



# Ngunnawal Primary School

## Board Report

### 2013



Figure 1: View of the exterior of Ngunnawal 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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Education and Training

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The school website is [www.ngunnawalps.act.edu.au](http://www.ngunnawalps.act.edu.au)

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Ngunnawal ACT 2913

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Telephone (02) 6205 8182

## About our school

### Introduction to School

Ngunnawal Primary is a large school located in the north Canberra region of Gungahlin. The school has a diverse student population which adds to the richness of our community. Ngunnawal Primary is experiencing a period of growth and the school's population is expected to grow over the next few years. Teachers at the school work in collaborative teams where the focus is on learning for all children. During 2013 the school undertook work to renew and re-energise the school vision and develop a statement of purpose that reflects our school community beliefs about school and learning.

Ngunnawal Primary School's preschool is located on site and is co-located with the Ngunnawal Early Learning Centre. The preschool has five mainstream classes and a very successful Koori Pre-program. During 2013 the Koori Pre children were invited to Parliament House to show our federal members of Parliament the great learning occurs within the program and the benefits of early school engagement.

The staff at Ngunnawal Primary is deeply committed to providing a safe and supportive environment for our students. The school values a rich and diverse curriculum where children's learning experiences include an explicit focus on emotional and social literacy through the school SHARE Values program. In addition to this the school has an explicit and targeted focus on literacy and numeracy learning. In 2013, a Literacy and Numeracy Field Officer was appointed to the school to mentor and coach teachers on best practice in these two areas. The school continues to have a strong music program with approximately one hundred students in the junior and senior choirs, two woodwind bands and each year perform in the Education and Training Directorate's (ETD) Step into the Limelight .

The school has a high enrolment of Indigenous students and enjoys authentic partnerships with our families. During 2013 the school held an Aboriginal and Torres Strait Islander Expo to highlight the many successful strategies used to support community engagement with the school. In addition to the RAP was review with community consultation as the school looks forward to achieving the stated goals.

### Student enrolment

In 2013 there were a total of 601 students enrolled at this school.

*Table: 2013 Student Enrolment Breakdown*

| Group      | Number of Students |
|------------|--------------------|
| Male       | 302                |
| Female     | 299                |
| Indigenous | 51                 |
| LBOTE      | 183                |

Source: Performance and Planning

## 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          | 92.4              |
| 1          | 93.9              |
| 2          | 94.1              |
| 3          | 92.8              |
| 4          | 93.3              |
| 5          | 94.7              |
| 6          | 94.1              |

Source: Performance and Planning

Student attendance is monitored on a daily basis. Teachers mark their rolls at the start of each day and notify administrative staff with a list of students who are absent. The administrative staff contact parents or carers to confirm the non-attendance of their child and authorise their absence. Where patterns of non-attendance occur executive staff work follow-up with families ensure that regular attendance for all students is maximised.

## 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               | 24               |

Source: School Data

### Workforce Composition

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

*Table: 2013 Workforce Composition Numbers*

| <b>Role</b>                           | <b>Total</b> |
|---------------------------------------|--------------|
| Administrative Service Officers       | 15           |
| General Service Officers & Equivalent | 1            |
| School Leader A                       | 1            |
| School Leader B                       | 1            |
| School Leader C                       | 4            |
| Teachers                              | 34           |
| <b>TOTAL</b>                          | <b>56</b>    |

Source: Workforce Management

**Note:** This table includes pre-school staffing

There is one indigenous staff member at this school.

## Volunteers

Ngunnawal Primary has a dedicated volunteer community. Volunteers have contributed towards an estimated 1500 hours of time spent in the school supporting programs and events at the school. Volunteers in classrooms have spent an estimated 500 hours while volunteers in the canteen, preschool, library have contributed to an estimated 1000 hours.

