



Evatt Primary School

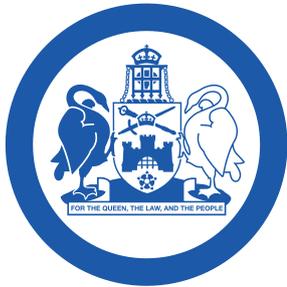
Board Report

2013



Photo: View of front of Evatt Primary School.

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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About our school

Introduction to School

Evatt Primary School is located in the Melba Copland schools cluster in the north-west area of the ACT. In the last twelve months, Evatt Primary School has continued to show improvement and growth. Staff have embraced the vision for the school and are continually striving to improve the quality of teaching and learning. In 2013, there were 13 mainstream classes; the preschool moved to two 15 hour groups in line with the Commonwealth Government requirements for Early Childhood provision, and enrolments in the junior classes were at maximum capacity.

The school celebrates the broad diversity of our students and accommodates individual needs through special education units, integration support programs, differentiated learning including gifted and talented programs and identified targeted intervention including a significant group of children with English as an additional language or dialect (EALD). There is a strong commitment to team planning and ongoing professional learning by all staff. The holistic approach to teaching literacy and numeracy ensures students work in ability groupings that support maximum development.

Evatt's environmentally friendly community actively promotes sustainable practices across the school. The school also has accreditation in Waste and Water Management and has installed solar panels and water tanks. Every classroom in the school employs this technology to support and enhance teaching and learning. The school offers a before and after school program and senior students are able to participate in the instrumental music program. Evatt provides a safe learning environment. It has a playground area with excellent outdoor facilities including a shaded multi-purpose court. Structured lunchtime activities are in place to cater for students' needs during break times, e.g. daily library, dance and sports groups, environmental centre activities, all inside attractive fenced grounds.

Student Information

Student enrolment

In 2013 there were a total of 330 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	185
Female	145
Indigenous	9
LBOTE	83

Source: Planning and Performance

In 2013, there were 28 students at Evatt who were enrolled in three Special Education Units (two Learning Support Units and one Learning Support Centre.) In addition, a further six students were enrolled in the Integration Support Program, operating in a mainstream class with support from a Learning Support Assistant as required. Our population includes students from 19 suburbs, inclusive of Evatt, Spence and McKellar, which are the priority enrolment areas. Some students live in Collector, Murrumbateman and Queanbeyan.

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	91.8
1	94.8
2	92.8
3	92.7
4	91.6
5	91.7
6	88.4

Source: Planning and Performance

When students are absent from school parents are asked to contact the front office and notify the school of the reason for absence. Parents are able to use the school app, email or phone to notify an absence. Written confirmation and medical certificates, where appropriate, are required upon return to school.

If a student's absence exceeds two days and there has been no notification from parents/carers, the school will make contact with the family to ensure the child's wellbeing.

Extended absences are dealt with in accordance with departmental policy and procedure.

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: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	11

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	11
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	3
Teachers	22
TOTAL	39

Source: Workforce Management

Note: This table includes pre-school staffing

There are no Indigenous staff at this school.

Volunteers

A mixture of parent and community volunteers have worked approximately 200 hours in the school during 2013.

School Board

In 2013, a new staff member was appointed to the School Board. Five meetings were held during the year. The Board met termly and an extraordinary meeting in term four was held to approve the budget for the coming year.

Board members supported an application by the P & C to Roads ACT to improve the traffic flow and parking arrangements outside the school particularly at the end of the school day. A "Kiss and Drop" procedure will commence in term 1, 2014. Board members continue to be welcomed at staff meetings to ensure that they have a voice in the school improvement process.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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.

