



Ainslie School Board Report 2014



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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About our school

School Board

School Board had two new parent representatives in 2014 and a new teacher representative. Our Community Representative stayed for another term. The Board's decision was to keep the same Chair and thus continuity was smooth.

At least one Parent & Citizen (P&C) elected member of the Board was present at each P&C meeting throughout the year ensuring a flow of information across the two bodies.

Secretariat support to take minutes at meetings, circulate agenda's and minutes has been invaluable, and much appreciated.

Having served on the Board for five years now, and with our youngest child having finished at the school, it is time for me to 'move on'. It has been a pleasure to work with such a committed group of parents and teachers, and I wish to thank all members for their valuable contribution. The respectful way members approach our Board meetings has made my role an easy, and enjoyable, one.

Nerilee Flint, Board Chair

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.

As an inner city school, our student population is rich and diverse. A third 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. A stairlift was installed in 2013 to enable these people to access the library and construction of a lift commenced in Term 4 2014. It is anticipated the work will be finished in April 2015.

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 our relationship 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, Music for Everyone offer a strings tutoring program and Reclink supports disadvantaged students. The P&C provides scholarships to support students financially in the strings program.

Student Information

Student enrolment

In 2014 there was a total of 423 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	208
Female	215
Indigenous	15
LBOTE	141

Source: Planning and Performance, August 2014

The school population is relatively mobile. In February 2014, enrolment was 410 students. In August it was 423 but in the meantime thirty-one students had moved out of the area or territory or back to their home country.

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	95.0
1	94.1
2	95.5
3	95.7
4	94.2
5	95.2

6	94.7
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Source: Planning and Performance, July 2014

When students are absent for more than two days and there has been no contact from the parent or carer, the classroom teacher makes contact to inquire about the absence. 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.

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: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	50

Source: School Data, December 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	7
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	3
Teachers	21
TOTAL	34

Source: Workforce Management, August census 2014

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. Nine teachers working at the school in 2014 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 2014, volunteers completed at least 3 075 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 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 pottery workshop was established and interested students attended lunch time sessions with a skilled parent to produce a range of items, some of which were sold at the school fete. A metal smithing program in term 4 was led by a parent who runs a business producing highly regarded metal works.

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school’s plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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 was validated in 2014. A copy of the 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 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 57 parents, 16 staff and 74 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 81% of parents and carers, 94% of staff and 95% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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.	86
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	86
This school is well maintained.	93
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	74
My child likes being at this school.	96
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	70
My child's learning needs are being met at this school.	74

This school works with me to support my child's learning.	73
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Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	81
Teachers at my school treat students fairly.	70
My school is well maintained.	85
I feel safe at my school.	85
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	62
I like being at my school.	89
My school looks for ways to improve.	89
My school takes students' opinions seriously.	59
My teachers motivate me to learn.	90
My school gives me opportunities to do interesting things.	84

Source: 2014 School Satisfaction Surveys, September 2014

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.

Professional Learning

In 2014, Professional Learning for teachers was planned with the aim of developing capacity to operate as a Professional Learning Community. This included building the skills of the school's leadership group to build a *High Reliability School* in the Robert Marzano model and to develop and implement an effective Response to Intervention process. Work was also done on establishing a school wide approach to the development of curriculum documents through a Professional Learning day on Jay McTighe and Grant Wiggins' *Understanding By Design* process. This was delivered by Lynn Petersen.

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. The 2014 PIPS mean raw scores indicates that in both reading and mathematics, our students started the year below the ACT average and ended the year above the ACT average

Table: Ainslie School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	46	130	51	124
Mathematics	36	58	39	54

Source: Planning and Performance December 2014

Fifty one students completed the kindergarten year at Ainslie School. Analysis of the value added PIPS data for 2014 showed over 80% of kindergarten students achieving expected or better than expected growth for reading. In mathematics, over 90% of students achieved expected or better than expected growth for mathematics.

