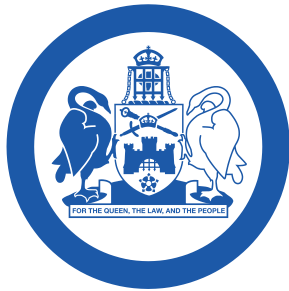


Ainslie School Board Report 2013



Figure 1: This picture shows the front of the Ainslie 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

Ainslie School is a preschool to year 6 school established in 1927. The school's buildings were upgraded in 2007 and are on the ACT and Australian heritage register. Two full-time off site preschools, each with a strong arts and sustainability focus, are also part of the school. In 2013 both preschools operated in newly renovated buildings upgraded meet the requirements of the National Quality Standard.

As an inner city school, our student population is rich and diverse. Over 26 percent of our students come from culturally and linguistically diverse backgrounds. Students with disabilities are included in mainstream classroom programs. Access to parts of the main building is difficult for community members with diminished mobility. During 2013, a stairlift was installed to enable these people to access the library and plans for the installation of a lift were initiated.

At Ainslie School we are committed to respecting each child's uniqueness and catering for individual needs. We challenge each child and give them the time they require to attain their potential in educational, social and physical skills. Teachers maintain a focus on learning, work in strongly collaborative teams and include support staff in their discussions about student learning data to ensure the effectiveness of the intervention program. The Japanese language program is enriched by the school's hosting of a Japanese Teacher's Assistant and by its relationships with a sister school Tsubai Elementary School in Nara, Japan. We also have a sister school relationship with Ban Hom Neua School in Vientiane, Laos.

The school has a very dynamic parent community that supports the school in many ways. Staff work in a stimulating professional learning community where initiative, collaboration and participation are valued and encouraged. Both the out of school hours program, which caters for up to 120 students a day, and the Nutrition Australia Award winning canteen, Kidzbar, are run by the P&C Association. . Outside organisations are involved in the school. St John's run the Breakfast Club three days a week and Music for Everyone offer a strings tutoring program. The P&C provides scholarships to support students financially in this program.

Student Information

Student enrolment

In 2013 there were a total of 430 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	208
Female	222
Indigenous	8
LBOTE	140

Source: Performance and Planning

Of these students, approximately 375 attended the main campus and 55 attended one of three groups operating in the two preschools. While the numbers in the school population remained stable throughout the year, mobility was high as 40 students left the school and the same number arrived during the year.

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	94.5
1	91.0
2	93.4
3	96.4
4	90.6
5	95.5
6	92.7

Source: Performance and Planning

During 2013, school staff took a proactive approach to monitoring student attendance and acting on issues raised by an examination of the collected data. The school worked to support families who were on extended leave and with families for whom poor attendance had been identified as an ongoing problem. External agencies were engaged when necessary.

Data was also collected on partial attendance with chronic lateness being identified in some cases. The school worked with these families with the aim of maximising time spent in school.

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	50

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	9
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	2
School Leader C	2
Teachers	29
TOTAL	44

Source: Workforce Management

Note: This table includes pre-school staffing

There are no Indigenous staff at this school.

Teaching staff at Ainslie School are highly professional and passionate educators who are determined to provide their students with purposeful and challenging programs. Eight teachers working at the school in 2013 came into the profession from other careers. The determination they demonstrated in retraining as mature students translates to a strong commitment to student learning.

Volunteers

During 2013, volunteers completed at least 1820 hours of work to assist the teachers and students at Ainslie School. This included, reading with and to children, assisting in the library, teaching chess, participating in a structured tutoring program and working in the canteen. Parents and carers worked hard to raise more than \$30 000 to support school

programs and pay for physical improvements to the school environment. A group of parents, grandparents and friends come to the school on Friday mornings to assist teachers by doing their photocopying and laminating and making games, for example. We call them our “*Friday Friends*”. P&C working bees help us keep the grounds looking good.

We have highly skilled and enthusiastic volunteers who delivered programs with the assistance of teachers. Science Club was supported by several parents who ran interesting programs including one on Robotics. In Term 4, a lunchtime Environment Club met a different expert each Friday lunchtime on nearby Mt Ainslie to learn about the flora and fauna found there. A metal smithing program in Term 4 was led by a parent who runs a business producing highly regarded metal works.