Evatt Primary School will be validated in 2016. A copy of the previous 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 2013 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2013, 76% of parents and carers, 94% of staff, and 90% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	89
Teachers at this school provide my child with useful feedback about his or her school work.	80
Teachers at this school treat students fairly.	85
This school is well maintained.	85
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	93
Student behaviour is well managed at this school.	75

Item (continued)	(%)
My child likes being at this school.	89
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	79
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	70

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	73
My school is well maintained.	82
I feel safe at my school.	92
I can talk to my teachers about my concerns.	73
Student behaviour is well managed at my school.	64
I like being at my school.	81
My school looks for ways to improve.	90
My school takes students' opinions seriously.	75
My teachers motivate me to learn.	93
My school gives me opportunities to do interesting things.	83

Source: 2013 School Satisfaction Surveys, August/September 2013

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

In conducting our own analysis of this survey, Evatt School continues to improve. In all areas the proportion of students who agreed or strongly agreed with the national items was higher in each of the areas compared to all ACT schools. Throughout 2013, teachers have been clear in their articulation of the importance of high expectations. Survey results show that students have a clear understanding of their teacher's expectations - 93% of students agreeing or strongly agreeing with this statement, compared to 91% of students across all ACT schools. This is a pleasing result because this has been a key focus of our school improvement process. Another key achievement is the rise in the proportion of students who say they feel safe at school of 13 percentage points. Student well-being has been a key focus for the past year.

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 at www.evattps.act.edu.au

Professional Learning

Throughout the year, professional learning for teaching staff was focused on improving the quality of learning and teaching using *The Daily 5* as a basis for training. This professional learning, based on literacy learning and motivation research, The Daily 5™ has been practiced and refined in the authors' classrooms for ten years and shared with thousands of teachers throughout the United States. The Daily 5™ is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. After developing routines and procedures in their classroom to support the Daily 5, teachers provide meaningful content and instruction tailored to meet the unique needs of each child.

The Daily 5™ is more than a management system or a curriculum framework – it is a structure that will help students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy.

Executive staff attended system wide professional learning throughout the year.

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: Evatt Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	48	132	51	126
Mathematics	37	60	39	54

Source: CEM Centre

A detailed analysis of our school's academic achievement is incorporated into the reporting of our progress against our priorities. This is found later in the report.

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 2013, 7.9% of year 3 students and 13.2% of year 5 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Evatt Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	446	444	504	520
Writing	406	423	477	487
Spelling	425	417	501	497
Grammar & Punctuation	450	445	509	516
Numeracy	418	415	497	500

Source: Planning and Performance, December 2013

Performance in other areas of the curriculum

As Canberra celebrated its 100th birthday, Evatt students developed their knowledge about our nation's capital. During the first term, all classes studied the geographical and historical development of Canberra underpinned by the Australian Curriculum. Throughout 2013, staff were focused on improving their understanding of the Australian Curriculum. The rollout of the History and Geography curricular provided staff with a focus to deepen their understanding of these new content. English was in many year levels taught through a history and geography focus.

French was taught for the last time in 2013. From the start of 2014, students will study Japanese, as a Language other than English (LOTE). The School Board endorsed the change from French to Japanese in line with the Australian Curriculum cross-curricular priority of studying Australia's engagement with Asia.

The school believes in the development of the whole child so many opportunities were provided to increase participation in sporting, visual and the performing arts activities. This will continue in 2014.

Progress against School Priorities in 2013

Priority 1

To improve learning outcomes for all students

Targets

1. To meet or exceed school NAPLAN targets:

Year 3: Reading - Target 398 ± 28 Numeracy - Target 383 ± 26

Year 5: Reading - Target 470 ± 28 Numeracy - Target 464 ± 24

2. End of year PIPS results will show at least 90% of students have made average to above average progress
3. Reading tracking data will show consistent growth across all year levels

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing; Student Engagement; Community Engagement

Progress

In 2013 the school continued to focus on three key strategies of our School Plan in relation to this Priority:

- Build individual and collective teacher knowledge through coaching and mentoring
- Increase student responsibility and ownership of learning
- Build staff capacity in data analysis to support student achievement

In relation to the first strategy, several specific actions were put into place that has supported the development of teacher capacity.

