



Kingsford Smith School Board Report 2015



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



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

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School Board Chair Report

The Kingsford Smith School Board is a diverse group of members with a passion to be involved with the continued evolution of the school, provide guidance, give accountability and lend leadership to the school. In 2016 Kingsford Smith School continues its growth influence within the community.

The 2015 Kingsford Smith School External Validation process provided many commendations to our school, specifically noting the significant progress in building positive relationships and successful communication within the school and its community. Positive feedback was awarded to the school for developing a Response to Intervention strategy to address increasing student outcomes in literacy and numeracy. This shared vision for teaching has been embraced by all staff and evidenced through programs timetabled across the school. The early childhood educators we also commended for gaining 'exceeding' in five areas of the seven in the National Quality Standards reflecting high quality program and practices in the Kingsford Smith Preschool.

The board would like to take this opportunity to thank the outgoing members of the school, in particular Jan Day (Principal), Cindie Deeker (Deputy Principal), Catherine Le Brun (Deputy Principal) and Laurel Rodrigues (Board Chair). Acknowledgements must be made to the exceptional work and strong leadership of the members who replace them: Paul Branson (Principal), Simon Barker (Deputy Principal), Melissa Beattie (Deputy Principal, Term 4) and the appointment of a new Board Chair, Mr Jason Smith. The executive team have brought with them innovative ideas, energy and a dedication to the school and students that will further the reputation of Kingsford Smith School within the community.

Introduction to School

In 2015 Kingsford Smith School (KSS) completed its seventh year of operation and fourth year with a full Preschool to year 10 cohort. The priority enrolment suburbs for KSS are Higgins and Holt for students in Preschool to Year Six and also include Macgregor, Latham and Dunlop (shared with Melba Copland Secondary School) for years 7 – 10.

The school continues to have a strong emphasis on Numeracy and Literacy, the Arts, ICT and empowering students as leaders. A values base and a 'culture of giving' have become features of the school as has the underlying belief that "Everyone Learns".

KSS aims to: engage all students in academically challenging learning; nurture a safe and caring environment; foster collaborative relationships; develop learning pathways so all students can reach their vocational potential; empower students as learners and leaders; and promote a passion for the Arts.

Student enrolment

In 2015 there were a total of 808 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	430
Female	378
Indigenous	48
LBOTE	205

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	89.0
1	91.0
2	90.0
3	92.0
4	89.0
5	92.0
6	92.0
7	86.0
8	89.0
9	85.0
10	87.0

Source: Planning and Performance, December 2015

Kingsford Smith School has rigorous procedures to accurately determine student attendance and manage non-attendance. Home Room (HR) and classroom teachers follow up on absent students with phone calls home if a satisfactory note is not forthcoming from parents or guardians. The HR teacher will routinely contact parents if a student is absent for three days without explanation. A letter is sent to parents (as required by the Department) after ten days continuous absence. High school student attendance is entered each lesson and primary school attendance entered daily. Kingsford Smith School uses a Short Message Service (SMS) messaging program and email messaging system to notify parents of student non-attendance. Classroom teachers manage non-attendance in collaboration with their Professional Learning Team (PLT), their SLC and the Pastoral Care team, working closely with students and their families.

Staff Information

Teacher qualifications

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

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	39

Source: Teacher Quality Institute, Date 18 December 2015

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

Kingsford Smith School has a high percentage of staff who have completed post graduate studies with teacher development planned and actively encouraged. Examples of teacher development in 2015 includes a number of staff in the secondary staff completing certificates in assessment and training and in technical fields such as hospitality and building and construction. This ensures we are able to deliver Vocational Education course work and have students attain competencies towards certification in these areas.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	70
Teaching Staff :Full time Equivalent Permanent	61.3
Teaching Staff :Full time Equivalent Temporary	5.5
Non Teaching Staff (Head Count)	27
Non Teaching Staff :Full time Equivalent	22.0

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

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

Kingsford Smith School's staff numbers remained at relatively similar levels to 2014. This has enabled the school to maintain continuity with the programs that have been previously developed, at a consistently high standard.

Volunteers

Kingsford Smith School has a very strong connection with its local community. The P&C is very active within the school and meets twice a term. The P&C manages the canteen including the employment of staff and has also run other successful community events such as the welcome barbeque and the fete. In 2015, the P&C organised a school fete that showcased the school to the community and contributed to the P&C fundraising efforts in 2015.