The 2014 kindergarten PIPS data shows that 2014 was a year of considerable improvement for Ainslie School. The Kindergarten Professional Learning Team used diagnostic teaching through continuous data collection and analysis of reading benchmarks, knowledge of sound/letter relationships and sight words, to inform the teaching of reading. Furthermore in mathematics, the Professional Learning Team researched best practice, shared skills and assessed the children regularly. This resulted in the teaching of mathematics being taught to groups of children with similar learning needs using a diagnostic teaching cycle.

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 2014, 0.00 % of year 3 students and 2.20 % of year 5 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 to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Ainslie School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	459	440	547	523
Writing	385	405	493	474
Spelling	399	413	502	502
Grammar & Punctuation	433	441	549	520
Numeracy	419	415	514	499

Source: Performance and Planning December 2014

- In year 3 our students have performed above the network and the ACT in reading and numeracy but below in Writing, Spelling and Grammar and Punctuation.
- In year 5 our students have performed above the network and the ACT in all areas except Spelling, where their results are very close to the network and the ACT.
- In reading in year 3, 64% of students scored in the top two bands and in year 5 there were 52 % of students performing at this level. In both year 5 and year 3, 7% of students recorded results in the bottom two band as recorded on the MySchool website
- In writing, there is more work to be done with only 37% of year 3 students and 22% of year 5 students performing in the top two bands. Only 15% of year 3 students and 7% of year 5 students recorded results in the lower two bands.
- In spelling 43% of year 3 students and 48% of year five students scored in the top bands while 18% of year 3s and year 5s scored in the bottom two bands.
- Regarding our results in Grammar and Punctuation in year 3, 63% of year 3 students scored in the top two bands, which compares unfavourably with statistically similar schools who had 74% of students in those bands. In year 5, 61% of students scored in the top two bands which is 2 percentage points lower than students in similar schools. Only 4% of our students in year 3 and 6% of our students in year 5 scored in the bottom two bands.
- In numeracy in year 3, 45% of our students recorded results in the top two bands and in year 5 the figure was 41%. There were 11% of our students in the bottom two bands in year 3 and 13% in year 5.
- In terms of student gain score from year 3 to year 5 in reading and numeracy we recorded similar results to statistically similar schools, although our mean is still lower. Gain recorded from students at the same starting point in year 3 was higher in reading and the same in numeracy. In Persuasive Writing, we experienced grater

gain score than similar schools which has closed the gap and also scored greater gain than that achieved by students at the same starting point in year 3.

Our Response to Intervention strategies have been moderately successful, although some students have made very satisfying gains. Unexpected staffing changes meant the school was unable to fully implement the planned model.

Progress against School Priorities in 2014

Priority 1

Build teacher capacity to deliver quality curriculum

Targets

By the end of 2014

- 100 per cent of teaching programs are aligned with the Australian Curriculum and/or Every Chance to Learn (ECTL) in all released subjects or the Early Years Learning Framework (EYLF), as applicable.
- 90 per cent of teaching staff report they receive quality feedback on their practice in school and system surveys
- Curriculum documents feature details of formative and summative assessments developed with reference to the Quality Teaching model.
- Team documents, including SMART goals, reflect discussions focused on the data resulting from assessments and the plans to meet identified student needs.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

Progress

2014 was the last year of our strategic plan. With respect to this priority all teachers are very familiar with the Australian Curriculum and use it in all released areas. Every Chance to Learn is used for unreleased areas of the curriculum. The Early Year Learning Framework is used in the preschools. This target has been met.

In 2014, teachers worked with Lynn Petersen to develop their skills in writing curriculum using the Understanding by Design process. The design of rich assessment tasks formed part of this work and student data from these was examined by teachers to assess and report on

the progress of individuals. While all teaching and learning programs feature formative and summative assessment tasks and formative assessment strategies are used every day in classrooms, the Quality Teaching model is not referenced in all programs.