School Board

2013 was relatively smooth for the School Board. We continued our commitment to having at least one P&C elected member of the Board present at each P&C meeting throughout the year; established a register of decisions; introduced a School Policy on ‘Partnerships’; each meeting now begins with an acknowledgment of country; and we responded negatively to the Draft City Plan’s proposal for Donaldson Street to become a city bypass.

As a result of our deliberations the ‘School prayer’ changed to a ‘School contemplation’ with small but significant changes to the wording – ‘love of mankind’ and ‘love of God’ have been removed.

Most editions of *Altiora* have included a small article from the Board Chair – not necessarily representing the views of the Board but more intended to be interesting, provocative or educational, or perhaps even all three.

Once again it has been a pleasure to serve on the Ainslie School Board, and I wish to thank all members for their valuable contribution in time and intellect. *Board Chair*

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.

Ainslie School will be validated in 2014. A copy of the last 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, 82% of parents and carers, 100% of staff, and 85% 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.	84
Teachers at this school provide my child with useful feedback about his or her school work.	75
Teachers at this school treat students fairly.	75
This school is well maintained.	90
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	71
My child likes being at this school.	93
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	71
My child's learning needs are being met at this school.	67
This school works with me to support my child's learning.	63

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.	96
My teachers provide me with useful feedback about my school work.	78
Teachers at my school treat students fairly.	74
My school is well maintained.	78
I feel safe at my school.	85
I can talk to my teachers about my concerns.	79
Student behaviour is well managed at my school.	51
I like being at my school.	86
My school looks for ways to improve.	82
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	91
My school gives me opportunities to do interesting things.	86

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>).

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 ainslies.act.edu.au

Professional Learning

Teaching staff began their Professional Learning for the year by participating in a school-based Mini-Conference. Key note speakers for the conference including Sue Larkey, who is an expert of creating learning environments to support students with Autism, and Misty Adoniou, from the University of Canberra. Misty delivered a program to support the teaching of spelling, which was identified as an area for attention during the analysis of 2012 NAPLAN data.

Break out sessions were delivered by professionals from inside and outside the Ainslie School teaching staff body and included sessions on Scaffolding Literacy, Indigenous Education and Inclusive Education.

Other professional learning during the year took place at the classroom level as teachers and school leaders undertook observation and feedback sessions based on questions about their practice.

In December, Executive staff and two classroom teachers attended a Professional Learning Communities at Work event featuring Gavin Grift, organised by the PLC network of schools.

This was excellent learning to support their leadership of the implementation of the elements of a Professional Learning Community at Ainslie School.

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: Ainslie School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	52	114	51	126
Mathematics	39	53	39	54

Source: Planning and Performance

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, 1.7% of year 3 students and 0% 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: Ainslie School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	464	444	529	520
Writing	436	423	514	487
Spelling	429	417	498	497
Grammar & Punctuation	471	445	541	516
Numeracy	433	415	534	500

Source: Planning and Performance

Further evidence of performance in literacy and numeracy

In 2013 structured intervention took place across the whole year for all year levels kindergarten to year 6. The intervention consisted of 3 x 45 minutes per week year level learning groups (up to 15 students) focused on an area of need. An example is the year 3 cohort who were given a pretest in exposition writing. A common rubric was used for marking. Levelled groups were established based on the results.

Teaching took place over five weeks, so there were 15 sessions. A post test was given to show progress (see table below). The same process was used in a teacher- established area of need for each year level. The focus in 2013 was only on literacy: exposition writing for year 3 and 5, sight word spelling for year 1, reading in Kindergarten, explanations in year 4, writing narratives with a focus on sentences in year 2 and inferring in reading comprehension in year 6.

In each of these interventions nearly all students showed progress. The exceptions were for sight words only for the lowest Kindergarten group, narrative structure for a few year 2 students and the reading level for Kindergarten students was too broad a measure to gauge progress over a short 5 week period. Apart for these exceptions, the data showed that the intervention model had a positive impact on student learning. The implementation of this model probably contributed to the improved NAPLAN year 3 and year 5 writing results. The model will therefore be repeated in 2014 with an additional focus on formative assessment happening throughout and between lessons.

The following is a The following are data and information associated with the intervention program for each year level in 2013.