Many volunteer hours were donated to the school in areas such as, specialist guest speakers across the curriculum, vocational placements and sports administration activities. Guest speakers were invited on occasions throughout the year to present to a group of students or the whole school on particular issues such as college admission, college life, vocational education and other post-school pathways. Members of the parent/carer community donated time to support the school musical, *The Wizard of Oz*. Parents/carers also assisted at various school excursions and sporting carnivals. In the primary school, parents/carers donated time to assist with reading programs.

The school also has a strong partnership with Kippax Uniting Church. Volunteers from the church have continued to donate time and food to run a successful breakfast club program on Tuesday, Wednesday and Thursday mornings.

The total estimated hours for volunteers in 2015 at Kingsford Smith School was 1350 hours. Volunteers supported Literacy and Numeracy in classrooms, the school breakfast program, working bees, fundraising, P & C activities, music, drama and sporting events. The KSS Musical Production attracted volunteers who assisted with lighting, sound, costumes and accompaniment. Our partnership with Australian National University has supported the school's Launchpad reading program and our Gifted and Talented forum.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2020. A copy of their most recent 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 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 91% of parents and carers, 88% of staff, and 70% of students at this school indicated they were satisfied with the education provided by the school.

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

The results for the 74 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	93
Teachers at this school provide students with useful feedback about their school work.	95
Teachers at this school treat students fairly.	92
This school is well maintained.	84
Students feel safe at this school.	89
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	66
Students like being at this school.	88
This school looks for ways to improve.	92

This school takes staff opinions seriously.	76
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	82
I receive useful feedback about my work at this school.	70
Staff are well supported at this school.	76

Source: 2015 School Satisfaction Surveys, August/September 2015

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

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

Item	(%)
Teachers at this school expect my child to do his or her best.	90
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	88
This school is well maintained.	91
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	75
My child likes being at this school.	89
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	80

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 246 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 10 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	89
My teachers provide me with useful feedback about my school work.	72
Teachers at my school treat students fairly.	60
My school is well maintained.	45
I feel safe at my school.	58
I can talk to my teachers about my concerns.	51

Student behaviour is well managed at my school.	41
I like being at my school.	58
My school looks for ways to improve.	69
My school takes students' opinions seriously.	50
My teachers motivate me to learn.	66
My school gives me opportunities to do interesting things.	67

Source: 2015 School Satisfaction Surveys, August/September 2015

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

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

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

In 2015, 0.00 % of year 3 students, 3.00 % of year 5 students, 1.00 % of year 7 students and 2.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

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

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

Table: Kingsford Smith School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	378	443	478	521	532	566	564	599
Writing	383	420	451	486	482	522	511	559
Spelling	373	410	478	500	518	548	564	589
Grammar & Punctuation	385	441	478	516	525	554	544	581
Numeracy	385	410	478	502	507	549	554	600

Source: Performance and Planning December 2015

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

The school continues to give priority to improving student literacy and numeracy. There has been significant growth from year 7 to 9 in the literacy areas of reading and grammar in particular for the same cohort of students. Overall, NAPLAN literacy results in both year 7 and year 9 require more targeted intervention as we move into 2016. Improving results in reading and writing as well as numeracy will remain the focus for all staff. In response to our analysis of the 2014 results, a new response to intervention strategy called LINK (learning I need to know) has been implemented across the whole school. The daily LINK program aims to improve student ability in specific numeracy and literacy skills. Students are placed into ability groups and provided with targeted teaching to either bring the students up to the required standard or extend student knowledge to enrich their learning. At the beginning of the year, all staff attended TQI accredited professional learning that focused on developing staff understanding of Response to Intervention (RTI). Five staff members also attended a RTI conference in Sydney in August.

The school implemented action inquiry projects to address a range of questions of practice related to literacy and numeracy learning. The results of the collaborative action inquiry were shared and celebrated at a whole school staff meeting and demonstrated significant learning growth for students. Staff also developed their own professional capacity through this collaborative and results focused approach.

In 2015, Kingsford Smith School continued its focus on developing the school as a Professional Learning Community. Three staff attended the Thinking and Learning Conference in Melbourne.

Performance in other areas of the curriculum

In 2015, the school hosted a whole school musical, The Wizard of Oz. There were four performances of the musical. The musical was a whole school production with students from all years of schooling invited to participate. The musical was a celebration of The Arts programs at Kingsford Smith School and received positive feedback from the school community. Invites were also extended to local primary schools with one local primary school sending children to watch the musical. In addition to the musical, high school music students put on 2 school concerts that showcased the school bands, solo and group musical performances.

