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

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Majura Avenue
Ainslie ACT 2602

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Telephone  (02) 6205 6533
About our school

School Board
It has been a pleasure to be involved in the School Board in 2014. The Board has observed significant progress throughout the year. The level of community engagement is worth particular mention. North Ainslie Primary School (NAPS) has an impressively high level of volunteer involvement in a wide range of school activities. The school leadership body is also committed to actively consulting with all members of the school community about key decisions. This commitment to participation is commendable.

The 2014 annual school survey of parent, student and staff satisfaction levels once again found very high levels satisfaction. In addition, in 2014, the school went through validation processes with both the Education and Training Directorate and the Australian Council for Education Research. NAPS was commended in both reports for results that were significantly above average, which is testament to the school’s commitment to continual improvement.

Significant policy review occurred in 2014, including a review of the Bullying Policy, Enrolment Procedures, Drop off and Collection Policy, draft Healthy Eating Guidelines as well as work toward a trial of Bring Your Own Device in the senior classes. I would encourage the school community to look at policies such as these when they are distributed for input as they provide clear guidance on the school’s position in many important areas of school life.

Many people have contributed to making 2014 a success. It is humbling to observe the amount of energy and enthusiasm applied to building a strong and positive school environment by so many members of the school community, including parents, volunteers, staff and students.

I wish to personally thank my colleagues on the School Board for their contribution in 2014 and wish the school the very best for continuing to build an exceptional school environment in 2015.

Naomi Lee
Board Chair, North Ainslie Primary School

Introduction to School
North Ainslie Primary School, built in 1958, is a unique coeducational government school consisting of two campuses. The main site in Ainslie has a preschool co-located with a K-6 mainstream school. It also hosts an Introductory English Centre (IEC) for migrant, refugee and temporary international private students, and a learning support unit (LSU) for students with autism. An additional preschool campus is located in the neighbouring suburb of Hackett.
Families elected to enrol at North Ainslie in 2014, valuing the school’s strong culture of community involvement and partnerships, it’s adherence to restorative and relational practices and its inquiry based, internationally minded curriculum. North Ainslie Primary School continues to deliver the International Baccalaureate Primary Years Programme (IB PYP) and an early childhood developmental play based curriculum.

In 2014 North Ainslie continued to have a culturally and linguistically diverse student population, both in the IEC and the mainstream school. We also continued to work with the indigenous community to achieve sound learning outcomes for our Aboriginal and Torres Strait Islander children. Children with a range of disabilities attended the school, both in the LSU and mainstream classes.

The demographics of our student population have continued to change. Mainstream enrolments have increased by 25% from 2009. Hence the school yet again needed to establish two new classes, in kindergarten and the middle primary area respectively. Enrolments continued to increase after the August census, with a number of families returning from overseas postings, arriving in Australia for study and work purposes or moving from interstate.

**Student Information**

**Student enrolment**
In 2014 there were a total of 552 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>284</td>
</tr>
<tr>
<td>Female</td>
<td>268</td>
</tr>
<tr>
<td>Indigenous</td>
<td>19</td>
</tr>
<tr>
<td>LBOTE</td>
<td>201</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, August 2014

North Ainslie Primary School hosts the Northside Primary Introductory English Centre (NPIEC) for students who have recently arrived from overseas and for whom English is not their first language. Students study at the NPIEC from one to three terms and then transfer to their neighbourhood schools or to our mainstream classes. Enrolment intakes and exits happen each term for this part of the school. As a result, enrolments in the NPIEC fluctuate throughout the year. In February 2014 there were five NPIEC classes with a total of 63 students. In August 2014 there were four NPIEC classes with a total of 45 students.

At any one time at least sixty different cultural and linguistic groups are represented in the school. In 2014 the English as an Additional Language or Dialect (EAL/D) component of our mainstream classes was 31%. Three percent of students came from Aboriginal and Torres
 Strait Islander backgrounds. Five students were enrolled in the autism specific learning support unit (LSU). Twelve students were resourced for inclusion support in mainstream classes. There were 22 mainstream classes in the school: four preschool, four kindergarten, six composite year 1/2, five composite year 3/4 and three composite year 5/6 classes.

**Student attendance**

The following table identifies the attendance rate of students by year level during 2014. 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>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.3</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
</tr>
<tr>
<td>2</td>
<td>93.1</td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
</tr>
<tr>
<td>4</td>
<td>92.3</td>
</tr>
<tr>
<td>5</td>
<td>93.6</td>
</tr>
<tr>
<td>6</td>
<td>93.8</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, July 2014

The school has an attendance policy which promotes regular school attendance and outlines the joint responsibility of parents and teachers to encourage and help students to attend school regularly. Parents are required to notify the school in writing if a child is absent.

Student attendance is carefully monitored by classroom teachers and executive staff. The front office is notified each morning of students who have not arrived at school. Parents and carers are then rung to confirm the reason for non-attendance, for example illness. When individual student absences are highlighted as significantly high, the parents /carers are contacted by the school principal to establish steps the school can take in partnership with the family to address the non-attendance. At times it is necessary to engage family agency support.

The average attendance rate decreased slightly from 2013 but remains 1% higher than for 2011 and 2012.

**Staff Information**

**Teacher qualifications**

All teachers meet the professional requirements for teaching in an ACT public school.
The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2014 Qualification of Teaching Staff**

<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>35</td>
</tr>
</tbody>
</table>

Source: School Data, 2014

**Workforce Composition**

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school’s verified August pay report. For reporting purposes it includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

**Table: 2014 Workforce Composition Numbers**

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>11</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>1</td>
</tr>
<tr>
<td>School Leader C</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>34</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>52</td>
</tr>
</tbody>
</table>

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

A number of teaching and administrative staff at this school have different cultural and linguistic backgrounds, including Indian, Sri Lankan, South African, Pakistani, German, Dutch, American, Portuguese and Irish.

Because of the fluctuating nature of IEC enrolments, additional teachers and administrative staff were employed on contract in terms one to three.

**Volunteers**

In 2014 the estimated number of hours in which volunteers worked in the school was 7005 hours. Volunteers contributed to the following events and programs:
the ACT Schools’ Volunteer Program (SVPACT), involved with programs including Homework Club, Meccano, Chess Club, Breakfast Club and literacy support
- Companion House work with refugee students
- the Australian National University ‘Music Education Program’
- library assistance (cataloguing, covering books, Scholastic Book Club)
- assistance with literacy and numeracy programs e.g. reading, mathematics challenges
- the program of inquiry, for example, as guest speakers in areas of expertise
- sports education and special sporting events
- excursions and overnight camps
- sustainability projects, such as planting seedlings and shrubs, and maintaining a chicken pen
- the Healthy Eating Hub (HEHub) working bees and Enrichment gardening activities
- the “Fresh Tastes” pilot project
- improvement of the school’s physical environment, for example, the NAPS Green Team and Master Plan work
- the school canteen and Enrichment cooking activities
- school board / P&C meetings and related work (uniform shop, Big Green Garage Sale, Multi-Cultural Fiesta, preschool fetes, school banking, Trivia Night); and
- the ‘Help Increase the Peace’ Program.

School Review and Development
In 2014, the ACT Education and Training Directorates Strategic Plan 2014-2017 provided the framework and strategic direction for the school’s plan. This is supported by the School Improvement in ACT Public Schools Directions 2010-2014 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.

North Ainslie Primary School was validated in 2014. A copy of the validation report can be found on the school website.

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 2014 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, who were invited to take part in an online survey.

**Overall Satisfaction**

In 2014, 66 parents, 36 staff and 73 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 89% of parents and carers, 100% of staff, and 90% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>94</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>94</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>95</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>88</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>91</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>94</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>86</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>95</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>97</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>89</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>91</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>89</td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school.</td>
<td>83</td>
</tr>
<tr>
<td>This school works with me to support my child’s learning.</td>
<td>89</td>
</tr>
</tbody>
</table>

*Source: 2014 School Satisfaction Surveys, September 2014*

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

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>97</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>88</td>
</tr>
</tbody>
</table>
Teachers at my school treat students fairly. | 77
---|---
My school is well maintained. | 85
I feel safe at my school. | 82
I can talk to my teachers about my concerns. | 65
Student behaviour is well managed at my school. | 60
I like being at my school. | 86
My school looks for ways to improve. | 95
My school takes students’ opinions seriously. | 85
My teachers motivate me to learn. | 92
My school gives me opportunities to do interesting things. | 89

Source: 2014 School Satisfaction Surveys, September 2014

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

**Table: Proportion of year five and six students in agreement with items in the Australian School Climate and School Identification Measurement Tool (ASCSIMT)**

<table>
<thead>
<tr>
<th>Item</th>
<th>School</th>
<th>ACT 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a sense of shared values and cohesion in the school.</td>
<td>97.1%</td>
<td>96.5%</td>
</tr>
<tr>
<td>Teachers emphasis and support the academic achievement of students.</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Students have quality relationships with staff.</td>
<td>100%</td>
<td>97.2%</td>
</tr>
<tr>
<td>Student interactions are mostly characterised by respect, understanding, support and acceptance.</td>
<td>95.5%</td>
<td>92.4%</td>
</tr>
<tr>
<td>Students identify themselves with the school.</td>
<td>100%</td>
<td>95.5%</td>
</tr>
<tr>
<td>The school is safe and supportive.</td>
<td>95.5%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Students are engaged in their school work.</td>
<td>98.5%</td>
<td>99%</td>
</tr>
<tr>
<td>Students are emotionally engaged with their learning.</td>
<td>95.5%</td>
<td>94.9%</td>
</tr>
<tr>
<td>Students engage in little or occasional aggression towards peers.</td>
<td>94.1%</td>
<td>95.9%</td>
</tr>
<tr>
<td>There is little or occasional classroom disruption.</td>
<td>95.5%</td>
<td>92.6%</td>
</tr>
<tr>
<td>There is little or moderate bullying.</td>
<td>82%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Source: ASCMIT Survey, July 2014

The above table provides student perception data regarding the school climate in 2014. This perception data indicates that the majority of senior students viewed the school as having a strong, positive and safe learning environment.

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.
Professional Learning

Teaching staff at North Ainslie were involved in continual professional development to address the school’s strategic plan and 2014 operational plan priorities. Two of the school’s priorities involved improving student outcomes in literacy and numeracy by aligning all relevant curriculum, increasing differentiation and utilising best teaching practice in both areas. Professional learning therefore continued to focus on enabling teaching staff to implement the Australian Curriculum for English, science, history and mathematics within the Primary Years Program (PYP). The academic year commenced with a whole school program of inquiry review in which teachers mapped the delivery of the Australian Curriculum in our program and examined the vertical and horizontal curriculum alignment. New teachers then completed further professional development in the International Baccalaureate Organisation’s induction course, “Making the PYP Happen”.

Teaching staff also participated in professional development which specifically focussed on literacy and numeracy teaching. Of note were the whole staff numeracy sessions provided by Dr. Rhonda Farragher, which are discussed in more depth later in this report. New educators also completed “Words Their Way” training and most teachers attended David Hornsby’s “Reading and Comprehension Strategies” workshops.

The school built staff capacity to apply appropriate interventions in 2014. Five staff were trained to deliver the MultiLit reading programs (MiniLit and Reading Tutor). The executive team were trained in the Response to Intervention model, the first phase of which is to be introduced at North Ainslie in 2015.

