning.

### **Progress against School Priorities in 2015**

For the last three years Ainslie School has been focussed on implementing the essential elements of a Professional learning Community (PLC). These are:

- Shared mission, vision, values and goals
- A collaborative culture with a focus on learning
- Collective inquiry into best practice and current reality
- Action orientation – learning by doing
- A commitment to continuous improvement
- Results orientation

This model supports the achievement of the outcomes of the school Strategic Plan (2015-2018) as it creates a collaborative environment in this interests of student learning and a culture of continuous improvement, including in teaching practice.

The establishment of the WIN academy and strong processes to identify students not demonstrating the skills and understandings of the guaranteed curriculum proved highly successful for participating students. Including afternoon sessions was important for those families unable to be at the school early. Students went began to participate in their classrooms programs with more confidence and engagement because of their growing skills. Feedback from parents and teachers was very positive.

While some elements of the mentoring and coaching plan were implemented, a more rigorous approach to establishing structures to better engage teachers with working together to improve their practice has been planned for 2016.

The School Board and the P&C are effective partners in promoting parents' involvement with the education of their children. This work will continue to be strengthened in 2016.

Progress towards the achievements of the goals of the operational plan was monitored regularly in staff meetings. Groups of teachers took responsibility for each Strategic Priority and gathered information about the actions we had taken and the results we achieved. The School Board and P&C groups were informed about steps taken along the way and provided feedback which was conveyed to the groups assessing the priorities. A series of workshops was held with year 6 students to gather information about what they saw as the school's strengths and where they would like to see improvements.

Data across targeted learning areas is gathered at regular intervals during the year and used to determine the effectiveness of programs such as the WIN Academy and other Ainslie Response to Intervention (ARTI) initiatives. Teaching staff also looked at a variety of data sources using the *Disciplined Dialogue* questions (What are we seeing in this data? Why are we seeing it? What can we do about it?) and had rich discussions about what they found. This information has been used in the development of the 2016 Action Plan.

That National School Improvement Tool is used as a guiding improvement document.

The school did not meet our targets with regards to student progress in PIPS with only 81 percent of students making expected or better than expected progress in Reading and 79 percent making expected or better than expected progress in Numeracy. Our response to this is to look at teaching practices and intervention processes. In particular, we have an Count Me In Too trainer working in the junior school to build capacity in the teaching of

mathematics and our Literacy and Numeracy officer works across the school improving teacher practice in word study.

While moving towards our target regarding students feeling safe at school, our result of 81 percent fell short, although 14 percent of students neither agreed nor disagreed. A total of five students reported not feeling safe. Our Quality Relationships and Student Well-being document will be ratified in 2016 and is already guiding our action in regard to maintaining student safety and their perception of safety. A Bully audit will be carried out before the end of Term 1 to identify problem areas.

Only 45 percent of students agree or strongly agree that behaviour is well managed in the school but a significant percentage, thirty-eight percent, do not have an opinion on this matter which could be indicative of their need to better understand what processes are in place. The Quality Relationships document and our use of the language consistent with it may help build this understanding in 2016.

### **Strategic Priority 1: Improve student learning outcomes.**

**Key Improvement strategy 1:** Establish a culture of data storage, assessment schedule and collection, analysis and use of analysed data to monitor and guide decision making.

The whole school assessment schedule has been established and a K to 6 centralised data collection now called 'Hawkeye' is consistently used by all class teachers and accessed by executive and learning support staff. The reading levels have remained the main focus for Hawkeye. This data is collated uniformly by year level rather than by class which facilitates the PLT discussions around student needs. Although we have a detailed assessment schedule, it is anticipated that we shall further refine our use of Hawkeye by establishing which literacy and numeracy data is most useful for the work of PLTs. Then the assessment schedule and Hawkeye will be directly matched. Teachers are reminded about and guided regarding data collection through the term Professional Responsibilities document regularly referred to in PLTs.

Meetings called Classroom Chats are scheduled between leadership and every teacher to systematically discuss the needs of all students in the areas of literacy, numeracy and wellbeing. This information along with reading data and two other literacy assessments including TOWRE which are now done by the class teachers, inform the WINN (What I Need Now) group teachers. Hawkeye and detailed meetings with teachers allow leadership to take the learning temperature of the school at regular intervals.