In the September/October stand-down period, 14 Kingsford Smith School students, 3 staff members and 2 parents attended an overseas excursion to China. The trip to China was in partnership with Melba Copland-Secondary College. This experience enriched learning experiences for students studying Mandarin. The school built on whole school language

programs in 2015 with the addition of a primary school Mandarin teacher. This has ensured that Mandarin lessons are offered to all students from Preschool – Year 10.

In 2015, KSS began implementing Google Apps for Education. All staff were provided with professional learning by attending the Google Summit in April stand down, professional learning offered by Directorate's ICT section or in-house professional learning and coaching and mentoring. Trial classes were established with the plan to roll out GAFE in every classroom in 2016.

The Kingsford Smith School JETS program continues to attract elite athletes to the advancement of sport, leadership, community service and improving physical fitness. Numbers in this program continue to grow, meeting the enrichment needs of the students and developing them as a whole person.

Choir for students across the school continues to grow and Kingsford Smith School has forged a strong relationship with community groups through lunchtime singing.

Progress against School Priorities in 2015

Methodology in evaluating progress

The Kingsford Smith School 2015 self-evaluation process was completed through systematic whole staff consultation at a series of professional learning team, staff, executive, parents and community association and a student focus group meetings. This ensured the evaluation was relevant, accurate and useful to the key stakeholders. Data used in this process included; Satisfaction surveys (Staff, Student and Parent), NAPLAN data, National Quality Standards report, enrolment data, and other sources of information. The self-evaluation for KSS was undertaken by the new Senior Executive Team in collaboration with SLCs, as well as the former high school Deputy Principal.

Priority 1

Build positive relationships and successful communication between the school and its community and within the school.

- **Desired Outcome** Each family feels connected with and valued by the school. They communicate freely with staff and staff members keep families up-to-date with what is happening at school. The broader community also supports the school and considers that the school is a valuable resource.

Targets

- 10% increase in positive response to 2015 Staff Satisfaction Survey questions relating to communication within the school.
- 10% increase in positive response to 2015 Parent Satisfaction Survey questions relating to communication within the school.

Progress

Key improvement strategy (KIS) #1- Develop school/ preschool communication policies and guidelines

After reviewing our practices and researching other schools' practices, communication guidelines have been developed by the Principal and were given to all staff in Term Three. The guidelines have not been unpacked and therefore only a small number of staff are aware of its contents and implications of the communication policy and how it relates to them. Some year 6-10 teachers and most P-5 teachers have created a distribution list for emailing families. Creation and use of these distribution lists will be expected practice for all staff in 2016 to improve parent communication. The communication guidelines will be unpacked and staff will be made aware of their responsibilities and duties. Staff will also be held accountable for the communication involved with the duties.

KIS #2- Examine current school/ preschool reporting policies and practices

Reporting policies and practices have been developed, reviewed and embedded. All staff have been inducted in the use of the new reporting practices and have displayed confidence in using the new reporting format. Initial feedback from parents has been positive however no formal feedback has been undertaken. While a survey was generated for the primary school Semester Two reports, the school received no responses from the community.

KIS #3- Promote home school/ preschool partnerships

Home school/ preschool partnerships have improved through; mainstream and Koori afternoon teas, strengthened links with other Koori preschools with the help of the indigenous liaison officer, KSS parent/ teacher information sessions that outline expectations are now part of the cycle of school induction, and through mentoring training Year 9 students in the delivery of a mentoring program for primary school students with challenging social and emotional needs. Koori enrolments have fluctuated between 15 and 18 in 2014/2015, which is at maximum capacity. In 2015, the primary school National Partnerships executive teacher implemented an afternoon reading kiosk on Tuesday and Thursday afternoons. This program was well attended and will be continued in 2016.

KIS #5- Examine opportunities for the development of partnerships with the broader school/ preschool community

Community partnerships were developed further in 2015. For example, KSS worked closely with West Belconnen Child & Family Centre, Uniting Care and Belconnen Community Centre in developing activities to support student learning and improve parent information. KSS attended regular West Belconnen community forums and in particular liaised with them for the Anxiety Disorder information session for Parents and have set up for the implementation of Cool Kids program for 2016. Community sponsorship of KSS programs

has continued to expand with the KSS Jets program being sponsored by numerous community organisations, and the Ginninderra Rotary Club's sponsorship of the school choir, Rotary camps, and prizes for presentation day. For 2016, KSS will compile a register of community organisations used, to ensure corporate knowledge isn't lost and there is the most effective use of community organisations.