Kinder – Sight words

Kindergarten intervention occurred late in term 4. The focus was on sight word knowledge. Teachers used the M100 sight words list to test prior and post intervention. The learning program consisted of shared reading, word recall and contextual writing and spelling of words. Kindergarten will benefit from earlier in the year intervention in reading and sight words to assist with growth in literacy.

Table: Growth in sight word recognition by Kindergarten students

Average pre- test number of known words	Average post-test number of known words	Average growth
39.6	62.1	+ 22.5 words

Source: School data December 2013

Year 1 – Spelling

The focus for year 1 students was spelling. A BEE style pre and post-test was used to identify spelling error patterns. Lessons focused around individual student needs with spelling graphemes and phonemes. This included a focus on M100 words. A more consistent approach in addressing contextual spelling for junior years is planned.

The work with kindergarten and year 1 revealed that the school needs a systematic K-2 approach in spelling.

Table: Growth in spelling skills accuracy for year 1 students

Pre-test raw score average	Post-test raw score average	Growth correct spellings
19.5	21.6	+2.1

Source: School data December 2013

Year 2 – Writing – Narrative

Year 2 intervention focused writing narratives with an emphasis on sentence structure. Low growth can be accounted for by the writing results in one group, where creativity, rather than paragraphing and sentence structure was emphasised. While creativity and length of text in one group increased dramatically, the group's overall growth in areas focused on the rubric marking guide was low.

Table: Growth in skills associated with constructing effective sentences for year 2 students

Pre-test raw score average	Post-test raw score average	Growth correct
10.89	12.06	+1.17

Source: School data December 2013

Year 3 -Exposition Writing

The year 3 intervention program had a highly structured and organised approach which utilised whole class modelling and scaffolding to smaller group work. The emphasis with year 3 was developing expository text, paying particular attention to organisational features and persuasive devices. Most growth occurred with organisational features and structure.

Table: Growth in skills necessary to the development of expository texts for year 3 students

Pre-test raw score average	Post-test raw score average	Average Growth
5.0	10.7	+5.7

Source: School data December 2013

Year 4 – Information text

A priority for year 4 interventions was explicitly teaching how to correctly construct and sequence information texts. Lessons focused on organisation and planning, language features, sentence structure and proof reading and editing.

Table: Growth in skills necessary to the development of information texts for year 4 students

Pre-test raw score average	Post-test raw score average	Average Growth
8.28	11.48	3.4

Source: School data December 2013

Year 5 – Exposition writing

The year 5 intervention program was similar in structure to the year 3 intervention. Class work focussed on this genre and the small intervention groups worked further on the features of this text type. As with the year 3 cohort, most growth occurred with organisational features for exposition texts.

Data from a pre-assessment was collected however; the class teachers developed their own self-assessment rubric with student input. Data is therefore not comparable.

Year 6 – reading comprehension

Year 6 interventions focussed on further developing the cohort's reading comprehension skills. Particular emphasis was placed on inferring and differentiating between assumptions and inferences. The groups practised making inferences with a variety of chosen texts and practised labelling assumptions and inferences. Teachers believed that there was growth over the block of 15 lessons. The CARS assessment was used to assess comprehension features. This is a multiple choice assessment.

Table: Growth in reading comprehension skills for year 6 students

Pre-test raw score average	Post-test raw score average	Average Growth
8.9	9.8	0.9

Source: School data December 2013

In addition to the CARS assessment, comprehension in context and with open ended written responses, was also assessed. The variance in this assessment can be attributed to different pre and post tests and a different total score.

Table: Growth in comprehension for year 6 student as assessed by open-ended written responses

Pre-test raw score average	Post-test raw score average	Average Growth
11.34	12.03	0.69

Source: School data December 2013

In 2013, SENA 1 and 2 continued to be used to gauge and record student understandings and skills in number from Kindergarten to year 2. The Middle Years Mental Computation testing which was administered in previous years in years 4, 5 and 6, was extended to include year 3.

In 2013, reading data was centralised and collected every term. Benchmarks for reading from Kindergarten to year 6 for semester 1 and 2 were used to establish which students needed one-on-one intervention to support their learning. Seventeen students were tutored one-on-one by volunteers using a school-developed, structured 30 minute lesson two to three times every week. Some students accessed the program later in the year. One hundred percent of students made progress with the greatest gains being made in the year 1 cohort. Forty-eight percent of the students progressed five or more reading levels and a few students made outstanding gains, including one who progressed 17 reading levels. This tutoring will therefore continue in 2014.