These include specific and targeted coaching and mentoring by the Literacy and Numeracy Field Officer and executive staff. Support had been targeted particularly in the junior classes as part of our early intervention strategies. Executive staff have taught reading groups all through the year. Professional learning has been targeted – e.g. the introduction of the Daily Five strategies in January and subsequent sessions throughout the year.

In second semester, Instructional Rounds have further supported development of teacher capacity as staff identify areas using the Australian Professional Standards for Teachers for the focus of observation.

From a numeracy perspective, there has been targeted support and modelling from our Executive Teacher Professional Practice which has supported all teachers to develop numeracy pedagogy. From the beginning of the year when staff participated in professional

learning in numeracy through ongoing professional discussions. A representative from each team attended further professional learning early in term 2 to support teaching and learning in each of the year levels.

For the second year in a row, students in year 5 made very good progress in grammar and punctuation and numeracy. These results are pleasing as they show that there is a positive impact on student outcomes as a direct result of improving pedagogy, increased expectations and improved student engagement.

In relation to increasing student responsibility and ownership of learning the school used the structure of the Daily Five. Within this structure, students made decisions about their reading levels and their choice of books for their book boxes. Teachers found that this had a dramatic impact on those students who were reluctant to read – when they had a choice of non-fiction as well as fiction, their interest in reading improved. Across the school, students were able to learn how to move from one reading group using the CAFÉ (Comprehension, Accuracy, Fluency and Extending vocabulary) structure. They were able to understand and articulate their reading targets and knew what they had to do to improve. During the second semester written reporting process, all students in the school wrote comments for their report based on their learning. Students in years 5 and 6 trialled a new system of open ended homework activities. Using rubrics, students were able to decide how much effort they wished to put into tasks. An opportunity was provided at the start of term for students to showcase their learning. In the year 3 /4 units, similar opportunities were provided using open ended tasks, without the showcase event. It is intended that this will be included in the plan for 2014 as it was successful. A parent consultation process earlier in the year backed this initiative.

With regard to building staff capability in data analysis to support student achievement through the implementation of What I Need (WIN) groups, staff developed their expertise in using data. Throughout semester 2, teachers have been working with small groups of students to close gaps in learning. This was a data driven initiative where staff were given the opportunity to use data to decide which students would be involved in the groups. All groups had a numeracy focus. Staff are provided with an extra 45 minutes per week for direct teaching and 15 minutes for assessment and planning to ensure that teaching and learning are purposeful and relevant. In the Schools Survey 2013, 40% of staff found the WIN groups helpful, while 50% find the groups extremely helpful to students. Overall, 100% of staff surveyed, believed that students benefited from being involved in the WIN model and 90% felt that the introduction of this model has been a positive experience.

The school also focussed on strengthening reading and numeracy programming and assessment. Using the PAT (Progressive Achievement Test) in terms 1 and 4 to benchmark progress in reading and maths, the year 5 test results demonstrate very good progress in

numeracy skills across the year level. On the 27 matched students, 3.7% made negative progress and 96.3% of students made good or better progress.

Using the PAT Maths test in year 6 results demonstrate very good progress in numeracy skills across the year level. On the 39 matched students, 10.2% made negative progress, whilst 89.6% of students made average or better progress.

Results in years 3 and 4 reveal similar results – year 3 had 78.5% of students showing progress at or above benchmark.

In analysing PAT Reading Comprehension results across the year there is steady growth in years 3, 4 and 6. There was little growth in year 5, results show that Evatt student results are on par with national student norms. In year 3, on average girls out performed boys, however in Year 4 the reverse was true as boys outperformed girls. Results in years 5 and 6 showed no significant difference. Furthermore results in year 6 show that Evatt students on average outperformed their national counterparts.

In 2013, 92% of kindergarten students achieved expected progress in reading and 100% in maths. Results also show that average progress was made by the kindergarten students in the LSU (Learning Support Unit) and the LSC (Learning Support Centre).