Due to the change in the questions asked in Satisfaction surveys between 2014 and 2015 it has been difficult to assess our progress towards improving the relationship and communication with the community and achieving the targets of: 10% increase in positive response to 2015 Staff Satisfaction Survey questions relating to communication within the school; 10% increase in positive response to 2015 Parent Satisfaction Survey questions relating to communication within the school. In 2014 the percentage of staff that agreed that there is effective communication between teachers and executive staff was 40%. In 2015, 65% of staff agreed that there is effective communication amongst all staff. Whilst not a direct comparison this is still a positive improvement regarding communication between staff. In 2014, 69% of parents agreed that community partnerships are valued and maintained. In 2015, 51% of parents agreed that they get information from this school on how to support their children to improve their learning. This is also not a direct comparison however highlights that improving communication between school and parents needs to be a priority for KSS for 2016.

Priority 2

Improved literacy outcomes for Kingsford Smith students with a focus on writing and spelling.

- **Desired Outcome-** students are effective learners of literacy, regardless of their initial starting point. Students at the school achieve far greater in literacy than they have ever done before.

Targets

- ETD target in NAPLAN reading, writing and spelling years 3, 5, 7 and 9 considering confidence intervals.

Progress

KIS #2- Develop a 'whole school/ preschool' approach to pedagogy, planning and programs

There has been a whole school approach to pedagogy, planning and programs through a review of literacy programs and a consistent school wide Response to intervention (RTI). Literacy practices were reviewed by the components of the ALEA conference and engaging with the PALLS program. Key literacy concepts have been identified and the new practices implemented through the primary school RTI and the Daily 5 focus. In 2016 there will be a focus on explicit teaching as this is an area that has declined with the implementation of the

Daily 5. The secondary school practices were improved through the implementation and ongoing review of LINK (Learning I Need to Know).

KIS #3- Continue to build a collaborative approach through the linking of Collaborative Classrooms Phase Two with the Quality Teaching model and strategic priorities.

There has been numerous staff PL to enhance literacy pedagogical practice such as, PaLLs, Visible Learning, and the ALEA conference. Planning has been undertaken at the end of 2015 for a more consistent approach to meetings of Professional Learning Teams (PLT) for 2016. Collaborative Coaching has not incorporated fully into PLTs however this will be addressed through Professional Pathways in 2016. There has not been a survey measuring staff knowledge and understanding of a PLC and there has been an inconsistent approach towards the implementation of a PLC. As a consequence, staff knowledge and understanding of a PLC has not been developed fully. This is a PL opportunity and is a focus for KSS in 2016.

Literacy results have been inconsistent in 2015 at KSS as evidenced by the SMART trend data. From 2014 to 2015 KSS trend data for reading, writing and spelling was:

- Reading- Improvement for Year 7 and 9, down for Years 3 and 5.
- Writing- Improvement for Year 3 and 5, no change for Year 7 and 9.
- Spelling- Improvement for Year 5 and 9, down for Year 3 and 5.

Improving literacy will continue to be a focus for KSS in 2016.

Priority 3

Improved numeracy outcomes for Kingsford Smith students.

- **Desired Outcome-** All students show improvement in their understanding of numeracy, beyond previous improvements. They are able to use their numerical understanding in a variety of contexts and are confident in doing so.

Targets

- Scaled score growth plus four additional points in NAPLAN numeracy years 3, 5, 7 and 9 considering confidence intervals.

Progress

KIS #1- Develop a shared vision for the teaching of numeracy at Kingsford Smith School

KSS has developed a shared vision for the teaching of numeracy through; reviewing practices, building on the consistent approach, implementation and professional learning. Envision Maths PL has been delivered and implemented across the primary school sector. All staff have implemented RTI in PS and LINK in secondary for improvement of student numeracy outcomes. RTI processes were started at the beginning of 2015 and will be refined further in 2016.

KIS #3- Continue to build a collaborative approach through the linking of Collaborative Classrooms Phase Two with the Quality Teaching model and strategic priorities.

There has been numerous professional learning sessions regarding numeracy, for example Envision mathematics in primary school, Middle Years Mental Computation for Year 6 and other RTI numeracy practices in LINK for the secondary sector. No PLC survey and inconsistent approach and knowledge is a PL opportunity for 2016. Planning has been undertaken at the end of 2015 for a more consistent approach to meetings of PLT teams for 2016. Collaborative Coaching was not incorporated fully into PLTs however this will be addressed through Professional Pathways in 2016. There has not been a survey measuring staff knowledge and understanding of a PLC and there has been an inconsistent approach towards the implementation of a PLC. As a consequence, staff knowledge and understanding of a PLC has not been developed fully. This is a PL opportunity and is a focus for KSS in 2016.