Table: Growth in reading ability in students in the tutoring program

Pre tutoring reading level average	Post tutoring reading level average	Average Growth in number of PM reading levels
7.8	13	+5.2

Source: School data December 2013

Performance in other areas of the curriculum

The performing arts team worked with students once again to develop and present a highly entertaining piece featuring dance and song for the Directorate's *Step into the Limelight* gala performance and the *Inner North Schools Spectacular*. Called "Roundabout", the piece focussed on the city's famous Merry-Go-Round in acknowledgement of the Centenary year.

Junior and Senior Voices and the brass bands were featured in several public events including Floriade and the Sandakan memorial. Class groups from year 2 up sang at Goodwin Home in Ainslie in our Outreach program.

There was a strong presence in dance at Ainslie School in 2013. Kulture Break ran a ten week street dancing program with students in year 4 as part of the Dance Nation program. The item developed was performed in front of a large audience at the Royal Theatre. Dancecore delivered a lunchtime program to interested students and a ten week program across the school in Term 3. Quantum Leap 2 also ran a dance program for 20 students from years 3-6 which featured on both nights of the Directorate's *Step into the Limelight* Gala performance.

In Sport, the school had representatives at the national level in a number of disciplines. We also had the largest school contingent at the Burojin competition and fielded sides in most PSSA team sports events.

In term 1, local teacher of many elements of Indigenous culture, Wiradjuri man, Duncan Smith, taught a program to all year groups to help our students build their knowledge of their Australian culture.

Another feature of 2013 was an increased emphasis on our practices in sustainability. Teams of teachers and students promoted the correct management of waste, with new bins being made available, and other monitored our use of electricity. In term 4, our engagement with the *Fresh Tastes* program featured cooking classes for our green team, the Little Sprouts. This group also attended the *Kids Teaching Kids* program at the National Botanic Gardens.

Progress against School Priorities in 2013

Priority 1

Build teacher capacity to deliver quality curriculum

Targets

- One hundred per cent of teaching programs are aligned with the Australian Curriculum in English, mathematics, science and history.
- Ninety per cent of teaching staff report they receive quality feedback on their practice.

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing

Progress

In 2013 the school continued to address two strategies which were identified as necessary to achieve our priority and targets.

1. Implement coaching and mentoring processes including feedback structures and strategies.

New educators and contract teachers were matched with a mentor and the schedule for the implementation of a structured mentoring program was designed. During the year, the executive team conducted observations and provided feedback to teachers.

Teachers have also observed each other and been given feedback on practice with the Quality Teaching model used as a lens to describe and improve lessons and assessment items. This has helped to deprivatise practice and led to an increasing eagerness for teachers to learn from each other.

On the system survey, When the data applicable to teaching staff is extracted from that of the whole staff, 79% of teaching staff either agreed or strongly agreed that they receive quality feedback on their practice. This is disappointing but the results have inspired a more strategic approach to meeting this target.

Staffing for 2014 leaves room for additional mentoring to take place. Lesson study may also be undertaken. A teacher and a member of the executive team undertook the mentoring training offered at the Inspire Centre during the year. With another Executive teacher they

have surveyed the staff and designed an action plan for 2014 and beyond. Professional Learning on what it means to be a mentee or mentor will be provided in January 2014.

2. Implement a team approach to the development of quality curriculum

Collaborative understandings about core curriculum is developed in teams under the leadership of the curriculum committee. Power standards have been drawn from the Australian Curriculum by teams and used for planning and all teachers use this curriculum in program design in English, mathematics, science and history. In Kindergarten and year one, Statements of Intent, a feature of the Walker Learning Approach, are written and displayed. These detail the teachers' planning for Investigations and the explicit literacy and numeracy teaching for a two week period.

Teams meet weekly to develop common formative assessments and discuss the resulting data. They plan for individuals and groups of students to ensure the acquisition of essential skills and understanding. In the Preschools, the Early Years Learning Framework is used to develop teaching and learning programs. The National Quality Standard assessors commented on the quality of the documentation of student learning using the framework in the preschools.

In January, teachers will be working with Lynn Petersen on developing curriculum documents using the Understanding by Design process and incorporating Quality Teaching. Lynn will spend another day working with teams and mentoring them in their development of their teaching and learning programs.

