



Isabella Plains
Early Childhood School

Isabella Plains Early Childhood School

Annual School Board Report 2019



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

School Context

Isabella Plains Early Childhood School (IPECS) is a birth to 8 school in Tuggeranong that operates under an integrated service delivery model. The school vision and values reflect the viewpoints of all stakeholders, maintain a focus on the core elements of the early childhood school's framework and reflect a commitment to implementing contemporary educational practices and pedagogy that develop the skills and dispositions for 21st century learners.

The core elements of the IPECS service delivery model are high quality learning, integrated service delivery and family support and participation. Children and families in attendance at the school are part of a strong and participative school community who benefit from onsite childcare, before and after school care, vacation care, seamless transitions between service providers, playgroups, connections with local community groups and rich and diverse learning experiences delivered through a pedagogy of play-based learning. When children finish at IPECS, they transition to their local primary school. The priority enrolment schools for children residing in Isabella Plains are Richardson Primary School, Monash Primary School and Bonython Primary School. We maintain close collaborative partnerships with all schools in the immediate vicinity to support student transitions through the establishment of consistent year level expectations and sharing of information on children's cognitive, social, emotional, language and physical development.

We offer a holistic program designed to address the five domains of early childhood development (cognitive, social, emotional, physical and language). Specialist teaching areas include sustainability, music and the arts, library, ICT, PE and Spanish. We pride ourselves on our inclusive practices, ensuring that resources, language and displays are diverse and reflective of the members of our community. All members of our community can see themselves reflected in their school environment while also gaining insight into other people's cultures and ways of being. We place equal emphasis on the value of indoor and outdoor learning environments and are currently working through a grounds masterplan designed to incorporate the natural landforms where possible. At IPECS there is a conscious effort to learn with and through nature in all that we do. We explicitly teach social and emotional learning and use the 7 Cs identified by Bill Claxton as a framework to foster and guide children's innate curiosity and wonder, to develop children's grit and commitment and teach them to be assessors of risk to enable them to safely challenge themselves and learn new things.

Student Information

Student enrolment

In this reporting period there were a total of 109 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	54
Female	55
Aboriginal and Torres Strait Islander	5
LBOTE*	31

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

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

Table: Attendance rates in percentages

Year level	Attendance rate
1	91.0
2	93.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.

- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school’s verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	8.72
Teaching Staff: Full Time Equivalent Temporary	2.60
Non Teaching Staff: Full Time Equivalent	9.17

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate’s Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework ‘*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*’. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in 2022. A copy of the most recent Validation Report can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 94% of parents and carers and 100% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 23 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
This school looks for ways to improve.	96
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	65
Staff get quality feedback on their performance.	78
Student behaviour is well managed at this school.	65
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	96
Students like being at this school.	100
Students' learning needs are being met at this school.	83
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	96
This school is well maintained.	70
This school takes staff opinions seriously.	61
This school works with parents to support students' learning.	96
Teachers give useful feedback.	96

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 85 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my child's teachers about my concerns.	97
My child feels safe at this school.	97
My child is making good progress at this school.	90

My child likes being at this school.	94
My child's learning needs are being met at this school.	88
Student behaviour is well managed at this school.	77
Teachers at this school expect my child to do his or her best.	97
Teachers at this school give useful feedback.	87
Teachers at this school motivate my child to learn.	93
Teachers at this school treat students fairly.	92
This school is well maintained.	93
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	80
This school works with me to support my child's learning.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

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

Table: Isabella Plains Early Childhood School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	47	113	39	54
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	168993.25	96368.38	265361.63
Voluntary contributions	1670.00	710.00	2380.00
Contributions & donations	4525.22	200.37	4725.59
Subject contributions	0.00	0.00	0.00
External income (including community use)	3337.68	3406.82	6744.50
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2368.22	1844.02	4212.24
TOTAL INCOME	180894.37	102529.59	283423.96
EXPENDITURE			
Utilities and general overheads	38855.78	47411.02	86266.80
Cleaning	27223.62	4548.18	31771.80
Security	162.40	0.00	162.40
Maintenance	46667.39	12438.57	59105.96
Administration	11168.12	16951.46	28119.58
Staffing	0.00	0.00	0.00
Communication	8445.14	2019.10	10464.24
Assets	45446.91	12155.19	57602.10
Leases	0.00	0.00	0.00
General office expenditure	11820.51	5790.54	17611.05
Educational	9255.17	17395.87	26651.04
TOTAL EXPENDITURE	199045.04	118709.93	317754.97
OPERATING RESULT	-18150.67	-16180.34	-34331.01
Actual Accumulated Funds	129041.33	123328.89	121210.63
Outstanding commitments (minus)	-7928.26	0.00	-7928.26
BALANCE	102962.40	107148.55	78951.36

Voluntary Contributions

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

Reserves

Name and Purpose	Amount	Expected Completion
The school currently has \$0 in reserves	NA	NA

Endorsement Page

Members of the School Board

Parent Representative(s):	Ewan Stewart,	Ursula Hawkins
Community Representative(s):	Suzanne Vincent	
Teacher Representative(s):	Nira Grujic,	Melissa Moore
Student Representative(s):	N/A	
Board Chair:	Ewan Stewart	
Principal:	Simon Barker	

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

Board Chair Signature: Ewan Stewart

Date: 29 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Simon Barker

Date: 29 / 06 / 2020