As evidenced by the SMART trend data for KSS, students have improved their understanding of numeracy in a variety of contexts. The trend data for numeracy in 2015 showed improvement in Year 5, 7 and 9, with Year 3 staying level with 2014.

Priority 4

Provide educational preschool programs that meet the needs of students, families and the community.

- **Desired Outcome-**That each family feels the preschool program at Kingsford Smith School meets the needs of their child, that they are welcome and well supported. The preschool is also seen by the broader Belconnen community as making an important contribution to society. All who see the preschool in action will agree that the preschool is operating at or above in all of the National Quality Standards Areas.

Targets

- At standard or above in all National Quality Standards Areas

Progress

KIS #1- Create professional learning opportunities for staff to develop their knowledge and understanding of the Early Years Learning Framework (EYLF) and developmental curriculum.

Staff have had consistent, rigorous PL opportunities to develop their knowledge and understanding of the EYLF and developmental curriculum through attending regular network meetings that involved ELF and Developmental Curriculum as well as presenting THE NET WORKS Pre School Exhibition. Staff also continued to work with play-based learning. To enable effective collaboration and sharing of best practice between preschool educators, structural changes took place to allow this to happen.

KIS #3- Review preschool policies, programs, procedures and practices and align with national regulations.

Preschool programs have been aligned with the national regulations. This has been done through remodelling the preschool report that incorporated the NQS and EYLF, in collaboration with the school community. Policies relating to reporting to parents have been reviewed. Recycling procedures have also been reviewed and are now part of consistent practice in the preschool sector.

The KSS preschool program is meeting the needs of the preschool students as evidenced by the results of the NQS. KSS preschool has exceeded the standards in; Children's health and safety, Physical environment, Staffing arrangements, Relationship with children, Leadership and service management. KSS met the standards in; Educational program and practice, Collaborative partnerships with families and communities.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	387674.00	400684.11	788358.11
Voluntary contributions	653.00	4835.00	5488.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	698.00	2240.00	2938.00
External income (including community use)	5065.42	8764.69	13830.11
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	14854.38	13697.15	28551.53
TOTAL INCOME	408944.80	430220.95	839165.75
EXPENDITURE			
Utilities and general overheads	67829.22	107543.78	175373.00
Cleaning	94209.84	100180.64	194390.48
Security	1882.25	2476.03	4358.28
Maintenance	45755.37	208681.74	254437.11
Administration	25671.40	45218.87	70890.27
Staffing	240.00	164.76	404.76
Communication	3240.43	6674.03	9914.46
Assets	0.00	0.00	0.00
Leases	0.00	0.00	0.00
General office expenditure	23633.83	46953.17	70587.00
Educational	54115.00	74844.69	128959.69
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	316577.34	592737.71	909315.05
OPERATING RESULT	92367.46	-162516.76	-70149.30
Actual Accumulated Funds	220064.74	313841.86	316841.86
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	312432.20	151325.10	246692.56

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$461. Teachers completed an average of 6 days (per teacher) of professional learning in 2015 and all teachers completed the TQI mandatory PL requirements of accredited and teacher identified PL.

Voluntary contributions

This school received \$5488.00 in voluntary contributions in 2015. 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 2015.

Reserves

Name and purpose	Amount	Expected Completion
Belconnen Regional Trade Skills Centre. Funds to support the ongoing training and administration of the centre to meet Commonwealth obligations.	\$41,498.00	December 2017
School Presentation Physical Environment. This reserve has been used to upgrade the learning spaces to cater for the increased enrolments.	\$18,000.00	December 2016
Staff. This is used for staffing needs in supporting the transition to the Student Resource Allocation (SRA) model.	\$184,751.24	December 2017

Endorsement Page

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

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Shaun Cady, Jason Smith, Laurel Rodrigues,
Community Representative Alison Lawrence
Teacher Representative Margaret Gummow, Margaret Hughes
Student Representative: Deanna Bui, Sienna Chalmers
Board Chair: Laurel Rodrigues, Jason Smith
Principal: Jan Day, Paul Branson

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature: Paul A. Branson Date: 20/5/16

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

Board Chair Signature:  Date: 20.5.16