We have stopped using large poster pyramids in tiers for reading, writing, numeracy and wellbeing per year level since the space used for this is now used for students. However the aim to keep the learning visible remains. The spreadsheet for recording PM Reading Benchmarks contains formulas that respond to the data to create a visual. This enables teachers and school leaders to see at a glance where the needs lie. A linked graph showing student performance over time allows us to monitor and celebrate progress. Similarly, in numeracy, the year 3 to 6 tri yearly MYMC graphs easily show areas of need. In 2016, we shall refine our digital versions of making the learning visible.

**Key Improvement strategy 2:** Establish a culture of consistent school practices and processes concerning student engagement and wellbeing

A KidsMatter team has been established in the school and a staged professional learning program has been rolled out. All staff spent a day at the beginning of 2015 studying Friendly School Plus, an evidenced-based program to teach social and emotional skills and understandings, and this has been implemented. Weekly SEL (Social Emotional Learning) lessons are timetabled across all year levels and teachers use the Friendly Schools resources.

The “Back to School Bash” on the first day back to school in 2015 focused on everyone as a leader, kindness and the difference between being a friend and friendliness. The special term assemblies focusing on values such as ‘Community’, ‘Kindness’, ‘Happiness’ and ‘Friendliness’ which were begun in 2015 will continue throughout 2016.

We have commonly used documents to guide teachers in supporting student engagement and wellbeing: Student Wellbeing Behaviour Support Document, Ten Essential Skills, PLT Individual Student Discussion Guide, and the Student Wellbeing Flowchart. These documents are used in PLTs which are now run along a uniform agenda from Kindergarten to 6 which includes a Student Focus and a Problems of Practice section. A record of behaviour and wellbeing issues that reach executive level and require SEL intervention, is maintained centrally by executive staff.

The positive engagement of our Indigenous students continued into 2015 with the continuation of the Indigenous students’ group now named the Brolgas. The Brolgas meet weekly and the link with Campbell High School is maintained. The successful My Tracks document with 3 way interviews for Indigenous students and their parents is also continuing. The My Tracks document proved to be child friendly and particularly engaging for students and parents.

Similarly, the Student Representative Council continues to be a central part of student engagement and links to class meetings and the SEL lessons.

The ARTI (Ainslie Response To Intervention) teachers respond systematically to the literacy needs of students falling below our benchmarks. Teachers are now familiar with the role of ARTI and the WINN sessions for students. Teachers, as described above, provide the evidence for establishing who needs intervention which takes the form of either daily lessons at 8am or 3pm, or in school withdrawal lessons. A few students have both out-of-hours and within school hours sessions each week. In 2015, NAPLAN pre-tests were used in addition to assessment schedule data to establish detailed areas of need in years 3 and 5. A relief teacher was employed to assist the year 3 and 5 teachers to fill specific gaps (e.g. correct punctuation of direct dialogue) for groups of students.

Lunchtime clubs at Ainslie have gained in focus and popularity. These include dance, pottery, science, metal work and art. To streamline the provision of these clubs, which often involve parents as presenters or leaders, a new Arts and Science Club process has been developed.

**Key Improvement Strategy 3:** Establish a culture of consistent school practices and processes concerning curriculum

Across the school teachers work together in their PLTs to develop and implement Understanding by Design programs based on the Australian Curriculum. Unit themes are collated across the school and now include incursions and excursions. Unit programs and resources are being centrally stored for all to access. Staff have access to reading level semester 1 and semester 2 expectations for K to 6, spelling scope and sequence K to 6, Ainslie Word (300) Semester 1 and Semester 2 expectations for reading and spelling K to 6, and mathematics scope and sequence K to 6.

Ainslie early childhood classes all comply with the expectation of having daily morning play-based investigation sessions using the Walker learning Approach.

**Key Improvement Strategy 4:** Establish a culture of high expectations and high reliability  
Staff have been involved in discussions to describe and document a learning environment for students and staff. This has encompassed many things from the organisation of classrooms, hallways and other teaching spaces, to a shared understanding about how children eat together in the classroom, to expectation staff have of each other and of students.