## 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.

Ngunnawal Primary School will be validated in 2016. 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, 91% of parents and carers, 90% of staff, and 92% 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.                              | 96  |
| Teachers at this school provide my child with useful feedback about his or her school work. | 92  |
| Teachers at this school treat students fairly.  | 93  |
| This school is well maintained.   | 97  |
| My child feels safe at this school.   | 96  |
| I can talk to my child's teachers about my concerns.  | 95  |
| Student behaviour is well managed at this school.   | 85  |
| My child likes being at this school.  | 95  |
| This school looks for ways to improve.  | 87  |
| This school takes parents' opinions seriously.  | 82  |
| Teachers at this school motivate my child to learn.   | 91  |
| My child is making good progress at this school.  | 92  |
| My child's learning needs are being met at this school.                                     | 90  |
| This school works with me to support my child's learning.                                   | 87  |

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.                              | 98  |
| My teachers provide me with useful feedback about my school work. | 93  |
| Teachers at my school treat students fairly.                      | 83  |
| My school is well maintained.                                     | 88  |
| I feel safe at my school.   | 83  |
| I can talk to my teachers about my concerns.                      | 80  |
| Student behaviour is well managed at my school.                   | 70  |
| I like being at my school.  | 87  |
| My school looks for ways to improve.                              | 90  |
| My school takes students' opinions seriously.                     | 74  |
| My teachers motivate me to learn.                                 | 94  |
| My school gives me opportunities to do interesting things.        | 93  |

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 [ngunnawalps.act.edu.au](http://ngunnawalps.act.edu.au)

## Professional Learning

During 2013 staff at Ngunnawal Primary undertook a range of professional learning opportunities that supported the improving of student outcomes in literacy and numeracy as stated in the Annual Operating Plan for 2013.

All teachers attended two days of professional learning in First Steps Writing to support the implementation of a consistent approach to the teaching of writing at the school. In addition to this teachers attended workshops that focussed on Running Records analysis, data analysis, spelling and mental computation.

Teachers also attended conferences about whole school improvement through Professional Learning Communities (PLC). Workshops focused on working collaboratively to ensure that learning programs meet the needs of all students and that assessment informs the development of learning programs.

A group of teachers from the school also attended the Visible Learning Foundational workshops. The purpose of this workshop was to provide teachers with the ways to explore

how evidence can be used to create innovation in the learning environment. The research used to underpin this workshop was completed by John Hattie and published in his book, *Visible Learning A Synthesis of Over 800 Meta Analyses Relating to Achievement*. This workshop has helped build teacher capacity in relation to the stated goal of formative assessment in the 2013 – 2016 School Plan.

Preschool staff attended Network Professional Development Meetings each term that focused implementing the National Quality Standard (NQS). The preschool at Ngunnawal was also recognised for the outstanding work they do in the area of NQS QA.6 Collaborative Partnerships with Families and Communities and were asked to host a Network Meeting to share best practice with colleagues from the North Gungahlin Network.

## 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: Ngunnawal Primary School PIPS 2013 mean raw scores*

| Test Domain | School Start | School End | ACT Start | ACT End |
|-------------|--------------|------------|-----------|---------|
| Reading     | 49           | 136        | 51        | 126     |
| Mathematics | 39           | 52         | 39        | 54      |

Source: CEM Centre

The Reading end scores for the school were 10 points above the ACT end scores while the end scores for Mathematics were 2 points less than the ACT end scores.

School based reading assessment data indicated that 96 percent of Kindergarten students achieved the minimum reading level benchmark of 5 using the PM Benchmarking kit. A targeted reading intervention program continued in 2013 and will continue throughout 2014.

The school has identified numeracy as a professional learning focus area for 2014 and all early years teachers will participate in 12 hours of Count Me In Too (CMIT) to enhance the maximising of student outcomes.

Detailed analyses of our school's academic achievement are incorporated into the information related to reporting against 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, 3.1% 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: Ngunnawal Primary School 2013 NAPLAN Mean Scores*

| Test Domain           | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading               | 429           | 444        | 504           | 520        |
| Writing               | 433           | 423        | 480           | 487        |
| Spelling              | 423           | 417        | 498           | 497        |
| Grammar & Punctuation | 436           | 445        | 489           | 516        |
| Numeracy              | 404           | 415        | 480           | 500        |

Source: Performance and Planning December 2013

## Performance in other areas of the curriculum

During 2013 students from Ngunnawal Primary participated in the directorate's annual *Step into the Limelight* gala. The *Ngunnawal Centenary Choir* was formed to sing an original song, *Heart of Our Nation*, written by Mark Smith on both nights with the Senior Concert Band. This was a hugely successful and proud moment for the school to sing a song that encapsulates Canberra, especially in the Centenary year. The success of this performance resulted in the choir being invited to perform at the Wattle Day Citizenship ceremony.

Sport and PE continue to have a high profile at the school. During 2013 senior students represented the school at various PSSA zone carnivals. This included sports such as Cross country, athletics and swimming carnivals. Students also participated in the Laurie Daley Rugby League Shield round robin and the primary schools Stix Hockey competitions.

