



Ainslie School

Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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School Board Chair Report

In 2016, the parent representatives on the Board remained the same, and the Board elected to keep the same chair, thus there was a smooth and continuous transition to the new year.

With the introduction of the tax deductible building and library funds, the board was keen to ensure that voluntary contributions remained stable despite the unavoidable delay in sending home information to families. The Student Wellbeing and Behaviour Support Framework was finalised and endorsed by the Board and we thank Catherine Dillon and other staff who worked on this important document for the School.

The Board investigated the use of security cameras in the school, however the occurrence of vandalism has dropped and therefore the costs associated with this have also decreased significantly. The Board also discussed the criteria surrounding the giving of awards at the end of each year, requesting feedback via Altiora. We thank parents and staff for their input into this important matter.

The big issue that occupied the parent representatives of the Board in the second half of the year was the opening of the Bonkers bar at the Bowling Club. Parent and community representatives made a submission to the ACT Government in relation to the granting of a liquor licence to this premises. The Board Chair and the P&C President met with the developer of the site and have made multiple follow up enquiries.

I am proud to have continued as the Ainslie School Board Chair, and again I would like to thank the other parent, teacher and community representatives for their ongoing dedication and thoughtful discussion on a range of issues throughout 2016.

Context

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. A lift, installed in 2015, allows community members with diminished mobility access to all areas of the main building including the beautiful library.

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 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 Bellchambers Music provides a piano tutoring program.

The population of Ainslie School is quite mobile. While student numbers remain steady throughout the year, There is around a ten percent turnover in the students occupying those seats in the school. This is partly due to the number of parents who have come from overseas to study at the ANU.

Student Information

Student enrolment

In 2016 there were a total of 358 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	165
Female	193
Indigenous	12
LBOTE	124

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.0
1	93.0
2	94.0
3	94.0
4	95.0
5	96.0
6	93.0

Source: Planning and Analytics, December 2016

When students are absent for more than three days and there has been no contact from the parent or carer, the classroom teacher makes contact to inquire about the absence. The school works to support families who were on extended leave and with families for whom poor attendance had been identified as an ongoing problem. External agencies are 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 (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	45

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Ainslie School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates 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: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	26
Teaching Staff: Full Time Equivalent	23.4
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	4.5

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There are no indigenous staff members at this school.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2016 was 5 600. Hundreds of hours were donated by members of the P&C on the fete, two election stalls and the Party in the Park.

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 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Ainslie School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 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 2016, 85% of parents and carers, 100% of staff, and 95% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 22 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	100
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	91
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	95
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	81
Staff are well supported at this school.	82

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 145 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	91
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	90
This school is well maintained.	92
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	80
My child likes being at this school.	96
This school looks for ways to improve.	92
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	80

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 92 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

National Opinion Item	(%)
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	82
Teachers at my school treat students fairly.	79
My school is well maintained.	93
I feel safe at my school.	89
I can talk to my teachers about my concerns.	71
Student behaviour is well managed at my school.	59
I like being at my school.	82
My school looks for ways to improve.	97
My school takes students' opinions seriously.	72
My teachers motivate me to learn.	96
My school gives me opportunities to do interesting things.	92

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

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

Table: Ainslie School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	53	139	49	121
Mathematics	42	58	39	54

Source: Planning and Analytics

NAPLAN assessment

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

In 2016, 2.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Ainslie School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	463	441	523	514
Writing	435	420	470	474
Spelling	421	421	488	490
Grammar & Punctuation	447	442	504	511
Numeracy	414	412	503	497

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

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, Dancecore, operates in term three. Clubs offered at lunch times include further dance workshops, pottery, coding, lego 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 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.

Mathematics extension classes are provided for students in years three to six. Other mathematics differentiation happens in the classroom and in tutorial groups before 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. In 2016, students in years 5 and 6 interviewed past and current community members to build a collection of oral histories with the assistance of historian, Mary Hutchison and sound recordist, Kimmo Vennonen.

Progress Against School Priorities in 2016

Below is Ainslie School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version

- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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	248154.22	183224.91	431379.13
Voluntary contributions	755.00	3139.00	3894.00
Contributions & donations	2351.00	12884.68	15235.68
Subject contributions	1210.00	6400.00	7610.00
External income (including community use)	4453.45	15753.54	20206.99
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5517.22	4991.57	10508.79
TOTAL INCOME	262440.89	226393.70	488834.59
EXPENDITURE			
Utilities and general overheads	39990.86	67572.76	107563.62
Cleaning	53379.97	51893.64	105273.61
Security	1531.44	658.00	2189.44
Maintenance	36932.80	20072.05	57004.85
Administration	6476.26	13832.27	20308.53
Staffing	-315.00	0.00	-315.00
Communication	9167.39	5728.64	14896.03
Assets	1865.38	5922.48	7787.86
Leases	0.00	0.00	0.00
General office expenditure	11088.89	11619.76	22708.65
Educational	17399.10	13885.66	31284.76
Subject consumables	5676.82	1135.01	6811.83
TOTAL EXPENDITURE	183193.91	192320.27	375514.18
OPERATING RESULT	79246.98	34073.43	113320.41
Actual Accumulated Funds	142334.66	122092.49	92092.49
Outstanding commitments (minus)	-11727.29	0.00	-11727.29
BALANCE	209854.35	156165.92	193685.61

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1033.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Special Maintenance Projects	\$13,500	2017
Playground POD	\$8,410	2016 - 2017
Audio	\$10,000	2017
Painting	\$23,000	2017
Curriculum_Special Projects	\$16,568.30	2017
Students computers	\$40,087.19	2017
IT Support& PD	\$45,200	2016 - 2017

Endorsement Page

I declare that the Ainslie School Board has operated in accordance with the provisions of the ACT *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 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:
 - 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.

Members of the School Board

Parent Representative(s):	Melynda McDonald	Sarah Safransky	Corrina Connell
Community Representative(s):	Margaret Robson		
Teacher Representative(s):	Catherine Dillon	Danielle Jackson	
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 2016.

Principal Signature:  Date: 26 / 04 / 2017

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

Board Chair Signature:  Date: 26 / 04 / 2017