Table: Percentage achieving Reading Benchmark by year level

Year	Expected term 4 reading level	Percentage of students at or above in 2012	Percentage of students at or above in 2013	Percentage point growth
Kinder	5-8*	65	83	18
Year 1	14-16*	62	76	14
Year 2	20-22*	79	80	1
Year 3	24-26*	69	81	12
Year 4	25-26#	74	76	2
Year 5	27-28#	71	67	-4
Year 6	29-30#	66	68	2

Source: School Data

*Benchmarks as recommended by *ACT Education and Training Directorate, Reading Benchmark guidelines*. (These are for K-3).

#Benchmarks as recommended by *PM Benchmark Reading Kit*.

In relation to our NAPLAN results targets for this priority

- Year 3 Reading mean was 446, significantly above the target when considering the confidence intervals

- Year 3 Numeracy Mean was 405, was above the target but not significantly so when considering the confidence intervals
- Year 5 Reading mean was 505 significantly above the target when considering the confidence intervals
- Year 5 Numeracy Mean was 498, significantly above the target when considering the confidence intervals

Each year, school targets are increasing as we continue to drive school improvement.

Priority 2

To ensure wellbeing is part of our core business.

Targets

School satisfaction survey will show over 75% of staff and students feel that the school manages their well being at least satisfactorily.

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing; Student Engagement; Community Engagement

Progress

In addressing the first strategy within our school plan, staff spent time reflecting on the current social skills program. During conversation and reflection, it was revealed that the program does not meet the needs of the students as the content is now familiar and does not search deeply enough into more complex issues such as resilience.

An alternative program has been investigated and will be delivered as Professional Learning by one of the network behaviour support partners in January. This partner has been working in the school throughout the current semester to support staff in addressing issues surrounding well being. This program will enhance and support the implementation of the Safe Schools Policy in 2014.

In addressing the strategy of embedding school's values into school system documentations and processes the school held several celebrations throughout the year to support staff wellbeing and show our values of Respect; Honesty; Tolerance, Understanding, Inclusion and Responsibility . They are as follows:

- Staff birthday morning teas
- Termly staff dinners
- Staff attending Boot Camp weekly
- Staff end of year breakfast

In relation to the school's values of Inclusion and Responsibility there were several celebrations throughout the year to support student wellbeing. They are as follows:

- LJHooker monthly award
- Aussie of the Month award
- Weekly Flying Highs
- Extraordinary awards for students who reach network, ACT or Territory music/sporting events
- Kindness awards
- Nude food class awards
- Eat well 4eva(tt) cooking competition
- SRC opportunities
- Performing Arts opportunities

In addressing the strategy of developing a culture of shared responsibility through developing self and others Instructional Buddies were implemented in term 3.

Overall, the school aimed to improve wellbeing of both students and staff over the life of the plan. It acknowledges that changing culture takes time to embed. According to the Oxford English dictionary, wellbeing is a state of being comfortable, healthy and happy. Whilst the satisfaction surveys do not ask the specific question of wellbeing, there are several statements that match this descriptor. In the Staff Satisfaction Survey, several descriptors that address wellbeing, showed progress in areas such as 96% of teaching staff enjoy teaching; 85% of staff feel that their colleagues value their opinion; 91% of staff believe that occupational health and safety issues are dealt with promptly; 88% of staff believe they participate actively in decision making; 71% of teaching staff feel they are supported with bullying, however only 63% of staff feel appreciated for the work they do. This target will be carried forward to the next plan.

Student survey results show that 92% of respondents feel safe; 81% like being at school; 73% feel they are treated fairly by teachers and 73% feel that they can talk with their teachers about their concerns. Interestingly 74% of respondents believe that the school celebrates their achievements. Parent satisfaction survey results have a different perspective - 83% of parents believe that we celebrate achievements. Each Friday in assembly we celebrate student attainment of learning goals, acts of kindness, and citizenship. This is an area for the school to investigate in the coming year as to why students feel this way when 90% of students feel they are getting a good education. This will be an action for the well being team

Priority 3

Community Partnerships are maintained and enhanced

Targets

Parent satisfaction data:

Community partnerships are valued and maintained from 85% to 88%.