The provision of term packs for all teaching staff continues along with school calendar procedures and joint understanding about lines of communication and the importance of timely communication. Staff have attended Professional Learning with Anthony Mohammed in large groups. This aim of continuing to ensure that all staff have access to the same information will continue in June when several new staff members will attend workshops with Sue Larkey.

### **Strategic Priority 2: Establish a mentoring and coaching culture to improve teaching practice.**

**Key Improvement Strategy 1:** Implement a shared curriculum framework through a professional learning community environment.

Pacing guides have been developed for English and mathematics for year Kindergarten to year 6. Other curriculum work, including the construction of Scope and Sequence documents has been delayed pending the Australian Curriculum Review. Professional Learning in the Ten Essential Skills was delivered to all teaching staff. The Executive Teacher Professional Practice (ETPP) worked with early career teachers and provided feedback in a model of contextualised professional learning. Teachers were also provided with the opportunity to observe the ETPP in his classroom and discuss aspects of best practice with him.

The school participated in the Principals as Literacy Leaders program so all teachers attended an intensive day on the teaching of literacy at the ANU. While teachers took different messages from the experience, depending on their prior knowledge and experience, they all began to implement strategies to improve literacy learning in their

classrooms. Teams developed Action Research projects based on their learning and drew conclusions from the data gathered.

Professional Learning Teams across year levels are using a range of best practices to record and improve student learning and improve teaching. This includes minuting meetings based on the evidenced based model shared in professional development sessions from Dr Anthony Muhammad. Ainslie School is committed to provide all teachers with professional learning from Dr Anthony Muhammad and has identified teachers for training in 2016.

**Key Improvement Strategy 2:** Implement a school wide instructional framework that develops and maintains effective teaching in every classroom.

The Quality Teaching (QT) model is used as the language of best practice in the school and features in the feedback sheet developed for use by executive staff and experienced classroom teachers to record observations and provide feedback to colleagues.

The school uses a coaching template designed to work on mentoring beginning teachers to improve practice using the QT model as a primary basis for discussion. Beginner teachers had meetings with the ETPP to work on developing a year-long plan to improve practice. The beginning teachers identified three areas for development and worked with the ETPP weekly on developing a range of strategies to improve practice, student learning and job satisfaction. The identified areas for beginning teachers' progress was formally recorded in an agreement similar to Professional Pathways and reassessed at the start of each term. These improvement plans were shared with executive and team leaders supported the beginning teachers using staff and system expertise. While the beginning teachers highly valued the process, with anecdotal evidence strongly supporting the development of year-long plans for beginning teachers, semester two saw a change in model and timetable for the ETPP reducing the time available for in-class support.

During Semester 1 both beginning teachers were provided with in-class ETPP support for 90 minutes per week. Lessons were coded using the Ainslie School developed coaching and mentoring documents linked to the Quality Teaching model. Prior to lesson observations the beginning teacher supplied a copy of the lesson plan to the ETPP and discussed what was going to happen, linking appropriate content and assessment to the Australian Curriculum. Then, using the Ainslie Coaching documents and the QT model, an agreed set of norms was developed for the lesson observation. Following lesson observations a debrief session was held after school to unpack the lesson based on the agreed norms. These sessions were recorded formally and lesson observations used to facilitate the writing of the contract and probation reports. This process was highly regarded by the beginner teachers and both commented on how the sessions were useful to improve their practice and confidence in teaching.

**Key Improvement Strategy 3:** Build a culture of supportive, collaborative relationships and collective responsibility.

The skills audit planned for 2015 has been postponed until 2016, although beginning teachers undertook that process. We have used skills already identified in the staff to deliver targeted professional learning. It is anticipated this will be more targeted once the



data from the skills audit is analysed and we identify which teachers are skills in certain areas and which have identified areas for development.

Staff started the year with activities designed to focus their attention on the collaborative culture of the school and our collective responsibility for student learning. Expectations centred around the maintenance of a safe, orderly and collaborative school environment and respectful relationships were articulated and set the positive school culture for the year.