We did not meet our target in terms of providing feedback on teaching practice that 90% of teachers thought effective. The system survey of staff indicated that only 76% of staff agreed or strongly agreed that they receive effective feedback on their practice. A mentor program was designed and mentors identified during term 1. They were matched with mentees who met with them and organised observations and feedback sessions. A mentoring agreement document and an observation feedback document were designed to be used by pairs. In some cases these relationships were attended by a strategic approach to implementing the mentoring agenda and in other cases the pairs did not meet regularly. Staffing changes became challenges for the full realisation of our plans for the mentoring program with one executive going on leave and another assuming the responsibility for a class.

In 2014, the timetable was designed to allow teams to meet for 60-75 minutes during the school day. Time for duties other than teaching (DOTT) was all scheduled in a long block of time on one day. This was met with mixed reactions as some teachers prefer two or more blocks of time during the week but they appreciated the 45 minutes additional time allocation.

Over time they also appreciated the opportunity to talk together about their work. They designed formative and summative assessment tasks, analysed the resulting data, discussed the needs of individual students and examined questions of practice. Feedback from staff on having the opportunity for quality conversations has been good. Team documents, including SMART goals, action learning and planning for individuals were created. Therefore the target relating to these documents has been met.

A commendation from the External Validation report relates to this priority:

Professional Learning Communities are improving teacher capacity. *The establishment of Professional Learning Community approach has provided a strong process for teachers to work together to learning, solve problems and reflect on their practice.*

Recommendations from the External Validation report relate to this priority:

Implementation of the Australian Curriculum. *Continue the development of curriculum documents that embed evidence-based teaching practices across the school and reflect the requirements of the Australian Curriculum. This can ensure the alignment of expectations and best practices as students' progress through the school.*

Review systems and processes used to develop staff capacity with a view to developing a robust whole school approach. *This could include strengthening the PLT process providing*

opportunities for staff to share best practices in other schools and refine the coaching and mentoring processes that support professional practice.

Priority 2

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

Targets

By the end of 2014

- Years 3 and 5: To achieve 2014 NAPLAN Targets:
 - Year 3 Reading 459±22 Numeracy: 427±18
 - Year 5: Reading 532±20 Numeracy: 519±18
- 80 per cent of students in each year group achieve their respective year PM reading benchmark: (kindergarten: level 6, year 1: levels 16, year 2 level 24 and years 3-6 level 24 and above).
- 95 per cent of students (other than those already reading at level 30) record an increase in their reading benchmark of 5 levels.
- 90 per cent of Aboriginal & Torres Strait Islander students to achieve goals written in their PLP.
- Achieve at least a 10 percentage point gain in Middle Year Mental Computations (MYMC) within the year for students in years 3, 4, 5 and 6.
- 80 per cent of students make expected growth or more in end of year PIPS Reading and Numeracy report.
- 100% of EALD students show growth in English mastery in their overall literacy development.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

Progress

Our work in Professional Learning Teams, which includes discussions on the needs of groups and individuals and problems of practice, is resulting in good students learning outcomes. Programs that form part of our ARTI are also bearing fruit, especially with students who have learning challenges or disabilities. Some examples of the progress of individuals has been outstanding

Details of the school's performance in NAPLAN are below. Targets were met in reading in both year groups, and met in numeracy when confidence intervals are taken into consideration.

Table: Ainslie School Means against Targets 2014

Test Domains	Year 3 Target	Year 3 Mean	Year 5 Target	Year 5 Mean
Reading	459±22	459.0 SD 91.4	532±20	546.7 SD 83.9
Numeracy	427±18	419.1 SD 84.0	519±18	514.0 SD 71.4

Source: SMART data December 2014

For our target relating to reading benchmarks, which was to have 80% of students achieving their respective year PM reading benchmarks, the table below indicates that we were successful in years four, five and six but that we still have work to do to improve student outcomes in years Kindergarten to year 3.

In relation to our target of having 95 % of students, other than those on Level 30, record an increase in their reading benchmarks of five or more levels, we recorded a result of having 80 % reach this goal, although in year one the result was 96 %, in year six, 100 % and in year five 93 % of students were successful using this measure.

Table: Proportion of students achieving relative year level reading benchmark.