Establishing an instructional leadership model to help build a culture of consistent quality practice continued to be a high priority. Executive teachers provided professional development for all staff in the mentoring and growth coaching processes. The Executive Teacher of Professional Practice also attended the ACT Teacher Quality Institute Mentoring Program, which was delivered in conjunction with the University of Canberra.

Developing the professional competency of staff to support student needs (academic, emotional and social) was also a priority. At the beginning of the year all staff attended the school’s accredited program “Restorative and Relational Practices in the Primary School Setting”. Later in the year all staff completed “Team Teach”, a course in the positive handling of challenging behaviours within a holistic framework. Additionally, to assist in addressing the mental health issues of some students, two teachers completed trauma training. A kindergarten teacher also attended Protective Behaviours training, which was then delivered to all early childhood staff.

Disability education was again a focus area for staff development in 2014. The school’s literacy and numeracy co-coordinators attended network meetings and SPELD training in “Understanding Learning Difficulties”, the key focus of which was dyslexia. Their learning was imparted to all teachers at the school through staff meetings. Several teachers also
completed online learning courses about disability awareness, dyslexia and other causes of significant reading difficulties. Two teachers attended a course entitled “Working Memory Difficulties and Effective Classroom Instruction”. The preschool teaching team attended “Essential skills in Autism for Early Childhood Educational Staff”.

Preschool educators continued to engage in professional development which addresses elements of the National Quality Standards (NQS). They attended courses and network meetings in the Early Years Learning Framework. Both they and a number of the kindergarten team also attended professional learning in “Play Based and Personalised Learning (the Walker Approach)”.

Teachers also undertook professional learning in ongoing areas of importance such as Count Me in Too, Write On, English as an Additional Language or Dialect (EAL/D) education, Scaffolding Literacy, Aboriginal and Torres Strait Islander cultural competencies, digital curriculum, music education, Circle Time, essential classroom skills and the Fresh Tastes “Food&ME” curriculum. Three executive staff attended Ben Walden’s “Leadership on the Stage” course, hosted by the ACT Principal’s Association. The principal and two staff attended the annual Edutech Learning Technologies Conference in Brisbane. The principal also attended the annual ACEL conference.

The school is proud of a strong, positive learning culture and as such encourages postgraduate study by staff. Highlights in 2014 included one of our teachers completing a Masters of Education and another embarking upon a Masters course which will be completed in mid-2015. A third teacher completed a postgraduate certificate in Gifted and Talented Education and a fourth embarked upon postgraduate study in English language education.

**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 one and two.

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

*Table: North Ainslie Primary School PIPS 2014 mean raw scores*

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>School Start</th>
<th>School End</th>
<th>ACT Start</th>
<th>ACT End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>43</td>
<td>120</td>
<td>51</td>
<td>124</td>
</tr>
</tbody>
</table>
This table shows that the schools’ raw scores for reading and mathematics in PIPS were below the ACT scores, both at the beginning and end of the school year. However the table also demonstrates that the school was able to narrow the gap, achieving a greater increase in its raw scores than the ACT.

In 2014, seventy-eight mainstream kindergarten students sat both the beginning and end of year PIPS tests. It should be noted that the Introductory English Centre (IEC) student population is a transitory one. Most IEC students exit to mainstream schooling during the year, completing the final assessment in another school, or commence formal schooling during the second semester and therefore only sit the final tests. In 2014 no NPIEC students sat both tests. Hence only the results of mainstream kindergarten students who sat both tests at our school have been analysed for this report. This analysis can be found later in this document where the progress against our school priorities is addressed.

PM benchmark data collected by the school in December 2014 demonstrated that 90% of mainstream kindergarten students were reading at the appropriate exit level. Sixty-two percent of kindergarten students were in fact reading beyond level eight, with 27% reading at an exit level appropriate to year one (level sixteen) or above. Eighty six percent of all other students were reading at the appropriate exit level for their grade.

**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 2014, 6.10 % of year 3 students and 8.70 % 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 NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>Year 3 School</th>
<th>Year 3 ACT</th>
<th>Year 5 School</th>
<th>Year 5 ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>436</td>
<td>440</td>
<td>541</td>
<td>523</td>
</tr>
<tr>
<td>Writing</td>
<td>372</td>
<td>405</td>
<td>481</td>
<td>474</td>
</tr>
<tr>
<td>Spelling</td>
<td>398</td>
<td>413</td>
<td>499</td>
<td>502</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>420</td>
<td>441</td>
<td>529</td>
<td>520</td>
</tr>
</tbody>
</table>
The above table shows that the school’s year 3 mean scores were similar to or below ACT mean scores. The greatest discrepancy was in writing. The school’s year 5 mean scores were similar to or above the ACT mean scores. The greatest differences were evident in reading and numeracy. (It should be noted that a high proportion of our students who completed NAPLAN had English as an additional language or dialect: 41% of year three and 37% of year 5 respectively.)

The school continued its guided reading and writing programs and the connected, purposeful teaching of literacy skills through the program of inquiry. We were committed to the ongoing implementation of recognised quality programs to support the acquisition of students’ skills in English: *First Steps Reading and Writing (Second Edition)*, *BEE Spelling*, *Words Their Way* and Scaffolded Literacy.

In 2014 NAPLAN assessments, 81% of year three and 89% of year five students achieved above the national minimum standard in reading. Fifty-two percent of year three and 55% of year five students reached the proficiency levels. In writing 78% of year three and 92% of year five students achieved above the national minimum standard.

Students performed strongly in the language convention assessments. Eight-eight percent of our year three and 97% of our year five students achieved above the national minimum standards. Forty-six percent of year 3 and 50% of year five students reached the proficiency levels. Teachers reported consistent progress by students in our word study program, although its effectiveness was not evident in NAPLAN spelling results. Progress was based on the BEE Spelling Inventory results for each class, with some students moving by up to four phases.

The school’s year five NAPLAN trend data demonstrates results consistently higher than for the ACT in reading and language conventions over an extended period of time. Year five writing outcomes have also improved since 2011. An examination of the PIPS and NAPLAN results for “within school match” groups supports this conclusion, showing that the performance of students who have attended the school since kindergarten is higher than for the ACT, particularly in reading. NAPLAN trend data does however indicate that the writing and spelling outcomes for year three students require improvement.

---

1 Reading results for year 5 have remained well above the ACT since 2010; Grammar and Punctuation since 2012 (Smart Data 2014)

2 Within school match groups: kindergarten to year 3; kindergarten to year 5; year 3 to year 5

3 2014 school K-5 NAPLAN mean reading score: 555; compared with ACT: 523. School year 3-5 NAPLAN mean reading score: 583; compared with ACT: 523 (SmartData 2014)
Students demonstrated increased skills and confidence in literacy in diverse ways. A number of students elected to complete the University of NSW (UNSW) International Competitions and Assessments (ICAS) in 2014. In literacy the results were as follows:

- **English** (15 participants): 4 distinctions, 1 credit and 6 merits (the school’s average test scores in years three, four and six were above national scores, with the year three average score being 13.2 points higher)
- **writing** (9 participants): 2 credits, 1 merit (the school’s average test scores in year five were 0.6 points higher than national scores), and
- **spelling** (22 participants): 4 distinctions, 5 credits 2 merits. (The school’s average test scores in years three and four were above the national averages by 2.6 and 2.8 points respectively).

This year our Tournament of Minds Language and Literature team also represented northern Canberra in the ACT finals.

The school focused intensively on numeracy programs and effective interventions in 2014. Each year level was resourced with EAL/D and executive teacher support to allow for targeted small group and individual teaching. Flexible ability grouping and withdrawal were regularly used to meet individual needs. Every teacher committed to using both explicit teaching and inquiry sessions to engage students and build their skills and confidence in numeracy.

In 2014 NAPLAN numeracy assessments, 81% of year three and 89% of year five students achieved above the national minimum standard. Thirty-seven percent of year three and 43% of year five students reached the proficiency levels. The latter result is a significant improvement on previous years (23% in 2011) and 13% above the state. Another highlight was the improvement in our mean score for EAL/D students, which was similar to the state result in 2014 but had been below for several years.

The school’s year five NAPLAN trend data indicates a pleasing improvement in numeracy results, which have been higher than for the ACT in both 2013 and 2014. An examination of the PIPS and NAPLAN results for “within school match” groups supports this conclusion, showing that the performance of year five students in 2014, who have attended the school since kindergarten, is higher than for the ACT\(^4\). Again, however, NAPLAN trend data indicates that the numeracy outcomes for year three require improvement. This data analysis suggests that the school’s literacy and numeracy programs result in long term success. The school will therefore investigate the impact of its play based developmental Curriculum on year three NAPLAN results.

A greater number of students elected to complete external mathematics assessments in 2014. There were twenty-nine participants in the UNSW International Competitions and Assessments (ICAS) for mathematics, who earned five distinctions, nine credits and four

\(^4\) K-5 match students school: 530; ACT: 499. Year 3-5 match students school: 529; ACT: 499 (SmartData, 2014)
merits. The school’s average test scores in year three to five were above national results, with the year five average score being 2.5 points higher. Similarly the school experienced a greater number of participants in the Australian Mathematics Challenge than in recent years, with a total of twenty-four students participating. Unusually, seventeen of these students were in years three and four, indicating far higher levels of confidence and engagement in mathematics than in the past. In the upper primary challenge six of the seven participants achieved recognition (2 distinctions, 3 credits and 1 proficiency). In our first attempt at the middle primary challenge, eight participants achieved recognition (2 distinctions, 1 credit and 5 proficiency).

In 2015 the school’s EAL/D and learning assistance program will continue in the early childhood classes, using specialist teachers, Reading Recovery strategies and MultiLit (an alternative early childhood reading intervention program). First Steps Reading and Writing (second edition), BEE Spelling, Words Their Way, Scaffolded Literacy and the Count Me In Too mathematics program will continue. The professional development focus will be on effective differentiation and the teaching of literacy and numeracy through inquiry, accompanied by explicit teaching at the point of need. Particular focus will be placed on professional development in the teaching of writing and mathematics for students for whom English is not their first language or dialect. Increased monitoring of student progress in English and mathematics, and the implementation of timely, effective interventions will also be facilitated by the introduction of the Response to Intervention model.

Further detailed analysis of our achievements in the areas of literacy and numeracy across kindergarten to year 6 can be found later in this report, where progress against our school priorities is described.

Performance in other areas of the curriculum

As discussed later in this report, the conceptually driven, inquiry based nature of our program of inquiry provide sound opportunities for curriculum differentiation that foster higher order thinking and challenge all students to achieve at appropriate levels. The school’s philosophy and practices also promote the understanding that successful learners are “risk-takers” who engage in a balanced curriculum. North Ainslie students demonstrated their academic achievements and willingness to accept challenges in diverse ways during the school year, observed by teachers, parents and others at learning journeys and documented in students’ reports.