As reported earlier the school was not successful at achieving its target of 90% of teaching staff report they receive quality feedback on their practice. While in 2013 only 78% agreed it is an improvement on the 2012 figure of 73%. This result is offset by 91% of teaching staff agreeing that there are processes in place to support their practice. As teachers become more accustomed to receiving constructive feedback and the school maintains processes to support and build teacher practice we are confident the target will be reached.

Priority 2

Improve student outcomes in literacy and numeracy, including for Aboriginal and Torres Strait Islander students.

Targets

- To achieve 2013 NAPLAN Targets:
 - year 3 Reading 453 ± 24 , Numeracy 427 ± 18
 - year 5 Reading 527 ± 28 , Numeracy 511 ± 22
- For 80% of students to improve achieve their respective year reading benchmark Kindergarten – Level 6; year 1 – Level 16. year 2 – Level 24
- 90 per cent of Aboriginal & Torres Strait Islander students to achieve goals written in their PLP.

- Achieve at least a 10 percentage point growth in Middle Year Mental Computations (MYMC) within the year for students in years 4, 5 and 6.

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing

Progress

The strategy actioned in 2013 to achieve our priority was to implement practices to address differentiation of teaching and learning.

During 2013, a structured Intervention program was implemented. The school executive worked with teams to gather and analyse data and identify the area for intervention. All year groups were targeted across the school year. Individual needs were also identified and addressed on an ongoing basis. Teams designed common formative assessment tasks, collaboratively analysed the data and kept a clear focus on learning goals.

To ensure there was an evidence base for our actions in relations to student need a whole school system for the collection of data was established. This features data on reading, mathematics, spelling and writing and is updated regularly.

An action to carry into 2014 will be to assess the effectiveness of the intervention program and design ways to ensure it is meeting the needs of all students.

In every classroom, teachers used Interactive Whiteboards to both engage students and to access media and other resources that enriched the learning of their students. The purchase of some HP Elite Notebooks assisted students in year 5 with dyslexia. Further investments in IT provision were made with the purchase of further Elite notebooks and some iPads. These will be distributed for use in 2014.

Our work in 2013 influenced our set targets as follows.

- Our year 3 reading and numeracy means, 563.6 and 432.9. were above the target but not statistically different considering the confidence intervals.
- Our year 5 reading mean, 529.4, was above the target but not statistically different considering the confidence intervals.
- Our year 5 numeracy mean, 533.7, was above the target and statistically different considering the confidence intervals.
- 68% of kindergarten students achieved PM Benchmark Level 6 or above; 74% of year 1 students achieved the benchmark of Level 16 and in year 2, 72% of students achieved a benchmark Level 24 or above. Our goal of 80% would seem to be challenging but worth our persistence.
- The percentage growth in Middle Years Mental Computation was 11.6 percent which exceeded our target of 10%.
- There were mixed results among our Aboriginal and Torres Strait Islander students. Some students made excellent progress towards and beyond their goals. Two were hampered by poor attendance and one of these left and returned to the school. Programs were put in place with the assistance of outside agencies for these

students. Our target of having 90% of these students achieve the goals articulated in the Personal Learning Plans was not met.

Priority 3

Build successful collaborative partnerships

Target

- For there to be a 5% point gain for the question *Overall I am satisfied with this school* in the parent data of the school satisfaction survey.

School improvement domains covered with this priority

Community Engagement, Student Engagement

Progress

Again in 2013 the school focused on its strategy of reviewing and implementing feedback and communication protocols, structures and strategies with and between all school stakeholders. Information sessions are well attended and reported as being useful. The NAPLAN information evening was poorly attended but appreciated by those parents who came.

In 2012, Twitter and Facebook were added to the means of communication we use to engage our parents. A more strategic approach was applied to updating the social media sites in 2013 and there was an increase in responses to posts from parents and carers. Feedback is frequently sought through the newsletter but this achieves minimal responses.

Our website has been kept up to date during the year, providing parents and the online community with current information about the school. Facebook and Twitter posts also increased in number, as did the number of community members accessing this information. There is still more to do in this space.

While teachers and other community members volunteered to be members of the reporting taskforce, this work was planned forward to 2014. Families of our Aboriginal and Torres Strait Islander students were invited into the school, and some came, to do the preliminary work into the development of the new Reconciliation Action Plan.