Year 4 students participated in the Buoyed Up program, sponsored by the Sir Thomas Lipton Foundation. This opportunity enabled students to participate in an introductory sailing program designed to provide students with a fun, confidence-building sailing experience. The program was managed by *Communités@Work* and was facilitated by the Canberra Yacht Club. This was a very successful example of how Ngunnawal primary school works in partnership with the community to provide rich and rewarding learning experiences for students at the school.

## Progress against School Priorities in 2013

### Priority 1

Improve student outcomes in literacy and numeracy for all students

#### Targets

By the end of 2013:

- Achieve an increase of 5 mean points on the 2012 NAPLAN results for all years and all tests.
- 85% of students achieve Ngunnawal Primary reading benchmarks from the 2012 benchmark levels
- 100% of Aboriginal and Torres Strait Islander students demonstrate 0.4 effect size for reading
- An increase in the students achieving average or above average progress in PIPs from 2012
- **100% of** teams used the SMART goal framework to develop common formative assessments

#### School improvement domains covered with this priority

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

#### Progress

The specific actions taken to support the implementation of the Directorate 2012-2013 plan included the following.

- Auditing literacy and numeracy practice, programs and planning templates. This resulted in: First Steps Writing professional learning (PL) undertaken by the whole staff in term 1, 2013 and the development and use of a consistent planning template based on the Understanding by Design (UbD) model, development and use of a consistent term overview outline.
- Alignment and strengthening of curriculum practice, through the development of 'I can' statements in Mathematics, where all staff worked collaboratively to look at the Australian Curriculum Mathematics elements, unpack the knowledge and skills involved, weight the content against five criteria and then identify essential learning content. Consistent approaches to the learning and teaching of core curriculum was achieved through an increased focus of what learning needs to happen and how it will be addressed, and the use of team developed SMART goals, so that the same learning areas were being addressed in a systematic and targeted way. Raising standards in literacy and numeracy was achieved through conducting parent education workshops for reading and NAPLAN.

- Use a collaborative team approach to identify the literacy and numeracy needs of all students. This was achieved through the commencement of a professional learning community (PLC) approach based on the DuFour's model. Teams worked collaboratively to identify and address learning needs within their team. Ability groupings for numeracy were used in the middle school to achieve learning goals. Cross class groupings were successfully used in kindergarten to address learners' reading needs. Ability groupings of like spelling needs were used in senior primary classes to support learning. SMART goals were introduced as a frame for targeted intervention, identification of targeted teaching sequences and measuring improvement.

This year the school did not achieve its NAPLAN target of an increase in mean scores across all NAPLAN areas. The 5 mean point increase was achieved at year 3 in all test domains with the exception of reading and spelling and at year 5 the target was achieved in the reading and writing areas.

*Table: Difference in NAPLAN means from 2012-2013*

| <b>Year</b>   | <b>Spelling</b> | <b>Grammar &amp; Punctuation</b> | <b>Reading</b> | <b>Writing</b> | <b>Numeracy</b> |
|---------------|-----------------|----------------------------------|----------------|----------------|-----------------|
| <b>Year 3</b> | +3.3            | +19.1                            | +0.8           | +15.8          | +10.1           |
| <b>Year 5</b> | -5.4            | -1.2                             | +12.7          | +18.6          | -14.9           |

Source: SMART February 2014

During the course of the year the school moved into using Directorate set reading benchmark ranges for kindergarten to year 3. Years 4 to 6 were expected to achieve a level 30 reading result. For data gathering purposes the lower end of the end of year range was used as a minimum standard for reading attainment.

*Table: Reading level Benchmarks for Ngunnawal Primary School*

| <b>Year level</b>        | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4-6</b> |
|--------------------------|----------|----------|----------|----------|------------|
| <b>Reading benchmark</b> | 5        | 14       | 20       | 24       | 30         |

Source: Ngunnawal Primary School 2013

Using PM Benchmark data we measured both achievement and growth of that group of students' reading attainment. Year level breakdown is reflected below. Overall, the whole school percentage achieving year level benchmarks in reading was 80%.

*Table: Percentage of students reading the reading level benchmarks for each year level*

| K  | Year 1 | Year 2 | Year 3 | Year 4 | Years 5/6 |
|----|--------|--------|--------|--------|-----------|
| 96 | 75     | 70     | 88     | 63     | 89        |

Source: Ngunnawal Primary School 2013

Due to the relative small size of the group, measuring the effect size for reading of the Aboriginal and Torres Strait Islander students proved unreliable.