Community volunteers helping in classrooms will increase by at least 25%

Parent survey results show an increase in satisfaction about the information received about their child's progress from 67% to 70%.

School improvement domains covered with this priority

Leading and Managing; Community Engagement

Progress

In 2013 the school has garnered support from the local Anglican Church and a band of helpers as part of its strategy to create partnerships with community organisations and businesses to support the school. This has been a really worthwhile exercise in gathering external community support to run this program. Since the beginning of term four, breakfast club has been operating with the support of members. Invitations have been focused to include those in our community who need it most. This is a slow process but increasingly anecdotal evidence is showing that we have a growing number of regular attendees. In the autumn and winter seasons a warmer alternative will be offered.

In the last calendar year, continued support was given to parents in order for their child to attend school camps, buy book packs and attend performances. This was done on a case by case basis, and mostly parents were asked to pay 50% of the cost or arranged payment plans with the school.

Increased parent involvement in the classroom through the use of the notional expert has occurred. Due to the energetic efforts of the Literacy and Numeracy Field Officer and our Sustainability Officer there has been a huge increase in the number of volunteers who have been involved in supporting reading and maintaining our kitchen gardens. This is evidenced by the number of volunteers who have been invited to the thank you morning tea in week 10 of term 4. Last year, there were less than twenty invitations. This year at least 80 eighty invitations have been sent, an increase of sixty percent. The reading levels of students engaged in the reading program with volunteers increased along with their engagement in reading. An increase in support for the team behind the Environment Fair earlier in the year was also evident. The fair was very successful and raised much needed funds for the school. These funds given to the school were used to build a new sandpit, new reading books, and improve the sustainability feature of the school. Although a survey was planned, this objective was not achieved.

A workshop was offered to parents with a focus of the Middle Years Mental Computation. There was no interest from parents so, this workshop did not run. However, we will offer this again next year and find alternative ways to engage with parents.

Another action under this strategy was to set up and establish a "Parent Room". There have been many positive actions relating to this outcome. The impact of this initiative is that classes needed to be relocated for the 2014 academic year. Many parts of this initiative have been achieved in readiness for the beginning of the school year. A suitable space and equipment have been allocated and it is anticipated that this room will be up and running by the end of term 1, 2014. Furniture and resources have been purchased. In keeping with the schools' philosophy of recycling and reusing, the school's Business Manager has sourced furniture items that were no longer needed by other Government agencies that are in good condition to add to this initiative and to be cost effective.

The school continued to strive during 2013 to improve the partnership between home and school. It was felt that whilst the P & C were supportive of the school, it was important to garner this support and engage them in improving the reputation of the school in the local and broader community.

In term 1 of 2013, a new short written report was issued to inform parents about their child's progress at the beginning of a new school year. This was further enhanced as the year progressed with a change in report format in line with the introduction of a new format which matched the achievement descriptors and expectations of the Australian Curriculum. Verbal, anecdotal and email communications have stated that parents have appreciated more detailed information about their child's progress. Kindergarten parents piloted a new initiative using modern technologies. All students have visible learning targets. Kindergarten teachers ensured that email addresses of all parents were stored on an iPad. As students achieved their learning, parents were emailed immediately with a picture or video of their child achieving the target. This was a very positive step and gained much support for this initiative. This will continue to be rolled out across the school in 2014. This initiative is also in place in the preschool.

However, in the system survey in 2013 71% of parents agreed that community partnerships are valued and maintained. In analysing this data only 5% disagreed, with 24% neither agreeing nor disagreeing. In 2012 the non response was only 10%. This higher than normal non-definitive response affected the school achieving this target. Interestingly, as stated before, there was an increase in the number of volunteers who worked within the school on a day to day basis.