Our students are frequently invited to perform in local events and take pleasure in doing so. Some events, such as the Sandakan memorial and a Public Education Week performance are ongoing. With others, decisions are made about our participation based on the impact on student learning in other areas of the curriculum and other calendar commitments.

Due to a change in survey the specific question against which our target as set: *Overall I am satisfied with this school*, was not asked in the national survey and therefore we cannot report against it. In 2013 the overall question related to being satisfied with the education being provided and 72% agreed. As this priority is about partnerships the school may need to consider the performance measure used to evaluate our effectiveness.

Parents in 2013 report they feel welcome in the school (93% state community partnerships are valued- an increase from 90% in 2012) and their children like being at the school (93%). In 2013, 83% agreed the school takes parents opinions seriously.

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.

Both Reid and Ainslie Baker Gardens were assessed against the National Quality Standard during 2013. Each site was assessed as *Exceeding* the Nation Quality Standard.

Education program and practice

Reid:

Educators plan for individuals who are supported to progress towards the outcomes of the Early Years Learning Framework (EYLF) and encouraged to be participants in their learning. Diversity is celebrated and respected, recognising uniqueness and catering for the variety of personal experiences, interests and strengths of all students. Educators know the students. Experiences are planned for students to interact, engage in experiences and participate in meaningful routines and events designed to foster children's learning and development. Educators engage families in the learning and the development of their children. The preschool philosophy highlights the belief that the team observe and assess each child to ensure experiences reflect learning styles and capabilities. Educators ensure equitable access to resources and are inclusive.

Rich and meaningful information is gathered about learning and development, as individuals and groups. Data on students is presented in a variety of ways, including comments, work samples, photographs videos and recorded conversations. Teaching is intentional and purposeful and there is recognition that interactions are vitally important for learning. The culture of reflective practice allows the integration of new research into practice.

Ainslie Baker Gardens:

Educators engage with the EYLF and plan in meaningful ways using learning outcomes which are documented and displayed. They use their knowledge of individual children to make professional judgements to engage them in a range of experiences. There is a predictable program that allows children to experience routines that foster their learning and development. The preschool engages with families about the learning and development of their child. The educators take into account the diverse needs of the children to ensure

there is equitable access to resources. Students have access to choice across experiences. The educators value the ideas and the interests of their students.

The educators collect meaningful information about individual children to influence their decisions in program planning. They engage in intentional teaching and engage children in conversation about their learning and critically reflect on learning and development.

Children's health and safety

Reid

The health of individual children is monitored and effective processes are in place to ensure all specific health requirements are catered for. Educators provide opportunities for children to relax and rest during the day. Consistent hygiene practices are promoted to prevent the spread of infectious diseases and maintain good health. Information is provided to parents on exclusion periods for illnesses and records of injuries and illness are kept.

Healthy eating is promoted at the school and students make choices about when to eat morning tea and lunch. The preschool environment is organised for individual or group eating and waste management processes are effective. The environment encourages physical activity with structured and unstructured experiences and objects to promote creative play. Parents and carers are provided with information about the importance of physical activity.

Students are well supervised and protected from potential hazards. Plans are in place to manage incidents and emergencies and protect adults and children. Educators understand their responsibilities in regards to child protection matters.

Ainslie Baker Gardens:

Student health is monitored and processes are in place to ensure all specific health requirements are catered for. Students are afforded the opportunity to rest and relax during the day and there are effective hygiene practices in place to prevent the spread of infectious diseases.

Students have the choice of eating morning tea at a time to suit them and are gathered to eat lunch together. Information about healthy snacks and lunch is available to parents. Physical activity is promoted within the preschool routine and the teachers make the most of opportunities to play outside. Students' skills in relation to physical activity are documented and evaluated.

Students are well supervised and protected from potential hazards. Plans are in place to manage incidents and emergencies and protect adults and children. Educators understand their responsibilities in regards to child protection matters.

Physical environment

Reid:

Reid Preschool has an award-winning outdoor environment. It is well-organised, clean and safe. The environment supports learning and is a flexible space which allows individual children to explore their interests. The embedded use of natural materials encourages children to have an appreciation of the environment.