North Ainslie continued to provide a strong and varied arts program. As part of our ongoing involvement in the Australian National University (ANU) Music Education Program, North Ainslie participated in the national Music Count Us In event for the eighth consecutive year. Sixty students from kindergarten to year six also elected to participate in the North Canberra Spectacular arts showcase, a mammoth effort which ran over three days and nights of performances and months of after-school dance rehearsals.
Our year 5 and 6 bands performed at school assemblies throughout the year and also at public functions, including our multi-cultural Fiesta, the Hackett Preschool Fete and Floriade. Senior students also achieved other musical successes, with five students gaining places in the ACT Primary Concert Band and one student gaining a place in the inaugural Primary Concert Choir, performing at Floriade, the Australian National Eisteddfod and other public venues. Our year five and six bands achieved “accomplished ratings” at the 2014 Band Fest.

The 2014 Primary Years Program Exhibition was delivered by year 6 students under the transdisciplinary theme “How we express ourselves”. It demonstrated the power of our curriculum to inspire and engage every student and to produce sound academic outcomes. Every year 6 student was involved in a cooperative group. Their task was to identify a contemporary social issue and explore different communication techniques and media to effectively communicate their thoughts on these issues. Their inquiries looked at diverse issues such as poverty, child abuse, marriage equality, gender stereotype, litter, free range chicken farming and Canberra’s light rail project. Our teachers believe this Exhibition was our most successful to date, with students demonstrating a wide range of twenty first century learning skills, presenting the conclusions of their inquiries through multiple media: dance, sculpture, visual art, visual displays, formal writing and technology. Their information, media and technology skills came to the forefront as did their ability to spontaneously engage in higher order thinking and to collaborate, communicate, think critically and creatively. For such young people their skills and efforts impressed both parents and teachers.

Students in other year levels across the school engaged eagerly in equally challenging units of inquiry. The new kindergarten unit “Patterns, Patterns, Everywhere” provided sound differentiation and extension. The particularly transdisciplinary nature of this unit allowed for excellent student questions which the teachers were then able to pursue, both within formal lessons and investigations. Teachers observed some students not only independently creating quite complicated patterns, but classifying them and then naming the types of patterns present. Student engagement was also high in the year three/four unit of inquiry, “Media and Me”, which allowed students to utilise their areas of strength, resulting in a variety of media presentations of a high standard.

Science continued to be a strong part of the school's curriculum. A detailed discussion of work in this area can be found later in this report where progress against our school priorities is described.

For the first time, North Ainslie students had the opportunity to participate in the Da Vinci Decathlon. Two teams represented the school, with our year five students winning second place in the science section.

Twenty students in year three to six opted to sit the University of NSW International Science Competition and Assessment (ICAS), with four students achieving distinctions, six students
achieving credits and one student achieving a merit award. The school’s average test scores were higher than the national results for year three, five and six in this competition. Twenty-three students also opted to sit the ICAS computer competition, gaining two high distinctions, 3 distinctions, 6 credits and four merits. The school’s average test scores were higher than national results for all year levels in this competition.

History and geography are equally valued curriculum areas. Senior students greatly enjoyed investigating the challenges, risks and opportunities that migration poses whilst middle primary students examined the interaction between indigenous people and new settlers.

The learning area of health was a priority in 2014, not only in terms of physical education, but social and emotional development. Our goal is always for students to become balanced risk-takers (IB Learner Profile) who demonstrate a willingness to take on new challenges and the resilience that this requires. To this end we provide multiple opportunities for students to engage in a range of activities, including sports, and we encourage the concepts of participation, inclusion and personal challenge.

Twenty-five North Ainslie students represented the school at the North/Gungahlin region swimming carnival. Five students then represented North/Gungahlin at the ACT carnival and one student proudly went on to represent the ACT in the national swimming championships. Twenty-one students represented the school at the North/Gungahlin cross country carnival. Thirty-eight students represented the school at the North/Gungahlin athletics carnival with eight students following on to represent North/ Gungahlin at the ACT carnival and one student representing the ACT in the national championship. A number of others had individual sporting achievements, including ten students who were selected to play in the North/Gungahlin rugby union, netball and hockey teams. One of these students went on to play in the ACT hockey team.

Students continued to take action with the school’s leadership team and P&C in the Healthy Eating Hub (HEHub). The HEHub’s alignment with our curriculum continued, facilitated both through the program of inquiry and Enrichment classes. The multi-age Enrichment program provided an avenue to actively involve all students in both cooking and gardening projects, which were facilitated by a partnership with KidsPantry and Fresh Tastes. Year 5 and 6 students yet again commented on their canteen and garden work as highlights of their senior years at North Ainslie. In particular, year 6 students, who might not have had an opportunity to lead in “school captain” or “sports captain” roles, were able to make significant contributions as school leaders and concurrently acquire useful life skills.

Their contributions this year included:

- collaboration with a working party of teachers and parents to write North Ainslie’s Healthy Eating and Drinking Guidelines
- the planting of seventy shrubs in the senior courtyard with the help of Greening Australia
enabling the P&C to extend canteen operations to four days per week by organising a daily roster of student volunteers, who helped with preparing and selling healthy food items, and implementing a “green and yellow bin” recycling system across the school.

Progress against School Priorities in 2014

Priority 1
Build a culture of consistent quality practice with high expectations for all students

Targets
By the end of 2014:

- achieve the predicted EDT 2014 NAPLAN targets in reading, writing and numeracy for students in years 3 and 5
- achieve a two point improvement in the percentage of students achieving expected growth in NAPLAN test results for reading, writing and numeracy
- improve the NAPLAN mean scores in reading, writing and numeracy for year 3 and 5 Aboriginal and Torres Strait Islander and EAL/D students by five percentage points
- 94% of staff, parents and students believe that “the school has high expectations in all that it does”
- 90% of teaching staff and 75% percent of other school staff believe that “I get constructive feedback about my practice”
- 95% of teaching staff and 75% percent of other school staff believe that “there are processes in place that support my practice”, and
- 95% of teaching staff believe that “staff at this school focus on improving the quality of the school’s teaching and learning practices”

Directorate Priority Areas covered with this priority
Quality learning, Inspirational teaching and leadership, High expectations, high performance, Business innovation and improvement

Progress
At the commencement of the 2010-2014 Strategic Plan, four key improvement strategies were chosen because they were considered essential to building teacher capacity and consistency of practice in order to improve students’ learning outcomes. The first of these undertaken by the school leadership team was to identify and clearly articulate standards and processes for best practice in all areas of the curriculum. In consultation with teaching staff and the School Board, the leadership team continued to methodically review policies, processes and procedures to match best practice and place them in a central A-Z directory on the shared network so that they are easily accessible to all staff. A number of significant
policies and guidelines were published in 2014 which impacted curriculum delivery, including Bullying and Harassment, Film and Literature, Healthy Eating and Bring Your Own Devices (BYOD). When surveyed in August, 94% of teaching staff provided feedback that standards and practices for best practice are clearly articulated at the school. They also provided feedback that the A-Z central directory contains best practice resources and that policies, standards and processes are generally easily accessible on the shared drive. Staff commented that the A-Z directory’s effectiveness was hampered by ongoing technical issues but recognised that policies, standards and processes are clearly articulated through many other medium such as essential agreements, staff handbooks, weekly planning meetings and the school website.

As an International Baccalaureate Primary Years Program (IB PYP) school, North Ainslie recognises the IB standards and practices as essential to the quality delivery of a student centred inquiry program. The IB’s 2013 evaluation report provided commendations and recommendations for the period 2014-2019. The school responded to this report in 2014 by developing a new action plan to address the necessary areas for development and commencing the first phase of its implementation. Two of the focus areas in 2014 were the articulation of the IB educational philosophy and program to the parent community, and the identification of effective techniques to promote inquiry and differentiation.

Recognising best practice in the teaching of literacy and numeracy and the building of professional capacity to engage in this practice were yet again foremost in our planning of professional development. In 2011 and 2012 the professional development focus had been on training all teachers to use First Steps Writing (Second Edition) and First Steps Reading (Second Edition) processes and resources. In 2014, the school continued to embed the consistent use of these literacy programs across kindergarten to year 6. Consistent use of First Steps in classrooms, including guided reading and guided writing, was reflected in teams’ literacy planners, lesson observations and professional pathways conversations. Teachers presented student work samples and assessments which also provided evidence of improvement in student outcomes related to the use of First Steps. A barrier to achieving consistency in all classrooms was the arrival of several staff members who had not been trained in First Steps Writing or First Steps Reading.

The school has continued to embed the Scaffolded Literacy approach as a means to improve outcomes for students whose first language is not English. This approach has not only been adopted by specialist teachers in the learning assistance program, but in a number of classrooms and in our Homework Club program. Teacher observation and students’ writing samples indicated that student engagement and confidence increased through the use of Scaffolded Literacy.

I have used the Scaffolded Literacy model with the students in the year 5/6 learning assistance program this year. They have responded particularly well. For example N didn’t
see herself as a capable writer last semester. Her writing has a depth and richness of language now that just wasn’t there before. Look at the imagery in her last piece of writing! (EAL/D specialist teacher, October 2014)

When F arrived at North Ainslie in the middle of the year, he was lacking in confidence and not reading or writing at benchmark. He was reluctant to engage in the classroom but fortunately eager to participate in Scaffolded Literacy sessions. When he brought me his latest information report to read, I glimpsed a sense of accomplishment and pride that I had not seen before. (Executive teacher, November 2014)

The school’s commitment to the Word Study program, using BEE Spelling and Words Their Way, continued in 2014. Two teachers undertook an intensive course in Words Their Way this year and embedded more elements in their own word study programs. Student achievement was regularly measured throughout the year using the BEE Spelling Inventory, demonstrating all students made progress. However our NAPLAN spelling results did not reflect the same success. Barriers have been identified: firstly that more recently arrived staff require training in both programs, and secondly that other staff are using a limited repertoire of the BEE Spelling strategies. The word study program will be closely examined in every classroom in 2015.

A significant professional learning focus was placed on numeracy again this year, developing staff capacity to teach mathematics through inquiry and to apply effective interventions. We approached Dr. Rhonda Faragher, who has extensively researched the contemporary teaching of mathematics in primary school and was keen to share her findings with our teachers in a series of professional development sessions. In 2013 the school had adopted Rob Vingerhoet’s inquiry lesson model to teach mathematics in a way that was engaging for all learners and naturally differentiated. Dr. Faragher’s research indicates that there are twenty-five essential characteristics required to teach mathematics effectively. Classroom teachers identified that these are embedded in the model we are now using, and therefore continued their commitment to the consistent implementation of the inquiry model in at least two mathematics lessons per week. They also strived to address the twenty-five characteristics in all mathematics lessons. Teacher resource books were purchased to support this. As in 2013, an increased level of student confidence and engagement was observed by teachers and also demonstrated in students’ oral and written reflections during mathematics lessons.

I am confident that my inquiry mathematics lessons raised student outcomes. Several of my students earned higher grades in the second semester. Sometimes this was obvious but other times not so clear to others. Take those students whose grades didn’t change but in fact lifted from being low “Cs” to high “Cs”. Y achieved a D grade last semester but is now meeting the achievement standards. He enjoyed the cooperative nature of the lessons and

5 Dr. Faragher is a senior lecturer in mathematics education and also head of Education on the Canberra campus of the Australian Catholic University.
working beside peers who were more competent mathematics students. (Year three/four classroom teacher, December 2014)

The sharing of best practice was promoted through our flexible staff-meeting timetable. This is based on a learner centred model, which enables teachers to observe colleagues’ work, both in the classroom and in “break out” sessions at staff meetings. Teachers identify their own areas of development and engage in classroom observations or peer facilitated workshops as relevant to their individual professional needs. Every teacher reported observing peers teaching, which resulted in changes to their own practice. Their professional conversations and written reflections on their colleagues’ inquiry mathematics lessons also demonstrated evidence of high levels of student engagement and opportunities for targeted, individual teaching at the point of need.