A new national survey tool was also used this year and 75% of parents stated the school takes parents' opinions seriously while 93% agreed they can talk to their child's teachers about their concerns. This is encouraging for the school and could be result of the work done in relation to providing support for families.

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 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

- Child led program with children's interests, lots of scope for using resources in different ways and in different environments.
- Daily reflection undertaken by children- photographic evidence to demonstrate play based learning. Parents are encouraged to look and comment on their child's day.
- Up to date and individualised learning journals for each child.
- Personalised learning for all children.
- Therapy ACT supporting programs.
- ILP written for one child.
- Counsellor involvement and assessment organised.
- Photographic evidence and learning stories used as assessment tools that are aligned with the framework – updated daily by all staff on the site.
- Notice board outside main door that includes the program. Feedback slips and pens available for comment. Any other messages such as parent roster, Mother's Day Stall, Excursions, Transition visits etc. are clearly displayed. Children's health and safety.
- Travelling pet scheme – Giraffe called "Rosie Sparkle" and a Camel called "Brooki" are sent home on a weekly basis. Parents write comments about the adventures that the animals have at home.

Staffing arrangements

- Both the preschool teacher and preschool assistant have current first aid and current emergency asthma and anaphylaxis training. The LSAs who cover the preschool assistant's break also have these qualifications. The staff members who cover the preschool teacher's lunch and planning release have current first aid certificates.
- All staff working in the preschool have their Working with Vulnerable People card.

- Educators work within the 1:11 ratio, with a maximum of 22 children in each class grouping with the preschool teacher and assistant.

Children's health and safety

- All staff have current First Aid, specialist Asthma and Anaphylaxis training.
- After lunch, children come into the room for quiet puzzles until everyone has finished eating. The puzzles are then put away and the children are encouraged to lie down and listen to relaxation songs. This process lasts for approximately 30 minutes (15 minutes puzzles, 15 minutes relaxation).
- Relaxation/quiet opportunities are provided during Investigation time through "Cosy Corner and Reading Area" (Couch, pillows, puppets and books).
- Regular contact with BSO/Business Manager/Principal is maintained to ensure repairs are up to date or logged as jobs e.g. soft fall repair, sand pit, working bee for cleaning.
- Teacher and assistant supervise children adequately during Indoor/Outdoor Investigations daily (one teacher in and one out at all times).

Relationships with children

- The programming documents and reflection documents reflect children's current and changing interests. The teacher/assistant reflection books also document if and when children suggest program ideas, wish to revisit a previous experience or have extended a provided experience in a different way. This is used to enhance the current program or write the next fortnightly program.
- The program allows children to self-select experiences and provides scope to use their creativity.
- Pictorial information is provided to children about the expectations of preschool – how to join in, be a good friend etc. the language has been modelled and children are encouraged to regulate their own behaviour in play situations.
- The program and children's learning journals reflect children's individual capabilities and how each child is engaging in the opportunities programmed and provided.
- Staff have detailed records of children (located at the primary school) outlining any medical conditions, specific cultural values or additional languages.
- Staff provide parents with "Get to Know You" forms at the start of the year in the information pack in order to receive any additional individual information about each child – e.g. interests, goals, family members etc.

- The preschool educators provide parents with end of year reports to reflect the individual child's growth, skills and experiences throughout the preschool year as mandated by DET Staffing arrangement.

Leadership and management

- The preschool philosophy statement and preschool motto was reviewed and updated by all stake holders in 2012 and ratified by the school board.
- The preschool teacher and assistant are working full time, this will continue next year. The release/lunch break cover staff is consistent from week to week to help the children feel comfortable and build relationships with those people.
- The preschool works closely with the primary school front office and business manager to ensure student files and admin documents are handled appropriately and stored correctly, and that any enquiries or issues are communicated and followed up on.
- The quality improvement plan for the preschool is in place and key actions have been identified to fill gaps in any of the areas.
- The preschool teacher and team leader regularly attend professional development opportunities, cluster groups and we are arranging site visits to update practice and curriculum knowledge.