The educators and children undertake a weekly nature walk to provide opportunities to connect students with nature. Indoors, the environment is organised for children to discover and use materials in multiple ways. Educators work with children to learn about sustainability which assists them to develop an understanding and respect for the environment.

Ainslie Baker Gardens

There is sufficient space, facilities and equipment provided to promote learning and development of the children and ensure their health and safety. Parents participate in the maintenance of equipment and grounds. The outdoor space is designed to allow flexible use of space and facilitate the participation of all children.

The educators demonstrate a strong commitment to having children engage with both the built and natural environment and provided opportunities for self-initiated play and exploration. The environment is designed and equipped to encourage students to discover and use materials in multiple ways. Students are consistently encouraged to explore, be creative and learn through play. They are actively involved in sustainable practices and to have an understanding and respect for the preschool environment.

Staffing arrangements

Staffing ratios and qualification requirements are maintained at all times in both Reid and Ainslie Baker Gardens preschools. They use the Australian Professional Standards for Teachers to guide professional reflection and discussion and maintain respectful relationships. Collaboration is facilitated and valued.

Relationships with children

The preschool philosophy encourages the development of positive, respectful relationships and this is evident in practice in both preschools. Educators are attuned to the needs of children and promote their wellbeing through maintaining an atmosphere which is welcoming, supportive, relaxed and happy. Conversations between students and educators are easy and encourage learning and the development of a positive self-esteem. There is a strong sense of acceptance and educators model and articulate positive ways to relate to others.

Collaborative partnerships with families and communities

Building relationships with families is viewed as important in establishing a partnership where the main aim is to support the wellbeing and learning of children. Parents are welcome and their expertise is drawn on to address issues in the physical environment and to enhance student learning. Information relevant to the preschool and the wider school community is conveyed in a range of ways and there are opportunities for shared decision making.

Educators see families as a valuable resource in the work of educating children. Preschool parents are represented on the School Board to strengthen the offsite preschools' connection with Ainslie School. Information about other community resources is available to parents and carers.

Educators establish and maintain links with relevant agencies to develop their professional knowledge. Transitions from home to preschool and preschool to school are supported by comprehensive programs featuring interviews, visits and a buddy program. These programs and the preschools' educational programs are inclusive of students with special needs.

Leadership and management

Both preschools are governed by Ainslie School. The leadership team has worked on developing a whole school community which incorporates all educators in the preschools and on the main campus. New educators to the school undergo an effective induction process and are involved with a collaborative team. The educational leaders have high levels of experience in Early Childhood Education and maintain high expectations. The Deputy Principal was the recipient of the Early Childhood Teacher of the Year 2013.

The preschool philosophy is evident in the practices of the preschools and is owned and understood by educators. Improvement processes are conducted regularly in line with the requirements of the ACT Education and Training Directorate.

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 \$1211. Details about the Professional Learning undertaken by teaching staff is included elsewhere in this report.

Voluntary contributions

This school received \$13,907.50 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
Special Maintenance Projects	\$10,000	2014
Painting	\$11,000	2015
Curriculum – Special Projects	\$8,000	2014
Students Computers	\$48,087	2013
IT Support and PD	\$10,000	2013
Total	\$87,087	

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	322054.8
Voluntary contributions	13907.5
Contributions & donations	27626.54
Subject contributions	1240
External income (including community use)	17582.02
Proceeds from sale of assets	0
Bank Interest	7433.94
TOTAL INCOME	389844.8
EXPENDITURE	
Utilities and general overheads	109161.3
Cleaning	95617.53
Security	905.56
Maintenance	46154.7
Mandatory Maintenance	0
Administration	15435.14
Staffing	62275.79
Communication	9347.75
Assets	16441.06
Leases	0
General office expenditure	24798.82
Educational	55713.22
Subject consumables	903.59
TOTAL EXPENDITURE	436754.4
OPERATING RESULT	-46909.6
Actual Accumulated Funds	139948.8
Outstanding commitments (mir	5316.14
BALANCE	87722.98

Endorsement Page

I declare that the Ainslie 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: Nerilee Flint, Jennifer Andrew, Peter van Vliet
 Community Representative Margaret Robson
 Teacher Representative Elizabeth Hook, Angela Burroughs
 Board Chair: Nerilee Flint
 Principal: Kate Chapman

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

Principal Signature:  Date: 13 MARCH 2014

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

Board Chair Signature:  Date: 19/3/2014