We had mixed results in regard to our targets as we achieved two and missed two of the four associated with this priority. Seventy-nine percent of students surveyed agree or strongly agree that teachers provide them with useful feedback on their work. As sixteen percent neither agreed nor disagreed, it leads one to wonder whether the language teachers use around feedback is understood.

An overwhelming majority of students agree or strongly agree that teachers expect them to do their best, by which it is possible to conclude that the language of the classroom is one of high expectations. This message is distributed in every assemble and in newsletters to engage the whole community with our value of *Excellence*.

Eighty-eight percent of students agree or strongly agree that our school gives them the opportunities to do interesting things. The relationships built with parents and other members of the community and organisations give us the ability to provide experiences that grab the interests of students and motivate learning. The report on Strategic Priority 3 (below) outlines some of these.

No students disagreed that they are getting a good education at Ainslie School and nineteen percent were undecided. Consequently, although we missed our target by four percentage points, we are inclined to conclude that some students, who may have only experienced one school, are unsure as to where it fits in terms of quality on the continuum.

### **Strategic Priority 3: Parents, carers and members of the wider community are engaged with the education of students and contribute positively to educational outcomes.**

**Key Improvement Strategy 1:** Strengthen partnerships with families, local business and school for the purposes of improving student outcomes.

Significant work has been done in this area to present students across the school with opportunities to participate in rich programs across curriculum and extra-curricula areas. Lunch time programs provided by volunteer or paid experts have included science, ecosystem, dance, pottery and metal work courses. We regretfully said goodbye to retiring chess teacher, Keith Robertson, who has been improving student skills in this hugely popular strategy game as a volunteer for over twenty years.

During class time, year 1 and 2 students undertook a swimming program and senior students accessed a SHFPACT program for their personal development and several attempts were made to engage in the BMX bike workshop as part of ACT Health's *Ride or Walk to School* program. It rained every time. Musica Viva brought the Gryffyn Ensemble to the school for an incursion and the Instrumental Music Program continued to run the highly valued band program for years five and six. The Soiree that brought the fruits of all our music programs together was well attended and highlighted the impressive range of music opportunities Ainslie students have and their extensive talents.

The school entered whole-heartedly into community events such as the fete and Down the Garden Path and system and cluster events such as Step into the Limelight and the Inner North Spectacular.

It is important to engage parents in their children's learning and the introduction of the Ainslie Words program, designed to build skills in the recognition of sight words, was a key contributor to this goal.

The Preschool Parent Associations began to operate as one entity and, towards the end of the year, were finalising the formalities of this arrangement. They were gathering at the Boundless playground on a regular basis to build relationships between students at both preschools. The preschools partnered with the C5 development to engage in an Artist in Residence program in both sculpture and print making.

**Key Improvement Strategy 2:** Implement events and communication strategies designed to assist parents and carers to help their children learn.

Key to improving communication and engaging parents in the education of their children is the establishment of quality relationships. The school leadership and the P&C work collaboratively in this area and start the year with two strategies that have proved successful in bringing parents and carers into the school. In the first two weeks of the school year, each classroom teacher phones or makes personal contact with the parent or carer of each of their students to invite them to the information night, when teachers outline their plans and routines for the year. Anecdotally, the numbers attending these sessions are said to have increased markedly since the strategy was implemented in 2012, proving that the personal approach is very powerful. Our target of having eighty percent of families represented on this evening has been met.

On day 1 of the new year for kindergarten, and on the following day for the rest of the school, the P&C hosts "Tea and Tissues" for parents to meet and network over morning tea when their children go to class. Early in the term, a family picnic is held, which attracts a good number of community members. Further connections are made that help maintain the strong community focus that is a characteristic, and a value, of the school. The Soiree, held in Term 4 to celebrate the study of music in the school, was a huge success on a dark and stormy night.

The “*What’s on next week*” email that is distributed every Friday has become a form of communication that parents have told us they value and the frequent posts to our Facebook page has led to a significant increase in the number of “likes” and community members accessing the page.