A second strategy to address this priority was the implementation of a systematic approach to school wide assessment and data collection that would allow us to monitor student progress and accurately inform our programs. All teachers indicated that they consistently adhered to the common assessment schedule for literacy and numeracy, which had been developed in 2012. They expressed appreciation of the clear assessment timelines and expectations. Student outcomes were recorded, including PM Benchmark reading levels, BEE Spelling Inventory results and the language proficiency ratings for EAL/D students. Although considerable technical issues with the GradeXpert software program were experienced, we continued to track and monitor student progress, including specifically for Aboriginal and Torres Strait Islander (ATSI) students, so that targeted interventions could be made for literacy and numeracy. More sophisticated Excel spreadsheets were developed for recording and monitoring literacy levels, which can now be regularly imported into the GradeXpert database by the literacy coordinator. This has enabled the collection of data to continue in the event that GradeXpert is ever offline again because of technical problems. The executive team met regularly in 2014 to analyse data and allocate resources to support student learning. In addition, every teaching team met formally with the literacy and numeracy coordinators three times per term to discuss learning outcomes, adjust classroom programs and determine higher tier interventions. Appropriate literacy (e.g. Reading Recovery, MiniLit and Scaffolding Literacy) and numeracy interventions were applied in direct response to identified student needs.

Both the mid and end of year reporting templates have been reviewed in the last two years to align with the achievement standards of the Australian Curriculum and IB PYP requirements. The new templates enable teachers to report on student learning in a way that clearly and consistently addresses relevant curriculum outcomes, and to identify areas of development, both for individual students and future teaching programs. In 2014 the kindergarten reports were refined to better reflect the Australian Curriculum, particularly with regards to mathematics content.
Special needs records, teacher referrals, students’ end of semester reports, personalised/individual learning plans (PLPs/ILPs) and teacher planning notes provided evidence that the teachers and executive staff had a sound understanding regarding students at risk and that targeted interventions were being applied to support these students. Teachers recognised the school’s collaborative approach to meeting students’ needs and indicated that they believed they were part of a systematic approach which informed their programs. Ninety-four percent reported using “results from system testing and system processes to inform their planning” in the August ETD survey. Furthermore the school was evaluated by two panels in 2014, both of which commended the school in this area. The ETD Validation Report stated that the “school wide data assessment and data collection processes are outstanding”, noting the “clear connections between data and classroom practice and resourcing”\(^6\). This view was reinforced by an ACER Report\(^7\), written shortly afterwards.

Particular attention was paid to the application of interventions to improve reading and numeracy outcomes, using EAL/D and executive teacher support to allow for targeted work with small groups and individual students, as well as in-class coaching of staff. The most significant achievement in 2014 was the introduction of MultiLit programs. A pilot of the early childhood MiniLit program commenced in May 2014 to provide alternative intervention for students who were not yet reading at benchmark. The school now provides both Reading Recovery and MiniLit as Tier 2 and 3\(^8\) intervention programs. Students who do not respond as well as expected in Reading Recovery can access the second program before reaching middle primary years. The school is also able to offer Minilit where it has been identified that a student has specific learning difficulties\(^9\) which the program is designed to address. The data from both programs is being closely monitored as part of a school based research project into effective interventions. Evidence shows that Reading Recovery is a successful intervention, increasing student reading outcomes by an average of 8.5 levels\(^10\). Initial pilot data for MiniLit indicated slower improvement but that it was an effective intervention for a small cohort who had not responded to Reading Recovery or had exited the latter and ceased to progress\(^11\).

Strengthening staff understanding of the coaching model to enhance quality teaching was identified as a third key improvement strategy. One of the school’s goals was to use a coaching model to embed consistent practice in the teaching of literacy and numeracy, including specifically for Aboriginal and Torres Strait Islander and EAL/D students. Executive

\(^6\) Page 6, ETD Validation Report, 2014.
\(^8\) In the Response to Intervention Model (RTI), targeted small group intervention (Tier 2) and individual intervention (Tier 3) is recommended in addition to Tier 1 programs for students at risk. Tier 1 includes existing practices such as classroom guided reading programs.
\(^9\) Dyslexia
\(^10\) Average increase in reading level determined by analysing school’s Reading Recovery student data for 2012, 2013 and 2014.
\(^11\) Five students were in this pilot group. Therefore, for privacy reasons, we cannot report specific data.
teachers, who had completed Growth Coaching (gci) or Teacher Quality Institute (TQI) training, took on mentor and/or coaching roles with classroom teachers to improve practice in a supportive and self-reflective environment. In 2014 the school was successful in appointing an “Experienced Teacher of Professional Practice” (ETPP) whose role it was to specifically support classroom teachers in this way. All teachers had access to the coaching process and also participated in “Teacher Talk”, an instructional leadership practice, whereby authentic, constructive feedback is regularly given to teachers. Education and Training Directorate (ETD) and school priorities are addressed in “Teacher Talk”, which integrates the professional pathways process, lesson observations, growth coaching and the setting of relevant individual goals to improve teaching practice and continue to raise learning outcomes. In 2014 the leadership team modified the school’s instructional leadership processes. Every teacher conducted a self-assessment against the National Teacher Quality Standards, prior to being led through the growth coaching process by their executive mentor to identify their pathways goals. Teachers could then apply for ongoing coaching by the ETPP, the literacy coordinator or the numeracy coordinator. Based on participant feedback, the structure of the coaching model was refined and a formal coaching agreement developed. Induction sessions were held at the beginning of each semester to build staff understanding of the coaching and mentoring processes and showcase the opportunities for participation. Teachers were asked to use growth coaching concepts, not only for their own professional development, but when helping students to negotiate their personal learning goals. By August, 2014, 91% of teachers indicated that they had an understanding of how the school’s coaching and mentoring model could improve their professional capacity. A number of teachers actively sought out growth coaching opportunities for themselves or offered mentoring to peers. Those who accessed the coaching model stated that it had been effective in enhancing their professional practice. The concept of peer coaching was also explored and will be built on in 2015. *Scaffolding Literacy, guided reading and writing, word study and inquiry maths were common areas of interest for teachers who sought out coaching this year.*

The fourth key improvement strategy has been to implement a process for reflection through instructional leadership practices across the school. This has inevitably been interwoven with the third strategy. One hundred percent of staff (teachers and learning support assistants) reflected on their own practice and professional growth through the review phases of the professional pathways/ performance management process. Teaching staff continued to demonstrate high levels of confidence in their professional capacity and satisfaction with the instructional leadership processes to support their ongoing development.

In 2014 three changes took place in our instructional leadership practices. As part of the “Teacher Talk” process, all staff were expected to participate in the school’s peer observation model this year. Hence not only every teacher but every learning support assistant was observed in practice, being asked to reflect on the delivery of their own
lesson/mini-lesson and receiving formal feedback from the observer. As in past years teacher feedback indicated trust in the “Teacher Talk” process and a positive impact on their practice. Whilst learning support assistants (LSAs) found participation in the new process intimidating, they also indicated satisfaction that their work as part of a professional educational team was being acknowledged. Their executive mentor noted professional growth, providing specific instances where LSAs implemented changes to practice in response to observation and reflection. She also noted an increased willingness on their part to independently approach peers for advice.

The second change introduced the concept of peer coaching, by enabling classroom teachers to elect to be formally observed by peers rather than only by executive teachers. This initiative was highly successful, with seventy-five percent of teachers choosing the former. It has consequently informed the leadership team’s decision to embed a peer or co-coaching model in 2015, with the imperatives being to build teacher capacity in growth coaching, observation, data collection and the provision of constructive feedback.

The final initiative was the implementation of Communities of Practice (CoP) for five teacher identified curriculum priority areas: literacy, numeracy, inquiry, gifted and talented education and learning technologies. Each Community of Practice identified a problem of practice, with participants researching and trialling solutions, reflecting on the outcomes and then sharing their learning in staff sharing circles. Teachers and executive staff indicated high levels of satisfaction with the process, their feedback demonstrating they enjoyed the self-driven aspect, and the opportunities to engage in professional dialogue and innovative practice with peers. The Validation Panel acknowledged the “focus on reflection [which] has become embedded within the school culture incorporating the views of all stakeholders” and the way in which the leadership team has been “mindful of supporting staff….by providing structures and executive support”. The panel also recognized the school’s positive learning culture and its emphasis on inquiry and evidence based practice, not only for students but for staff, through the implementation of processes such as weekly collaborative meetings and communities of practice.

These strategies and specific actions related to building a positive learning culture that promotes consistent quality practice with high expectations for all students. This was recognized by an ACER Report in August, 2014, which stated that “the promotion of high expectations and intellectual rigour is a strong feature of this school”. This culture resulted in the achievement of most of our NAPLAN targets.

The table below identifies that the school’s operational targets relating to the 2014 NAPLAN mean scores were all met. Year 3 results were below the predicted ETD targets but not

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significantly so when taking into account the confidence intervals. Year 5 results were above the predicted ETD targets and well above state results.

Table: 2014 NAPLAN Means against Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading Target</th>
<th>Actual mean</th>
<th>Writing Target</th>
<th>Actual Mean</th>
<th>Numeracy target</th>
<th>Actual mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>454±26</td>
<td>436.4</td>
<td>NA</td>
<td>372.4</td>
<td>414±22</td>
<td>403.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>539±24</td>
<td>541.4</td>
<td>NA</td>
<td>480.8</td>
<td>516±20</td>
<td>519.4</td>
</tr>
</tbody>
</table>

Source: SMART data December 2014

Because ETD writing targets were not set in 2014, we are unable to report on specific operational targets. Whilst our year 5 writing result was marginally lower than in 2013, it was well above the state result. However, we were very disappointed that our year 3 writing mean score was lower than in 2012 and 2013\(^{15}\), and lower than the national mean score.

The following table identifies our progress towards the growth target for year 5 students. The operational target for reading was met, and narrowly missed for numeracy. Highlights included the following.

- A “K-5 within school match” analysis demonstrated that 80% of the students in this cohort achieved expected growth in reading.
- A significant increase in the percentage of year 5 students achieving expected growth in numeracy was maintained, in comparison to 2011 and 2012 results.\(^{16}\)
- 72.7% of year 5 EAL/D students achieved expected growth in mathematics.

The latter results indicate that the school’s intensive focus on improving outcomes in mathematics has been successful, particularly for EAL/D students in the upper primary years.

Table: Percentage achieving expected growth or better in NAPLAN\(^{17}\)

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>63</td>
<td>65.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>68</td>
<td>65.5</td>
</tr>
</tbody>
</table>

Source: SMART data December 2014

The next table addresses the school’s operational targets relating to the 2014 mean scores for Aboriginal and Torres Strait Islander and EAL/D students in NAPLAN. An ambitious target was set to improve the NAPLAN mean scores for this group of students by five percentage points in reading, writing and numeracy. The numeracy target was surpassed for year 3 and

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\(^{15}\) 2013 year 3 writing mean score: 409. 2013 year 5 writing mean score: 484

\(^{16}\) Fifty percent of year 5 students achieved expected growth in numeracy in 2011 and 2012. Sixty-one point five percent achieved expected growth in numeracy in 2010.