Physical environment

- Sustainable practices are implemented using the same method as K-6. We use four bins. Children are aware of the types of rubbish and what bin it needs to go in.
- Children are active carers of the vegetable garden, helping to prepare, plant and water.
- Working Bee has ensured the window and ceiling surfaces are clean and the storage shed is organised to prevent hazards.
- Children engage in an indoor/outdoor program with organised and suitable resources to their environment. The children have access to both built (building equipment, writing resources, painting and sensory resources etc.) and natural (garden, bushes, trees, logs, sand, leaves etc.) materials.
- Resources provided to children are open ended to allow multiple uses for exploration – e.g. water, measuring resources, colouring, goggles etc.
- The outdoor environment provides adequate shade through the use of trees and a shade sail over the sandpit.
- The indoor/outdoor program meets the weather conditions: children often engage more with the outdoors when it is warmer, inside when it is cooler. Programming

documents reflect this and ensure enough opportunities are provided for the children in both environments when this occurs.

Collaborative partnerships with families and communities

- An enrolment/orientation process is carefully outlined at the end of the year before the family/child enters the preschool. Parent/carers are issued with an enrolment pack, attend an information session and are provided with several meet and greet events e.g. welcome picnic to get to know the site and educators.
- The preschool works closely with the P&C to organise events, fundraising and resources.
- The educators work closely with the school councillor and other services e.g. early intervention, speech therapy etc. when it involves children in their care. Regular emails or phone calls are used to communicate the level of support, additional support and markers of progress.
- Families can access current information about the program and their child on a daily basis. They have the opportunity to comment on their child's learning through email or written form (catering for those parents who do not do drop off and pick up etc.)
- A current volunteer roster is provided to parents to make use of their special skills or just their time in the learning environment.
- The preschool is attached to the primary school and makes a point about being "part of the school" and part of the school community. The preschool is involved in primary school and community events (where possible and applicable).
- Regular parent consultation is made via emails and through formal interviews (twice a year along with the primary school) to discuss children's learning, progress, concerns, goals and any other information.

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 \$ 237.00.

This school received \$5502.00 in voluntary contributions in 2013. 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 2013.

Reserves

Name and purpose	Amount	Expected Completion
School Hall Refurbishment	\$20,000.00	November 2014
School Upgrade	\$10,000.00	November 2015

Financial Summary	
	31-Dec-13
INCOME	
Self management funds	289762
Voluntary contributions	5502
Contributions & donations	9507
Subject contributions	9323
External income (including community use)	10110
Proceeds from sale of assets	227
Bank Interest	3992
TOTAL INCOME	328423
EXPENDITURE	
Utilities and general overheads	82114
Cleaning	69749
Security	595
Maintenance	27264
Mandatory Maintenance	0
Administration	2573
Staffing	29447
Communication	6738
Assets	12254
Leases	0
General office expenditure	18892
Educational	26690
Subject consumables	0
TOTAL EXPENDITURE	276316
OPERATING RESULT	52107
Actual Accumulated Funds	41712
Outstanding commitments (mit	8359
BALANCE	85460

Endorsement Page

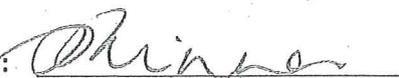
I declare that the Evatt Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 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.

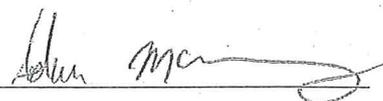
MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Ngaio Buck	Karen Mobbs
Community Representative	Michelle Armstrong	
Teacher Representative	Jessica Lee	Alex Cairns
Board Chair:	Adam McEvoy	
Principal:	Susan Skinner	

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 this year.

Principal Signature:  Date: 19.3.2014

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

Board Chair Signature:  Date: 19/3/14