There was a marked increase in the percentage of students achieving average or above average progress in PIPs in 2013 in both reading and maths. In reading 99% of the students achieved average or above average progress compared with 87% in 2012 and in maths 79% of the students achieved average or above average progress compared with 55% in 2013.

*Table: Percentage of students achieving average or above average progress in PIPS.*

| Progress       | Reading 2012 | Reading 2013 | Maths 2012 | Maths 2013 |
|----------------|--------------|--------------|------------|------------|
| <b>Below</b>   | 13%          | 1%           | 44%        | 21%        |
| <b>Average</b> | 68%          | 57%          | 45%        | 68%        |
| <b>Above</b>   | 19%          | 42%          | 10%        | 11%        |

Source: PIPS 2012 and 2013

During 2013 all teaching teams at the school participated in a full cycle of using SMARTgoals for common formative assessment to guide teaching and learning sequences.

## Priority 2

Improve the capacity of teachers through Instructional Leadership

### Targets

By the end of 2013;

- 90 % of teachers report they receive constructive feedback about their practice in the satisfaction survey from the 2012 figure of 88 percent

### School improvement domains covered with this priority

Leading and Managing, Learning and Teaching

## Progress

The specific actions taken to support the implementation of the Directorate 2012-2013 plan were:

- Improving teaching standards. This was approached through collaborative planning practices being introduced, team meetings being focused on learning and teaching, and discussions about pedagogy. Executive staff commenced walkthroughs and gave feedback to teachers
- Strengthening culture and values. This was developed through the use of an external facilitator to work with staff, students and the community to unpack what Ngunnawal values and to develop a clear, articulated vision and mission for the school.
- Using the Quality Teaching Model (QTm) as a tool to create questions of practice was not able to be used due to the lack of deep understanding of the model by large sections of the staff at the school. Future work on developing a shared understanding of the QTm and embedding its language and meaning across the school needs to commence next year.

School Satisfaction survey results were that 76% of teaching staff, who responded to the survey, reported that they receive constructive feedback about their practice. This result did not reflect the target of 90%. Other evidence indicates that 92% of staff received constructive feedback from the Literacy and Numeracy Field Officer and walk throughs by executive staff.

The progress toward achieving this goal has been hindered by a lack of understanding of what the target is and how to achieve it. The school needs to develop a shared understanding of constructive feedback, develop feedback protocols and keep records of coaching sequences to build the body of evidence. Next year's structure has built in time for peer coaching cycles.

## Priority 3

Increase student leadership opportunities and active citizenship at the school

### Targets

By the end of 2013:

- 70% of 5/6 students participate in leadership programs
- Maintain high levels (95% or higher) of students reporting that they have opportunities to be involved in the decision making process at the school on satisfaction surveys.
- 100% of year 3 - 6 classes at NPS have student leaders.

### School improvement domains covered with this priority

Learning and Teaching, Student Engagement

## Progress

All classes within the school explicitly design roles and responsibilities designed to develop and build students' leadership capabilities.

100% of year 5/6 student participated in leadership programs during the course of the year. They developed their skills in sports leadership and led the school in sustainable practices and education.

The 2013 school satisfaction survey did not include a student decision making question, thus levels of satisfaction in this area were not measured.

This year teacher representatives worked in collaboration to commence identifying current student leadership opportunities and define active citizenship at the school. The group of teachers from different sectors of the school started the foundational work of trying to develop a cohesive model of student leadership for the school. During this year a trial of rotational leadership activities based on sports and sustainability was undertaken.

Some research into how other schools in the area undertake student leadership and active citizenship was done. There is need for further work in this area and in 2014 students will be surveyed to add their input into the development of the Ngunnawal Primary School student leadership and active citizenship model.

## 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

- The preschool site is an integral part of the PLC.
- The team has weekly meetings where they continually develop and discuss their growing understanding of the Early Years Learning Framework (EYLF) and how to program and deliver quality learning outcomes for students.
- Intentional and spontaneous learning programs are readily available to the community.

## Children's health and safety

- Ngunnawal preschool staff conduct 'getting to know you' interviews with families at the commencement of each year to support developing a sound understanding of students' specific health needs.
- All health and hygiene protocols and procedures are applied to, monitored and maintained by staff and students.