\(^{17}\) NAPLAN targets have not been set for expected growth in writing since 2010, due to changes in text type.
narrowly missed for year 5 with a substantial increase of 4.25% in the mean score. This again indicates that the school’s intensive focus on improving mathematics outcomes for EAL/D students has been successful.

Improvements were also noted for reading with the year 3 target being missed by only 0.1% and a two percent increase in the year 5 mean score. However this success was not reflected in writing, indicating that this should be an area of intensive focus in 2015.

The differences between school and state mean scores for EAL/D students in 2013 and 2014 were also of interest. We were able to substantially close the gap in 2014 for year 3 reading and numeracy and year 5 writing and numeracy.  

Table: 2014 NAPLAN EAL/D Means against Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading Target</th>
<th>Actual mean</th>
<th>Writing Target</th>
<th>Actual Mean</th>
<th>Numeracy Target</th>
<th>Actual mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>424.1</td>
<td>423.8 (4.9%)</td>
<td>413.7</td>
<td>377.8</td>
<td>393.2</td>
<td>396 (5.75%)</td>
</tr>
<tr>
<td>Year 5</td>
<td>521.5</td>
<td>506.6 (2%)</td>
<td>502</td>
<td>470.2</td>
<td>498.9</td>
<td>495.4 (4.25%)</td>
</tr>
</tbody>
</table>

Source: SMART data December 2014

Please note: due to the small numbers of Aboriginal and Torres Strait Islander students participating in the NAPLAN tests in 2014, privacy laws prevent us from reporting on their results.

As the table below demonstrates, the majority of our specific operational targets related to the system satisfaction survey data were met. Furthermore, the school’s results were consistently higher than the system mean results for primary schools in all relevant areas. They have also remained consistently well above the school’s 2011 results.

Table: Percentage satisfaction of stakeholders in 2014

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>All P-6 Schools</th>
<th>Target</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents: ‘the school has high expectations in all that it does’</td>
<td>83</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Staff: ‘the school has high expectations in all that it does’</td>
<td>95</td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td>Students: ‘the school has high expectations in all that it does’</td>
<td>78</td>
<td>94</td>
<td>86</td>
</tr>
<tr>
<td>Teaching Staff: ‘I get constructive feedback about my practice’</td>
<td>78</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>Teaching Staff: ‘there are processes in place that support my practice’</td>
<td>89</td>
<td>95</td>
<td>97</td>
</tr>
<tr>
<td>Teaching Staff: ‘staff at this school focus on improving the quality of the school’s teaching and learning practices’</td>
<td>96</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

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18 Year 3 reading: gap reduced from 35.7 points to 16.3. Year 3 numeracy: gap reduced from 42.5 points to 19. Year 5 writing: gap reduced from 13.6 points to 4. Year 5 numeracy: gap reduced from 30.2 to 3.3.
19 This is with the exception of the target for students’ perception of expectations which dropped to 86% from 92% in 2012 and 2013. It remains well above the system result of 78%.
20 Due to the small number of responses by “other staff” this data was not considered a valid representation and has not been reported on.
An explicit school improvement agenda will be determined for 2015 which will be articulated to all members of the school community. The focus on numeracy programs and effective interventions will continue, particularly for students for whom English is an Additional Language or Dialect (EAL/D). An intensive focus will be placed on the improvement of writing outcomes. In line with school’s own 2010-2014 Summative Report and the Validation Panel’s recommendations\textsuperscript{21}, the school will strive to achieve success by “sustain[ing] and fully embed[ing] evidence and inquiry based practice...further strengthening staff capacity for the effective use of student data in using formative and summative assessment to inform learning and teaching in the classroom”. As the ACER recommendation stated, we will “continue to build staff members’ sophisticated data literacy skills which will enable teachers to collect, interpret and action the data over shorter term cycles.\textsuperscript{22}"

The school also recognizes the appropriateness of the panel’s recommendation that the school “ensure new staff are inducted into the specific and unique programs of the school...to maintain their ongoing integrity”.

**Priority 2**

Strengthen a collaborative partnership between the community and the school in relation to student needs

**Target/s**

By the end of 2014:

- 95% of parents believe that “*community partnerships are valued and maintained*”
- 90% of parents believe that “*the learning needs of my child are being met at this school*” and that “*the school works with me to support my child’s learning*, and
- 95% of teaching staff and years 5 and 6 students agree that effective partnerships exist to support student needs (academic, social and emotional)

**Directorate Priority Areas covered with this priority**

High expectations, High performance, Connecting with Families and the Community, Business innovation and improvement

**Progress**

A continuing key improvement strategy in 2014 was to develop the professional competency of staff in addressing the mental health issues of students in order to effectively meet their needs. Since 2012 we have implemented components one to three of

\textsuperscript{21} Page 12, ETD Validation Report, 2014.
\textsuperscript{22} Page 13, ACER Report, 2014.
the KidsMatter program, including the delivery of a social and emotional literacy program called “Bounce Back” to address the building of resilience in young children. Implementation of the final component of KidsMatter in 2014 was unfortunately prevented by a further change in the school psychologist as well as a reduction in actual psychologist hours (both factors outside the school’s control). A review of the implementation of Components 1-3 was commenced midyear, indicating that the school’s dramatic growth had hindered the delivery of Circle Time and “Bounce Back” in some classrooms. The increase in class numbers had resulted in the arrival of untrained teaching staff and insufficient “Bounce Back” teaching resources. The school therefore decided to postpone a full KidsMatter review until 2015 and re-directed funding to purchase additional resources and enable coordinator support for classroom teachers so that they could effectively use Circle Time to deliver the “Bounce Back” program on a weekly basis. The coordinator will continue this support on an annual basis.

Additionally the school has remained committed to the use of restorative and relational practices (RP), which are very much a part of our student management framework. Opportunities for RP training were provided for all staff, both through a TQI accredited course at the beginning of the school year and through ongoing modelling by members of the executive team.

The school recognizes that students have a range of needs: academic, social and emotional. In 2014 executive staff and classroom teachers attended professional development that would enable them to better address the needs of students with specific learning difficulties, particularly dyslexia and dysgraphia. Parents were provided with information via newsletters, emails and workshop opportunities to understand and support their children. KidsMatter emails and newsletter articles were regularly sent home to assist with parenting young people: addressing common issues such as building resilience, managing emotions, coping with anger, and developing positive attitudes and values. The school also provided workshops and information sessions for parents which would enable them to support academic needs at home. These focused on reading, mathematics, and the use of learning technologies, and were well attended with a minimum attendance of twenty-five parents each time.

The success of this strategy was indicated by parent, staff and student survey feedback (see satisfaction survey data in table below). One hundred percent of staff also stated in the August satisfaction survey that they believed they were “catering for the different needs of all students”.

A further key improvement strategy was to engage the community in positive organisational change through several specific actions. Firstly parents and staff were provided with multiple opportunities to contribute to both new and revised policies and procedures. These opportunities included participation in surveys, discussion forums, workshops and policy
consultation processes. Parent feedback, gathered through all of these, has informed the direction of the school’s extensive review of its Bullying and Harassment Policy and Procedures, our new policy regarding the use of film and literature in the classroom, the guidelines for a “Bring Your Own Device (BYOD)” trial and other documents. Other evidence of parental engagement in positive organisational change was present each term in P&C and board meeting minutes.

The school continues to recognise that community partnerships have great power in connecting students and families to school and maintaining emotional, social and physical well-being. The most significant involvement of the community this year was in the Fresh Tastes project. As an ACT Fresh Tastes pilot school North Ainslie formed a steering committee and working party of teachers, students and parents who succeeded in implementing two action areas. Firstly the working party developed and published North Ainslie’s Healthy Food Guidelines, following considerable community consultation. Secondly the steering committee liaised with the Kids Pantry organization, who provided physical resources and training, thereby assisting teaching staff to embed cooking lessons in the school’s Enrichment program.

The school has also been constantly committed to the implementation of our community partnership’s “Master Plan” to improve the physical environment. In 2014 parents, staff and students succeeded in planting over one hundred new shrubs, grasses and trees on the school grounds in partnership with “Greening Australia” and Toyota. We also finalized designs and raised funds for an outdoor adventure track, which will be built on the senior oval in 2015.

The success of this strategy was again indicated by parent, staff and student survey feedback (see satisfaction survey data in table below). Furthermore 92% of parents, 93.5% of staff and 93% of students stated that they believe “school and community partnerships promote health and well-being in a variety of ways” at North Ainslie.

The third key improvement strategy was to create a “community hub” culture across the school. At the commencement of our strategic plan we had created a physical “community Hub” but soon recognised that this had the potential to exclude some members of the school community (e.g. those who work). Hence it became essential that we supplement the ‘community hub’ by clearly informing parents about school and community matters through the school newsletter and a central noticeboard. The principal and board chair also endeavoured to communicate in a transparent and timely manner by writing letters and emails to parents and carers regarding key issues such as school fencing, the chaplaincy program and the BYOD trial. Parents indicated, through P&C meetings and their parent representatives on the School Board, that the school had made multiple efforts to build and maintain communication channels between school and parents. Ninety-four percent of parents who responded to the August satisfaction survey stated that they believed “the
school communicates important information effectively”. Ninety-seven percent of teachers stated that they believed “there is effective communication between teachers and parents and carers”.

We facilitated our “community hub” culture by providing physical opportunities for parents, children and staff to interact socially: for example, including everyone in “Morning Lines”, having one central courtyard where children are collected and parents can chat with staff and other parents, and holding a community barbecue and Fiesta at the beginning of the school year. Our Healthy Eating Hub (HEHub) is an extension of this concept. Established in 2012 to improve the social, emotional and physical well-being of the entire community, the HEHub project was finalized in 2014. A school funded HEHub coordinator and teaching assistant were employed for a total of three days a week to ensure gardening and cooking activities were embedded in the curriculum, both during class and play times. The coordinator also liaised with parent volunteers, organizing the fortnightly Wednesday afternoon garden working bees and Friday’s fresh produce stalls for families. In a partnership with the school, the Parents and Citizens Committee (P&C) also extended the opening hours of the HEHub canteen to four days per week, employing paid managers to work alongside parent and student volunteers to serve a healthy menu for adults and children. The results of an appreciative inquiry conducted this year with parents, staff and students demonstrated high levels of community engagement with all aspects of the HEHub. Circle Time feedback from senior students at the end of each semester also confirmed this, as did the HEHUB acquittal and closing report to ACT Health.