The closer connections with families has facilitated their engagement in the learning of their children. The Ainslie Words, a sight word program, is used by families to practise reading skills at home. The Reading in Kindergarten workshop was well attended. Parents and carers began to engage in three-way conversations with teachers and their children and were involved in individualised goal setting. As eighty-eight percent of parents agree or strongly agree that the school works to support their child’s learning, this target has been met. A further target that students agree or strongly agree that the school gives them opportunities to do interesting things has also been met with eighty-eight percent of students responding in this way.

Our success in this priority is confirmed by our meeting our target in respect to community partnerships where 90percent of respondents agreeing or strongly agreeing that community partnerships are valued and maintained.

**Key Improvement Strategy 3:** Increase engagement of Aboriginal and/or Torres Strait Islander, EALD, International and low socio-economic status students and their families in the school community.

Families of students who identify as Aboriginal and/or Torres Strait Islander are all represented at the *My Tracks* meetings held to set learning and personal goals for the year. The high turnout is a result of the personal connections staff have with the families and the individual approaches used to engage them. The assembly held to recognise Apology Day and activities to recognise NAIDOC Week, the inclusion of an Acknowledgement of Country dance by our Aboriginal and/or Torres Strait Islander students to begin our end of year concert and having these students present the Acknowledgement of Country at school assemblies is building connection and pride. The school has established a relationship with relevant staff at Campbell High School to enable these students to participate in activities with students there designed to build cultural knowledge and pride. In 2015, two staff members attended the Stronger Smarter institute. This led to the development of a large body of artefacts within the framework of high expectations relationships.

The school is beginning to find ways to overcome the barriers to connection parents of students who speak English as an alternative language of dialect (EALD). Apart from language barriers, these include the temporary status of their residence in Australia, as many are here to study at the ANU, the obligations of their study and the lack of schema as to how to engage with an Australian school as a parent. EALD parents are starting to assist in the canteen and at community events and attend other school functions.

## 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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	186019.25	176350.45	362369.70
Voluntary contributions	12910.00	3120.00	16030.00
Contributions & donations	7462.37	2040.34	9502.71
Subject contributions	430.00	8970.00	9400.00
External income (including community use)	7197.45	5495.01	12692.46
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4566.13	4981.39	9547.52
<b>TOTAL INCOME</b>	<b>218585.20</b>	<b>200957.19</b>	<b>419542.39</b>
EXPENDITURE			
Utilities and general overheads	30253.32	57184.47	87437.79
Cleaning	50349.08	50085.41	100434.49
Security	2614.77	600.10	3214.87
Maintenance	27162.54	55599.75	82762.29
Administration	3521.97	2457.76	5979.73
Staffing	0.00	0.00	0.00
Communication	1835.85	4276.68	6112.53
Assets	2474.71	20134.71	22609.42
Leases	0.00	0.00	0.00
General office expenditure	11422.49	10647.23	22069.72
Educational	14821.07	5651.30	20472.37
Subject consumables	5871.82	664.99	6536.81
<b>TOTAL EXPENDITURE</b>	<b>150327.62</b>	<b>207302.40</b>	<b>357630.02</b>
<b>OPERATING RESULT</b>	<b>68257.58</b>	<b>-6345.21</b>	<b>61912.37</b>
<b>Actual</b> Accumulated Funds	131466.34	108466.34	108466.34
Outstanding commitments (minus)	-10153.83	0.00	-10153.83
<b>BALANCE</b>	<b>189570.09</b>	<b>102121.13</b>	<b>160224.88</b>

**Professional learning**

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$3 311.

**Voluntary contributions**

These 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 2015.

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Special maintenance projects	\$3 500	2015
Playground POD	\$20000	2016
Painting	\$3000	2015
Curriculum Special Projects	\$1568	2015
Students Computers	\$20087	2015
IT Support & PD	\$5200	2015

### Endorsement Page

I declare that the Ainslie 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:** Melynda McDonald, Sarah Safransky, Corinna Connell  
**Community Representative** Margaret Robson  
**Teacher Representative** Catherine Dillon, Melissa Rawlings  
**Board Chair:** Melynda McDonald  
**Principal:** Kate Chapman

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 2015.

**Principal Signature:**  **Date:** 25 05 2016

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

**Board Chair Signature:**  **Date:** 25/05/16