Year	Benchmark Level	2013 (%)	2014 (%)	Difference (% points)
K	6	No data	70	
1	16	69	70	1
2	24	55	72	17
3	24+	96	73	-23
4	24+	93	96	3
5	24+	92	92	0
6	24+	No data	93	

Source: School data December 2014

Our target relating to Performance Indicators in Primary School (PIPS) was met as 82 % of students made expected or more than expected growth in reading and 90 % of students made expected or more than expected growth in numeracy during the year.

Our target relating to 90 per cent of Aboriginal and/or Torres Strait Islander students achieving goals written in their PLP with 100 %. Students in this group engaged in a process designed in collaboration with them by teachers Angela Burroughs and Elizabeth Hook as part of an Action Research project. Each family attended the meetings to help their

children set goals to include in their My Tracks documents and helped to celebrate their successes.

With 100 per cent of students who speak English as an Additional Language or dialect showing growth in English mastery in their overall literacy development this target was also met.

With respect to our target of achieving 10% point gain in Middle Year Mental Computations (MYMC) within the year for students in years 4, 5 and 6 the following table shows we met it for most students in each year level.

Table: Percentage of students from each year level achieving a minimum of 10% improvement in Middle Years Mental Computation assessments.

Year	2013 (%)	2014 (%)	Difference (%points)
4	91%	100%	9%
5	89%	78%	-11%
6	83%	77%	-6%

Source: School data December 2014

Staff changes prevented the delivery of ARTI as it was originally planned. One expert executive teacher, who was to provide support and mentoring across the school, was assigned a class to cover a teacher's indefinite period of personal leave. Another expert executive teacher, who was also providing support for students and mentoring for teachers, took leave from mid-term three. Other school leaders and leading teachers could not fill the gaps.

Future plans relating to this priority include to strengthen the focus on learning for students and their teachers and to further build the Professional Learning Community and the effectiveness of each team. The ARTI model will be redesigned to respond to student need, as identified in teams, rather than scheduled times in each year level.

Our focus for 2015 will include developing whole school approaches and understandings of best practice in the areas of literacy and mathematics. Our Professional Learning Community model featuring a collaborative approach to teaching and learning will continue. Elements of the Ainslie Response to Intervention (ARTI) will be further refined and implemented to provide time to students who need it to access the guaranteed curriculum.

Recommendations from the External Validation report relates to this priority:

Development of a school wide systematic student performance data collection and analysis processes. This can provide a precise picture of student performance along with evidence of improvement at the individual, class and whole school levels. This will also enable the school to carefully monitor progress of students from identified priority groups.

Further strengthen the emphasis placed on improved student learning outcomes and well being. Build on the PLT practices, with support of executive team leaders, to strengthen the school wide shared responsibility for student learning and achievement.

Priority 3

Build successful collaborative partnerships

Targets

By the end of 2014

- achieve a five percentage point gain for the question *Overall I am satisfied with this school* in the parent data of the school satisfaction survey.
- Involvement of outside organisations in the school is established and/or maintained.

Links to Directorate Strategic Plan

Inspirational teaching and leadership, Connecting with Families and the Community, Business Innovation and Improvement

Progress

Ainslie School is characterised by strong relationships both within the school community and across Canberra, with individuals, community organisations and businesses.

Relationships with the parents and carers of students are built from the beginning of the year when each classroom teacher phones or speaks in person to the parents and carers of their students to invite them to information nights. At those evenings, teachers invite parents to make appointments to have interviews if required. Teachers maintain contact with families through phone calls, emails and personal contact.

In terms of our target, we achieved a 9 percentage point increase for the question: Overall I am satisfied with my child's education at this school, 81% in 2014 from 72% in 2013, which surpassed our target. The School Board and P&C are highly positive and productive supporters of the school. Ainslie After School Care, run by the P&C also collaborates productively with the school.

A long term relationship with the ANU School of Music has diminished since 2012, when representatives visited the school to explain their withdrawal from providing support for two programs due to funding cuts at the university. In its place, relationships with the Music For Everyone program and independent music tutors has filled gaps and opened possibilities.