In order to better meet individual student needs, the school researched ways of providing high quality online curriculum resources to facilitate differentiated learning partnerships which extend beyond the classroom. To explore the potential of learning technologies in meeting student learning needs, key staff formed a Learning Technology Community of Practice and engaged in professional learning throughout the year. Problems of practice and current research were continually shared. Three teachers attended the Edutech Conference and “Life” training, bringing back the latest findings regarding contemporary learning in an online environment. The Connected Learning Community (cLc) provided senior students with access to weekly homework and online resources to facilitate their investigations for the program of inquiry. Parents were provided with a cLc workshop which also facilitated younger students being able to access online literacy and numeracy resources at home. However our experiences with the cLc have proved that it is not a user friendly or technically stable learning management system (LMS). In response to our research, we were able to phase out the cLc and replace it with Life’s “My Learning” LMS, which is already being successfully used by senior students. Students in the other primary years will be introduced to “My Learning” in 2015. The quality online French program, “Language Market”, was used again in 2014, allowing senior students access to self-paced language learning both in class and outside school hours. Teachers in the senior school also introduced students to online learning communities via Edmodo and explored the Khan
Academy as one means of providing differentiation in mathematics learning. Stakeholder feedback was extremely positive about these specific actions. Parents acknowledged the benefit of being able to check weekly homework tasks and support their children accordingly. Students acknowledged the level of independence that the cLc and “My Learning” permitted them. Student engagement with “Language Market” was high, with the French teacher observing many learners making full use of the self-directed elements. Unfortunately privacy legislation related to the use of websites such as “Language Market” meant that some students could not use these programs because parental permission was not given. It is anticipated that this will cause ongoing equity of access issues for students, which will need addressing.

A fourth specific key improvement strategy was to establish further collaborative partnerships to support the learning pathways of Aboriginal and Torres Strait Islander students. The existing school personal learning plan process (PLP) was embedded to improve learning outcomes and support the key transitions of Aboriginal and Torres Strait Islander students (preschool to kindergarten, year 6 to high school). At the commencement of the school year every Aboriginal and Torres Strait Islander student negotiated a personalised learning plan with their parents, their teacher and any other relevant stakeholders in their education. In these plans learning goals and strategies were clearly set out to assist the student in a supportive partnership. Student achievement against the personal learning plans was reviewed at least twice during the year and reported to the stakeholders. Teachers commented on the effectiveness of the plans because of the collaborative and explicit nature of the goal setting, observing the greatest student success where goals were short term.

Seven years ago a community partnership was established to support Aboriginal and Torres Strait Islander students and other students considered “at risk” in an afterhours Homework Club. Options to strengthen the partnerships at Homework Club were investigated in 2014. In 2013 a funded partnership had been trialled with Literacy for Life to provide targeted intervention for year 6 Aboriginal and Torres Strait Islander students prior to their transition to high school. The intervention was based on the Scaffolded Literacy approach already being used across the school. Whilst no year 6 Homework Club students were considered at risk in 2014, there were younger Aboriginal and Torres Strait Islander students who we identified as needing additional academic support. We therefore continued our partnership with Literacy for Life. A barrier to the success of this literacy intervention proved to be some families’ reluctance to participate in after-hours programs, even with other incentives being offered to encourage attendance. In light of this, the school will continue to explore a flexible learning assistance model to incorporate in- and out-of-school hour’s classes.

We have identified that, in order to fully support the learning pathways of Aboriginal and Torres Strait Islander students and value their culture and history, it is essential that our community contributes to a new Reconciliation Action Plan (RAP). In preparation for this
process, the principal participated in professional development with Reconciliation Australia, examining its school-specific reconciliation framework which features actions in the classroom, school and community that focus on Relationships, Respect and Opportunities. North Ainslie plans to establish a working group and use Reconciliation Australia’s recently developed online model to write a new RAP in early 2015.

The actions within these key improvement strategies in 2014 have resulted in the satisfaction levels of parents, students and staff being close to or above our targets and well above the relevant ACT means. These results affirm the actions we are taking to ensure we effectively meet the needs of our students, and were acknowledged by the ACER review panel.

“There is a high level of community connectedness at North Ainslie with the school actively seeking ways to enhance student learning and well-being through deliberate and intentional partnering with parents and families, community and educational organisations.”

Table: Percentage satisfaction of key stakeholders in 2014

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>All Public Schools %</th>
<th>Target %</th>
<th>Satisfied %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents: ‘community partnerships are valued and maintained’</td>
<td>82</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Parents: ‘the school is meeting the learning needs of my child’</td>
<td>82</td>
<td>90</td>
<td>83</td>
</tr>
<tr>
<td>Parents: ‘the school works with me to support the learning needs of my child’</td>
<td>82</td>
<td>90</td>
<td>89</td>
</tr>
<tr>
<td>Teaching Staff: ‘effective partnerships exist to support student needs (academic, social and emotional)’</td>
<td>NA</td>
<td>95</td>
<td>91</td>
</tr>
<tr>
<td>Students: ‘parents, teachers and the school community work together to help meet my needs (academic, social and emotional)’</td>
<td>NA</td>
<td>95</td>
<td>89</td>
</tr>
</tbody>
</table>

Source: School Survey August 2014.

The Validation Panel commended North Ainslie for its strong sense of community amongst all stakeholders. The school will strive to ensure this continues. The school will also explore further ways of addressing student needs and complete the implementation of the KidsMatter program. This work was affirmed by the ACER panel, with the expectation that it continue in the next strategic plan. In regards to the physical environment, the school has recognized the Validation Panel’s recommendation that “facilities planning will need to align

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24 Please note: “non-applicable” responses have not been included in the data analysis.
26 Page 13, ACER Review Report, August, 2014
with the school strategic vision in order to provide flexible structures and spaces to enable
the school to respond appropriately to the needs of a growing student population”.

Priority 3

Align the Australian Curriculum, Primary Years Program (PYP), South Australian New Arrivals
Program (SANAP), Developmental Curriculum (Investigations Program) and the Early Years
Learning Framework (EYLF) to improve student outcomes.

Target/s

By the end of 2014:

- increase the percentage of students achieving a satisfactory standard or above in A-E
  assessments for English, mathematics and science by two points from semester 2,
  2013, and

- increase the percentage of kindergarten students making expected or better
  progress in PIPS assessments by two points.

Directorate Priority Areas covered with this priority

Quality learning, Inspirational teaching and leadership, High expectations, high
performance, Business innovation

Progress

At North Ainslie the relevant curriculum includes: the new Australian Curriculum, the
Primary Years Program (PYP), the South Australian New Arrivals Program (SANAP), our
developmental play based curriculum (the Investigations Program), the Early Years Learning
Framework (EYLF) and Every chance to learn.

In order to improve student outcomes the school has sought, over the last four years, to
tighten up the planning, teaching and learning process by aligning all relevant curriculum
content and standards. One of the key improvement strategies was to strengthen the links
and planning processes in all North Ainslie curriculum documents to improve outcomes in
literacy, numeracy and science. During the life of the strategic plan, the school developed
and refined English and mathematics planning tools and assessment rubrics to align with the
Australian Curriculum. In 2014 the school endeavoured to embed the effective use of
planning documents and structures to ensure a consistent approach to curriculum delivery
and assessment. Every week all teaching teams met for an hour to collaboratively plan and
evaluate their teaching using the school based documents (literacy, numeracy and PYP). A
formal three week planning cycle was established for literacy, numeracy and the program of
inquiry, with the relevant curriculum coordinator attending each meeting to support
teachers and monitor progress.

Unit of inquiry, literacy and numeracy planners demonstrate a consistent shared understanding by teachers and students of the relevant curriculum content, understandings and skills, which have been methodically drawn from the Australian Curriculum, the Primary Years Program, the South Australian New Arrivals Program, Every chance to learn and/or the Early Years Learning Framework (EYLF) for the designated year levels.

Every classroom teacher used the school’s English and mathematics assessment rubrics and the achievement standards for English, mathematics, science and history to ensure that they were assessing their students and evaluating their programs in an aligned, effective manner. Teacher feedback in Pathways meetings and planning sessions indicated an appreciation that the rubrics and collaborative planning process facilitated consistent links between the Australian curriculum and school programs.

Over the last four years the school has mapped its coverage of Australian curriculum content within the program of inquiry (POI) and written new units as required. In 2014 the school collaboratively reviewed its program of inquiry, making some modifications. Several new or adapted units were written for the year 3/4 program, under the transdisciplinary themes of Who we are, How the World Works and Sharing the planet. We also commenced a new mapping process to evaluate the effectiveness of past curriculum alignment. Given our two year POI cycle, this process will not be finalized until December 2015. However preliminary results indicate that the Program of Inquiry and Australian Curriculum are successfully aligned in the focus areas of English, mathematics, science and history, and that similarly the Program of Inquiry is successfully aligned with the Early Years Learning Framework. The school’s “significant achievements in alignment and curriculum mapping” was acknowledged by the Validation Panel.

Mathematics was a particular curriculum focus in 2014. The units of inquiry which offered authentic opportunities for rich mathematics learning were identified and delivered. A new kindergarten unit, entitled “Patterns, Patterns Everywhere”, was highly successful. Its transdisciplinary focus on the patterns in mathematics, language, and the arts facilitated students’ acquisition of the key concepts, which they demonstrated not only in formal assessments but in independent inquiries during Investigation time. All other mathematics learning was designed in collaborative planning sessions, using Australian Curriculum (AC) content to determine the central ideas, lines of inquiry, key concepts and teacher questions that would drive units and/or lessons.

A further key improvement strategy chosen by the school was to focus on differentiation in the curriculum, particularly for science and mathematics. We believe that the conceptually driven, inquiry based nature of our program of inquiry provides the best opportunity for

28 Every chance to learn is being phased out as more Australian Curriculum is published. Similarly changes in curriculum for the Introductory English Centre mean that the SANAP will be phased out.

curriculum differentiation that fosters higher order thinking and challenges all students to achieve at appropriate levels. We continued to collaboratively write units of inquiry, focusing on the careful design of open-ended summative assessment tasks that would enable success for every student. The year 5/6 science units, “Lights on, Lights off” and “To Infinity and Beyond” were significant examples of this curriculum work. Students demonstrated high levels of engagement and produced a wide range of successful presentations at the end of each unit, using different media. They commented that they appreciated the open-ended assessment tasks, the explicit success criteria and the level of negotiation available in each unit.

To enhance differentiation in our mathematics programs, as previously discussed, we adopted more inquiry elements and continued flexible, ability streamed maths groups, which were responsive to continual formative and summative assessment. We also introduced regular reflective practice in the three weekly mathematics planning sessions to inform future teaching, evident in meeting minutes and numeracy planners.

Consistent progress has been made by the school to meet the third priority as outlined in the following tables. The ACER report commended the school on its “coherent, sequenced plan for curriculum delivery” and “collaborative focus on curriculum differentiation”30.

The tables show the greatest achievements relating to the first target in this priority were demonstrated in the areas of English and science. Semester two A-E grades were compared for English, mathematics and science between 2013 and 2014. Operational targets were met for years 1, 2, and 6 in English. Student performance in English remained relatively stable with 86% of all students achieving satisfactory standards of C or above in 2014 (compared with 87% in 2013). The operational target was met for year 2 in mathematics, and narrowly missed for years 1, 5 and 6. Results for year 3 and year 4 were of concern, in particular for mathematics in year 3 where 29% of students did not achieve a satisfactory standard in A-E assessments.