- Safety procedures are adhered to, explicitly taught to the students and practised regularly.

### **Relationships with children**

- Ngunnawal preschool staff build and maintain sensitive and responsible relationships with students and families.
- The preschool philosophy statement reflects the values held by the educators and community of Ngunnawal preschool.
- Independence and self-help skills are developed through explicit teaching and opportunities to practice.

### **Staffing arrangements**

- Staffing arrangements meet the criteria for qualifications and ratios at Ngunnawal preschool.

### **Leadership and management**

- The statement of philosophy has been collaboratively developed and ratified by the school board and parents and citizens council.
- The school leadership team take an active approach to preschool compliance and continuous improvement.

### **Physical environment**

- The physical environment is inviting and well-maintained.
- The outdoor space is treated with the same respect and consideration as the indoor.
- There is ample shade provided by mature trees in the outdoor environment.

### **Collaborative partnerships with families and communities**

- The school has a clear enrolment and transition process for families.
- Family expertise is recognised and embraced in the preschool.
- Information about the educational program is readily accessible by families.
- Koori preschool is a valued integral part of the Ngunnawal preschool collective.

## 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 \$833.00.

### Voluntary contributions

This school received \$11750 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.

| <b>Financial Summary</b>                  |                 |
|---|-----------------|
|   | 31-Dec-13       |
| <b>INCOME</b>                             |                 |
| Self management funds                     | 330012.9        |
| Voluntary contributions                   | 11750           |
| Contributions & donations                 | 146             |
| Subject contributions                     |                 |
| External income (including community use) | 21183.74        |
| Proceeds from sale of assets              |                 |
| Bank Interest                             | 8999.5          |
| <b>TOTAL INCOME</b>                       | <b>372092.1</b> |
| <b>EXPENDITURE</b>                        |                 |
| Utilities and general overheads           | 117618.4        |
| Cleaning                                  | 107503.9        |
| Security                                  | 3679.88         |
| Maintenance                               | 41585.62        |
| Mandatory Maintenance                     |                 |
| Administration                            | 16087.34        |
| Staffing                                  |                 |
| Communication                             | 7799.78         |
| Assets                                    | 13909.09        |
| Leases                                    |                 |
| General office expenditure                | 20579.78        |
| Educational                               | 50760.26        |
| Subject consumables                       |                 |
| <b>TOTAL EXPENDITURE</b>                  | <b>379524.1</b> |
| <b>OPERATING RESULT</b>                   | <b>-7431.98</b> |
|   |                 |
| <b>Actual Accumulated Funds</b>           | <b>116211.1</b> |
| Outstanding commitments (mir              | 46754.48        |
| <b>BALANCE</b>                            | <b>62024.64</b> |

### Reserves

| Name and purpose   | Amount   | Expected Completion |
|--|----------|---------------------|
| Preschool Maintenance – to support the upgrading of the preschool to meet the National Quality Standards (NQS).                          | \$4,000  | 12/2013             |
| Furniture and Equipment – This resource is to support the ongoing upgrading and renewal of aging furniture.                              | \$25,000 | 02/2014             |
| ICT – to replace outdated interactive whiteboards and to purchase equipment to support contemporary learning environments at the school. | \$30,000 | 08/2014             |
| School Review/Development – to support the school in implementing initiatives related to Strategic and Annual Operating plans.           | \$2,000  | 12/2014             |
| Staff Days – to support the school if there is any shortfall in the staffing budget  | \$12,000 | 12/2014             |
| Carpet for ICT and Music Rooms – ongoing renewal and upgrading of worn carpet throughout the school                                      | \$20,000 | 12/2014             |

**Endorsement Page**

I declare that the Ngunnawal 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.

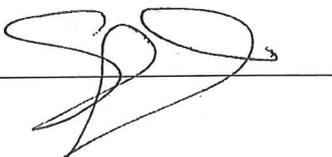
**MEMBERS OF THE SCHOOL BOARD**

|                                 |                  |                |
|---------------------------------|------------------|----------------|
| <b>Parent Representative:</b>   | Lyn Puschack     | Erin Quinn     |
| <b>Community Representative</b> | Mark Maskell     |                |
| <b>Teacher Representative</b>   | Natalie Otten    | Catherine Dray |
| <b>Board Chair:</b>             | Stephen Tokely   |                |
| <b>Principal:</b>               | Kristine Stewart |                |

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: 7/3/2014

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

Board Chair Signature:  Date: 12/3/2014