A relationship that has developed over the last two years has been with Reclink, a division of the ACT Government's Justice and Community Safety section. Participants in Reclink programs, under the guidance of Mark Ransome, have created items for the school to raffle. They have asked that the proceeds of the raffles go to support students in need and, therefore, the money has been deposited into the Student Equity Fund. Reclink have also assisted us by building beds for our new vegetable gardens and repurposing items from Revolve for the gardens.

Our relationship with the Japanese Embassy and our sister-school in Nara, Tsubai Elementary School has strengthened over the last two years. This year we have hosted a number of delegations, including a visit from Mrs Akie Abe, the wife of the Prime Minister of Japan. In January 2014, the Principal, Kate Chapman, visited Tsubai Elementary School to assist in strengthening the connection. 2014 marked the 50th year of the school's relationship with Japan, which began in 1964 with a relationship with Nezu Elementary School in Tokyo.

Ainslie School maintains strong relationships with community organisations and businesses including: Dancecore, Kulture Break, Ainslie IGA, the Instrumental Music Program, the Salvation Army, St John's, the Junior Chess club and Corrective Services.

Commendations from the External Validation report relate to this priority:

Parents and the broader community are recognised as integral members of the school community. Working together has enabled the school to enhance student well-being and the access to experiences by partnering with parents, families and the wider community. This is reflected in highly valued and strong community partnerships such as the After School Care, canteen and volunteer programs.

Ainslie School encourages and welcomes past students and teachers to share their stories and celebrate the past and ongoing achievements of this historic school. There is a strong sense of ownership amongst members of the broader community that ensures traditions are maintained and that past staff and students and their families return to reminisce and celebrate.

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

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.

Children's health and safety

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.

Physical environment

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 at Reid 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.

The educators at Ainslie Baker Gardens 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 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.

Both Reid and Ainslie Baker Gardens were assessed against the National Quality Standard (NQS) during 2013. Each site was assessed as *Exceeding* the Nation Quality Standard. In 2014, their compliance with the NQS was monitored and they were found to be compliant. The following information is relevant to both preschool sites.

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 \$1 726. Details about the professional learning of teachers is included elsewhere in this report.

Voluntary contributions

This school received \$17 320 in voluntary contributions in 2014. 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 2014.

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	342631.7
Voluntary contributions	17320
Contributions & donations	12584.21
Subject contributions	8800
External income (including community use)	15409.91
Proceeds from sale of assets	0
Bank Interest	8887.81
TOTAL INCOME	405633.6
EXPENDITURE	
Utilities and general overheads	103794.9
Cleaning	95580.9
Security	1693
Maintenance	38895.23
Mandatory Maintenance	0
Administration	1936.89
Staffing	98886.21
Communication	9495.08
Assets	16655.92
Leases	0
General office expenditure	21156.52
Educational	28149.1
Subject consumables	6766.56
TOTAL EXPENDITURE	423010.3
OPERATING RESULT	-17376.7
Actual Accumulated Funds	148839.7
Outstanding commitments (m	-3134.46
BALANCE	128328.6

Reserves

Name and purpose	Amount	Expected Completion
<p>Special Maintenance Projects</p> <p>This reserve is maintained for unexpected maintenance needs of the ageing site.</p>	\$3500	2015
<p>Painting</p> <p>This reserve is maintained for the remediation of rare occasions of graffiti.</p>	\$3000	2015
<p>Curriculum - Special projects</p> <p>This reserve is to allow the school to take advantage of unexpected opportunities</p>	\$1568.30	2015
<p>Students' Computers</p> <p>This reserve assists with the ongoing costs associated with the provision of ICT resources to students.</p>	\$17087.19	2015
<p>IT Support & PD</p> <p>This reserve assists with the ongoing costs associated with the provision of ICT resources within the school.</p>	\$5200	2015

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

MEMBERS OF THE SCHOOL BOARD

Parent Representatives: Nerilee Flint, Mel McDonald, Sarah Safransky
Community Representative Margaret Robson
Teacher Representative Melissa Biddle, 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 in 2014.

Principal Signature:  **Date:** 24 3 2015

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

Board Chair Signature:  **Date:** 24/3/15