In science the operational target was met in year 2 and targets for the other year levels were narrowly missed. Student performance remained relatively stable in science with 93.25 percent of all students achieving satisfactory standards of C or above.31

30 Pages 9 and 13, ACER Review Report, August 2014.
31 Data for science was not available for years 5 and 6 in semester 2, 2013, because science had been taught in semester 1.)
As in 2012 and 2013, analysis of the schools’ A-E results revealed that there was a discrepancy between the abilities of the relevant year groups. We therefore also examined the students’ achievements by cohort, comparing their 2012, 2013 and 2014 results. Improvements were noted for English in the year two and six cohorts and for mathematics in the year six cohort. Disappointing growth in mathematics for the year 3 cohort and English and mathematics for the year 5 cohort was identified. Analysis of the year 5 cohort’s data from 2011 until 2014, when coupled with that of NAPLAN, suggests that this group of students did not make expected progress. However some anomalies arose when comparing NAPLAN and A-E data. Firstly the NAPLAN scaled growth score for this group of students in mathematics was 95.9%, far greater than for the state. This result clearly does not reflect the picture painted by the A-E data. Secondly an analysis of both sets of data indicates a discrepancy, with the school’s A-E results presenting a 5% greater decrease in the number of
children achieving a satisfactory standard than NAPLAN. The possibility has been raised that moderation processes for mathematics should be sturdier and that more focus should be placed on the AC achievement standards at some year levels during the summative assessment phase.

In science there was a noticeable improvement for the current year 4 cohort. Whilst comparison with 2013 results were not available, it was also pleasing to see that 97% of the current year 6 students achieved satisfactory or above results in A-E assessments. Results for the year 2 cohort remained stable.

In relation to increasing the percentage of kindergarten students making expected or better progress in PIPS assessments by two percentage points, the table below identifies that we did not meet this target in 2014, but that there were significant highlights. Although we did not meet the ambitious target of 94% in reading, we were pleased to note that the percentage of students achieving expected growth has remained well above the results for 2011 and 2012. In fact, with the exception of 2013, the 2014 result is higher than any result from 2006 onwards. In mathematics the target was narrowly missed with the percentage of students achieving expected growth remaining at the 2013 level of 81%, well above results for 2011 and 2012.

Furthermore twenty-six percent of students made above expected progress in both reading and mathematics (an increase of 10% from 2013). Twenty per cent of the kindergarten students included in this data came from linguistically diverse backgrounds where English was not their mother tongue.

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>Target %</th>
<th>Actual % 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
<td>81</td>
</tr>
<tr>
<td>Mathematics</td>
<td>83</td>
<td>81</td>
</tr>
</tbody>
</table>

Source: Cem Centre, December 2014

In 2015 the school will complete its curriculum mapping review and make any necessary curriculum adjustments. It will also initiate an intensive focus on the use of the achievement standards for English, mathematics and science in the school’s assessment processes.

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32 In 2014, the percentage of students in this cohort not meeting satisfactory standards in English increased by 13.3% in A-E and 8.2% in NAPLAN, when compared with their 2012 results (Difference: 5.1%). The percentage not meeting satisfactory standards in mathematics increased by 12.7% in A-E and 7.9% in NAPLAN (Difference: 4.8%).
33 70% in 2012, 68% in 2011.
34 71% in 2012, 74% in 2011.
35 This does not include students in the Introductory English Centre. Their data is not included in the analysis because no IEC student completed both the start and end of year PIPS assessments.
Priority 4

Establish effective educational preschool programs and community partnerships that enhance children’s learning and development.

Target/s
By the end of 2014:

- 100% of preschool staff assess the school to have met the areas of Educational Program and Practice (1.2 and 1.2), Relationships with Children (5.1 and 5.2) and Collaborative Partnerships with Families and Communities (6.1, 6.2 and 6.3) to an outstanding level.

Directorate Priority Areas covered with this priority
Quality learning, Inspirational teaching and leadership, Connecting with families and the community, Business innovation and improvement

Progress
The first key improvement strategy was that the school strive to ensure that the Early Years Learning Framework (EYLF) and Primary Years Program (PYP) inform the development of a preschool curriculum that enhances the learning and development of each child. The preschool educational team met on a weekly basis to collaboratively plan the program of inquiry. EYLF learning outcomes were used consistently to guide the development of the preschool’s program of inquiry, alongside the PYP scopes and sequences. Curriculum documentation, including the preschool’s unit of inquiry planners, weekly teaching records and curriculum mapping, demonstrated a strong alignment of the framework with the PYP.

Ongoing assessment was also used to inform the preschool programs so that each child’s individual development was taken into account. Teachers explored different ways of designing formative assessments and documenting their observations and student reflections. The inquiry planners and weekly teaching records consistently demonstrated their willingness to reflect on and adapt programs in direct response to children’s individual development. Explicit documentation of changes to preschool programs was also evident in the preschool team’s curriculum planners, unit of inquiry boards, reflection journals and individual documentation of each child’s learning, including portfolio content, anecdotal records, and film footage.

In 2014 teachers focused on creating an effective method of explicitly documenting the progress made by individual children which would allow for and facilitate student reflection. Some teachers developed informal reflection journals that children, parents and staff could read and contribute to. Others explored the use of iPad technology to record learning experiences and allow children to reflect on these at later times. A highlight of 2014 was the introduction of “Statements of Learning” for every child at the end of each term. Teachers included photographs and written descriptions of learning in these statements, which then
enabled children and parents to reflect and collaboratively set future goals, both at mid-year interviews and heading into kindergarten. Parents responded very positively to formal consultation regarding our new reporting procedures.

The second key improvement strategy was to develop respectful and equitable relationships that support each child. The school’s restorative practices framework was used to enable the development of inclusive, respectful and empathetic relationships between children and adults. Educational staff continued to model and provide opportunities for substantive, reciprocal communication with children. Circle Time was used fortnightly to this end, resulting in children demonstrating increased emotional literacy and academic skills. Children were frequently observed asking well thought out, purposeful questions and challenging each other to think more deeply, within a respectful and supportive framework.

The third key improvement strategy was to increase parent and community participation in learning partnerships. Many opportunities for families to work in partnership with the North Ainslie and Hackett preschool educational staff were continued or initiated in 2014, including involvement in the planning and teaching of the program of inquiry. Families were informed of upcoming units of inquiry well in advance and were invited, through questionnaires, to have input into the planning and delivery of each one. Parent response to this initiative was enthusiastic, ensuring that the preschool program consistently took into account children’s’ strengths, capabilities, culture, interests and experiences, and that the community was involved at all stages of the learning process. The frequent and diverse contributions of many families to the “Clothes We Wear” unit of inquiry acknowledged their cultures, interests and experiences, and gave the unit an incredible richness and authenticity.

Learning journeys were held for every unit of inquiry and parental involvement was high here too. A highlight of the preschool year was the plays performed by the children for their parents as part of their dramatic play unit. The unit of inquiry boards were extremely successful in engaging families in their children’s learning and, as the year progressed, acted as a catalyst for many parents contributing to their children’s learning in different ways.

As discussed in regard to the second strategic priority, parents from across the whole school contributed to the writing of North Ainslie’s Healthy Eating Guidelines. The guidelines will be launched in early 2015 and preschool parents will then be invited to draw up an essential agreement with staff about healthy eating at preschool.

The learning partnerships were extended to include not just families but older students and other teachers. For example, in order to facilitate successful transitions to kindergarten and preschool, the school provided a year five/preschool buddy program, orientation visits and family interviews for all prospective pre-schoolers and kindergarten students. Ninety percent of families attended both the kindergarten and preschool introductory interviews.
Self-assessment by all preschool educational staff at the end of 2014 demonstrated that the operational target was met for several areas at both preschools. As the tables below indicate, North Ainslie Preschool staff concluded that the preschool has met the areas of Relationships with Children (5.2) and Collaborative Partnerships with Families and Communities (6.2 and 6.3) at an outstanding level. The staff concluded that all other areas [Educational Program and Practice (1.2 and 1.2), Relationships with Children (5.1) and Collaborative Partnerships with Families and Communities (6.1)] were met at a high level.

Hackett Preschool staff concluded that the preschool has met the areas of Educational Program and Practice (1.1), Relationships with Children (5.2) and Collaborative Partnerships with Families and Communities (6.1, 6.2 and 6.3) at an outstanding level. The staff concluded that all other areas [Educational Program and Practice (1.1) and Relationships with Children (5.1)] were met at a high level.

Table: Preschool staff assessment of progress in Quality Areas 1, 5 and 6 (North Ainslie Campus)

<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Standard</th>
<th>Meeting standard</th>
<th>Above standard</th>
<th>Outstanding standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.2 Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Respectful and equitable relationships are developed and maintained with each child.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Respectful supportive relationships with families are developed and maintained.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: North Ainslie Preschool NQS Self-Assessment December 2014
It was identified that the school’s curriculum framework and intentional play based learning environment are strengths at both preschools, as is the school’s ongoing commitment to professional development in the Early Years Learning Framework (EYLF) and its alignment with the PYP. It is also recognised that preschool staff have consistently built and maintained respectful, positive and trusting relationships with children and their families in 2014. Parents and staff have affirmed the learning environment and program at both campuses for fostering children’s individual cognitive, physical, social and emotional development.

Assessment of each quality area has resulted in the recommendation that in 2015 the preschool educational team continue to explore ways in which to be focused and reflective in designing and delivering the program for each child. This includes further collaborative development of documentation indicating reflective practice by children and adults, and changes to programs that directly relate to this reflection. Increasing children’s sense of agency in their environment is a related focus.

**Preschool Unit- Quality Improvement**

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that

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**Table: Preschool staff assessment of progress in Quality Areas 1, 5 and 6 (Hackett Campus)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Meeting standard</th>
<th>Above standard</th>
<th>Outstanding standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
</tr>
<tr>
<td>1.2 Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.</td>
<td>NA</td>
<td>✓</td>
<td>NA</td>
</tr>
<tr>
<td>QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Respectful and equitable relationships are developed and maintained with each child.</td>
<td>NA</td>
<td>✓</td>
<td>NA</td>
</tr>
<tr>
<td>5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
</tr>
<tr>
<td>QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Respectful supportive relationships with families are developed and maintained.</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
</tr>
<tr>
<td>6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
</tr>
<tr>
<td>6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</td>
<td>NA</td>
<td>NA</td>
<td>✓</td>
</tr>
</tbody>
</table>

Source: North Ainslie Preschool NQS Self-Assessment December 2014
require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School’s Operating Plan.

**Education program and practice**

In 2014 North Ainslie operated four fifteen hour preschool sessions. The preschool curriculum is underpinned by the International Baccalaureate Primary Years Program (PYP) and the Early Years Learning Framework (EYLF). The program is a very intentionally focused developmental play-based one, which is collaboratively designed each year within the scope and sequence of the whole school program of inquiry. It is child-centred and inquiry based. Frequent and regular post-delivery reflections and evaluations are a formal and significant part of teaching practice by the preschool teachers, evident in their daily observational records and curriculum planners.

Teachers have demonstrated an outstanding commitment to the alignment of the PYP with the Early Years Learning Framework, which can be seen in the explicit documentation of EYLF outcomes in our preschool curriculum planners and on each preschool unit of inquiry board.

The school communicates the weekly and termly learning programs to parents via monthly preschool newsletters, community noticeboards, P&C meeting reports and classroom “unit of inquiry boards” in each learning area.

Student learning outcomes are reported on regularly through parent-teacher interviews, student portfolios, “Statements of Learning” and the unit of inquiry boards. Students at Hackett Preschool demonstrate their learning in a developmental drawing and writing book. Preschool educational staff also value informal discussions with parents as an avenue to discuss children’s progress.

*Both preschools are currently rated as meeting national standards in Quality Area 1, with Hackett Preschool exceeding standard 1.1. (NQS 2012)*

**Children’s health and safety**

Children’s safety is as always paramount at the school. Staff are trained regularly in order to be informed about children’s health and safety, and adhere to all national regulations and ETD and school policies. The school has established clear guidelines for health related matters in the *North Ainslie P-6 Health Related Procedures, Hygiene Policy and Procedures* and *Sun Protection Policy and Procedures* which are followed at all times. All preschool staff are trained in First Aid, Asthma and Anaphylaxis procedures. Both settings have also been fully equipped with static and portable first aid and emergency kits.

Structures are in place to facilitate prompt communication about children’s health and any medical /allergy alerts e.g. the initial parent/teacher interviews. Accident/illness log books are in use at both preschool sites.
Adequate and qualified supervision of children is provided at all times. Learning experiences which involve greater physical risk, such as gross motor “obstacle courses”, are only available to students when closely supervised. An environmental check is conducted every day to ensure that the physical learning environment is safe, and comprehensive risk assessments are completed regularly.

The preschool curriculum contributes to children’s physical health and emotional well-being with:

- planned daily physical activity; and
- daily healthy eating discussions with the students and the communication of healthy eating guidelines to parents.

*Both preschools are currently rated as exceeding national standards in Quality Area 2. (NQS 2012)*

**Physical environment**

Furniture and resources are age appropriate, safe, clean and well maintained, and contribute to the children’s learning and inquiries.

Highlights which contribute to a positive, flexible learning environment for children include:

- the renovated North Ainslie and Hackett sites which facilitate flexible learning spaces and fully meet national regulations
- preschool sites which allow for supervision of simultaneous indoor and outdoor play; and
- edible and sensory gardens at both preschool sites.

The preschools’ physical environments also enable the embedding of environmental concepts in the curriculum such as sustainable gardening, recycling, and daily routines such as food composting and resource reuse. Water tanks have been installed at both sites for this purpose. Children are encouraged to care for their gardens at both sites and experience the process of growing, harvesting and eating their own produce, as well as sharing these with their families. A chicken run has been built by parents and staff at the North Ainslie preschool campus with funds from an ACT Health grant. Parents are continually contributing to the development of the outdoor spaces at both campuses in consultation with children and staff.

*Both preschools are currently rated as exceeding national standards in Quality Area 3. (NQS 2012)*

**Staffing arrangements**

There is a high degree of collaboration and consultation between the four teachers and two learning assistants at our preschool campuses, which ensures a consistency of program delivery. Each preschool holds a weekly staff meeting for the teachers and assistants after
school and the teachers also attend weekly collaborative planning sessions with an executive teacher.

There is also a high level of collaboration and consultation between the preschool and other primary staff, providing support for students and staff, particularly at transition times.

Preschool staffing is arranged to allow for consistency during the teachers’ release from face to face teaching and to provide an appropriate hand over at both sites when this release takes place. This ensures that teachers are supported and that the impact on the students is minimised during staff changes.

All teaching staff have Early Childhood qualifications and both preschool assistants have completed the Certificate 3 in Child Studies. We have also maintained the 1:11 adult to child ratio at both preschool sites.

Currently timetabling allows for staff and parents to regularly meet and discuss individual needs of children. Children’s home to school transitions are supported through routines and staff/parent contact. Parents have commented that they appreciate the close relationship they have with all pre-school staff.

*Both preschools are currently rated as exceeding national standards in Quality Area 4. (NQS 2012)*

**Relationships with children**

Staff at North Ainslie consistently build positive relationships with families which facilitate trust and open communication.

All four North Ainslie preschool programs are underpinned by the school’s restorative and relational framework, creating an inclusive, open-minded and respectful environment where children are given a voice. Circle Time is a regular part of the program, used to build relationships with all children and to collaboratively solve problems. Protective behaviours are taught and reinforced using verbal and non-verbal strategies.

The preschool’s routines and learning environment allow the teachers to build individual relationships with children and to take on various roles within the school day, including being a resource, a facilitator, a learning partner and a mentor for all children. Reciprocal and substantive communication is fostered between children with both their peers and adults.

Whilst consistent routines foster the children’s sense of security and enable the development of independence, the learning environment is equally flexible so that it can be adapted to the children’s needs and interests.
Teachers challenge children’s thinking to add depth to their play and learning. They encourage children to use the expertise of their peers and celebrate their achievements, both big and small.

Staff have engaged in professional development which has given them a range of effective communication strategies to use for the range of learning styles presented by children.

_Hackett Preschool is currently rated as exceeding national standards in Quality Area 5. North Ainslie Preschool is currently rated as meeting national standards in Quality Area 5. (NQS 2012)_

_Collaborative partnerships with families and communities_

A graduated transition from childcare/home to preschool at the beginning of the year allows for relationships and trust to develop according to the needs of young children.

Families are given time to consult with staff as part of the enrolment process. An information evening is also held in the first week of school to assist with the orientation process for families. We offer short orientation visits at both preschool sites for the incoming 2015 student cohorts and their families.

There are many other opportunities for the continuation of partnerships with parents throughout the year. Interviews, parent committee meetings, conversations with staff before and after sessions, and preschool functions allow for different forms of communication and partnerships. A preschool specific handbook for families has been published following parent consultation. It includes key information about our preschools and an insert specific to each site. The handbook has been distributed to every family and is also available on our school website.

Interviews and surveys encourage parents to share their expertise and knowledge about their children, which enables the teachers to effectively cater for individual needs. These avenues also allow the teachers to identify and utilise particular parent expertise within the learning environment. Parents share expertise and knowledge to support children’s learning for particular units of work e.g. the dramatic arts, “Clothes We Wear” and “Living Things” units of inquiry.

External partnerships are also encouraged in other ways. Information about community services such as drop-in clinics, the Koori preschool, community events and health issues are made available via the preschool notice boards and, when appropriate, by hard copy to individual families. Open lines of communication are maintained between preschool staff, parents and other primary school staff to ensure a complete partnership.

The teacher/assistant relationships are crucial for the collaborative support of each child’s learning and are the key to enabling the staff transitions through each day to run smoothly.
So too are student relationships crucial for the collaborative support of each child’s learning and their transition to school. Year 5 student buddies visit both preschool sites. This program is always greatly enjoyed by all participants, including the older children.

*Hackett Preschool is currently rated as exceeding national standards in Quality Area 6.*

*North Ainslie Preschool is currently rated as meeting national standards in Quality Area 6, exceeding standard 6.3. (NQS 2012)*

**Leadership and management**

One of the strongest aspects of service management is the school’s consistent efforts to ensure that the staffing arrangements for release promote continuity. One teacher fulfilled all release staffing requirements for the four sessions in 2014.

Curriculum development plays a strong part, with structures being put in place to support this. The preschool team was provided with time off class to plan units of inquiry and complete a self-assessment against the national quality standards which will inform the school’s next strategic plan and operating plan for 2015. The team also met weekly throughout 2014 to evaluate the preschool’s program of inquiry and continue alignment of the program with the Early Years Learning Framework.

Professional development is encouraged with staff attending EYLF and Developmental Curriculum workshops and visiting other preschools to observe the practice of peers. Professional Pathways goals for all preschool teachers are aligned with the system and school priorities and supported by this training.

Communication with the primary school is also a strength. One preschool staff member represents the team at fortnightly P-6 Team Leader’s meetings. Additionally an executive teacher has been appointed to oversee the preschools and attends preschool team meetings, providing a conduit between the team and the school leadership.

The school leadership team has worked intensively with the preschool staff to update relevant policies and practices. We have also made a concerted effort to consolidate and centralise documentation across both preschool sites. Practices to manage concerns or grievances have been reviewed and clarified in our preschool handbook.

Our leadership and management alongside the joint commitment of all staff to continuous improvement resulted in the successful completion by both North Ainslie preschools of National Quality Standard accreditation.

*Hackett and North Ainslie Preschools are currently rated as exceeding national standards in Quality Area 7. (NQS 201)*
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.

Professional learning
The average expenditure at the school level per fulltime equivalent teacher on professional learning was $840.50.

Voluntary contributions
This school received $2230.00 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development</td>
<td>$10,000</td>
<td>December 2015</td>
</tr>
<tr>
<td>Facility upgrades</td>
<td>$15,000</td>
<td>December 2015</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>$5,000</td>
<td>December 2015</td>
</tr>
<tr>
<td>ICT Upgrades (computers and IWBs)</td>
<td>$20,000</td>
<td>December 2015</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>$8,000</td>
<td>December 2016</td>
</tr>
<tr>
<td>Facility upgrades</td>
<td>$5,000</td>
<td>December 2016</td>
</tr>
<tr>
<td>ICT Upgrades (computers and IWBs)</td>
<td>$20,000</td>
<td>December 2015</td>
</tr>
</tbody>
</table>

Financial Summary

<table>
<thead>
<tr>
<th>Financial Summary</th>
<th>31-Dec-14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>Self management funds</td>
<td>508,473.75</td>
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<tr>
<td>Voluntary contributions</td>
<td>2,230.00</td>
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<tr>
<td>Contributions &amp; donations</td>
<td>9,934.20</td>
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<tr>
<td>Subject contributions</td>
<td>18,498.69</td>
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<tr>
<td>External income (including community use)</td>
<td>20,669.00</td>
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<tr>
<td>Proceeds from sale of assets</td>
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</tr>
<tr>
<td>Bank Interest</td>
<td>16,678.30</td>
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<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>576483.94</td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
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<tr>
<td>Utilities and general overheads</td>
<td>79,860.78</td>
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<tr>
<td>Cleaning</td>
<td>82,016.80</td>
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<tr>
<td>Security</td>
<td>6,747.66</td>
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<tr>
<td>Maintenance</td>
<td>24,590.82</td>
</tr>
<tr>
<td>Mandatory Maintenance</td>
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<tr>
<td>Administration</td>
<td>30,290.05</td>
</tr>
<tr>
<td>Staffing</td>
<td>137,352.00</td>
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<tr>
<td>Communication</td>
<td>11,445.06</td>
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<td>Assets</td>
<td>47,899.62</td>
</tr>
<tr>
<td>Leases</td>
<td>0</td>
</tr>
<tr>
<td>General office expenditure</td>
<td>15,701.24</td>
</tr>
<tr>
<td>Educational</td>
<td>70,239.98</td>
</tr>
<tr>
<td>Subject consumables</td>
<td>8,558.65</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td>514702.66</td>
</tr>
<tr>
<td><strong>OPERATING RESULT</strong></td>
<td>61781.28</td>
</tr>
<tr>
<td>Actual Accumulated Funds</td>
<td>165,584.50</td>
</tr>
<tr>
<td>Outstanding commitments (minus)</td>
<td>797.02</td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td>226568.76</td>
</tr>
</tbody>
</table>
Endorsement Page

I declare that the North Ainslie Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

39 (4) The school board must give effect to the chief executive’s directions.

44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46 The members of the school board of a public school must, whenever 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: Rachel Bacon, Emma McMahon, Naomi Lee
Community Representative: Joanne Dodds
Teacher Representative: Sue Chalmers, Danielle Neumann
Board Chair: Naomi Lee
Principal: Louise Owens

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 2014.

Principal Signature: __________________________ Date: 13/3/15

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

Board Chair Signature: __________________________ Date: 13/3/15