



# Taylor Primary School Board Report 2014



1 Front entrance to refurbished Taylor Primary School

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

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## About our school

### Introduction to School

After being relocated back to its original site at the beginning of 2014, Taylor Primary quickly settled back into its state of the art building. Significant growth in enrolments occurred throughout the year. The focus remained on improved student outcomes in literacy and numeracy. There was also a particular focus on improving the overall culture of the school.

## Student Information

### Student enrolment

In 2014 there was a total of 247 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	144
Female	103
Indigenous	14
LBOTE	41

Source: Planning and Performance, August 2014

### 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	90.8
1	91.2
2	90.5
3	92.0
4	90.0
5	92.0
6	88.9

Source: Planning and Performance, July 2014

In our school newsletter each term we remind parents of the need to provide formal notification of student absences. Teachers notify an executive member when an unexplained absence is more than three days in duration. Parents are contacted for follow-up and required to provide documented evidence for school record keeping.

We report on student absences at the end of each semester for example 'Days absent this semester: 3 days (of a possible 98 days)'.

## 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	5%

Source: School Data, 23/2/2015

### 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	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	15
<b>TOTAL</b>	<b>26</b>

Source: Workforce Management, August census 2014

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

There are no indigenous staff at this school.

## Volunteers

During 2014 volunteers from the school community contributed an estimated 1200 hours of their time through their participation in major school events such as, school canteen, community BBQs, coordination of Breakfast Club, regular work in classrooms and the school. The kinds of activities that parents, carers, and other family and community members engaged in were:

- active membership of the P&C, preschool Parent Association and School Board through attendance at meetings and functions
- participation in school culture meetings
- off-site events such as swimming carnivals, athletics carnival, walkathons
- classroom assistance – literacy programs, gross motor program, craft and PE activities, maths groups, re-establishing our school library
- excursions – attendance and support of activities
- sporting events – working as judges and officials at school and district carnivals and coaching and management of sporting teams
- mentoring programs through the local church congregation (Kids Hope, World Vision)

Staff at Taylor Primary values the ongoing support of the school community members who are able to assist with our class programs and special events. We appreciate the contribution that their time and effort makes to the success of our work.

We also acknowledge that the active participation of parents and carers in education enhances the engagement of students in their school programs and is a direct benefit of that voluntary work.

## 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.

Taylor Primary School will be validated in 2017. A copy of their most recent validation report can be found on the school website.

## School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 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, 33 parents, 19 staff and 55 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, 97% of parents and carers, 95% of staff, and 76% 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.	97
Teachers at this school provide my child with useful feedback about his or her school work.	97
Teachers at this school treat students fairly.	100
This school is well maintained.	100
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	91
My child likes being at this school.	97
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	94
Teachers at this school motivate my child to learn.	100
My child is making good progress at this school.	94
My child's learning needs are being met at this school.	97
This school works with me to support my child's learning.	94

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.	87
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	69
My school is well maintained.	61
I feel safe at my school.	70
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	42
I like being at my school.	78
My school looks for ways to improve.	76
My school takes students' opinions seriously.	55
My teachers motivate me to learn.	71
My school gives me opportunities to do interesting things.	69

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 staff completed significant professional learning in our weekly Professional Learning Community (PLCs) meetings. The focus of these sessions was always aspects of teaching and learning in literacy, numeracy and establishing school culture. We strengthened our understanding of reading through a thorough investigation of reading practices and strategies. The workshop series designed by our Literacy Field Officer were so rigorous that they were awarded TQI accreditation. Another focus in professional development was the Response to Intervention (RTI) model.

Taylor Primary was selected as part of an Education and Training Directorate pilot to introduce the Response to Intervention model using the Multi-Lit resources. Nine staff members were provided with the opportunity to participate in professional learning in the ACT and interstate to learn more about the model and to also be trained in Pre-Lit, Mini-Lit and Multi-Lit as a way to respond to student need across the school. These skills were then shared with all staff.

We also continued our work on assessment and reporting with our major focus in professional development being on the alignment of our reports and programs of work to

the Australian Curriculum. The introductory stages of a personalised scope and sequence of curriculum areas for our school were commenced with plans for this to be ongoing.

In 2014 Professional Learning Communities known as Working Parties continued. Each staff member was asked to select a working party. The working parties consisted of:

- Curriculum development
- School Culture
- Health, P.E. and school sporting events.

Time was then given in our weekly PLC to provide adequate time to complete projects within each working party.

## 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: Taylor Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	46	118	51	124
Mathematics	38	54	39	54

Source: Planning and Performance December 2014

The 2014 PIPS results indicate that Taylor Primary started below the system average in both Reading and Mathematics. In the area of Reading, although finishing behind the ACT end point, the measured growth is comparable and consistent with system results.

In Mathematics, Taylor Primary commenced the year one point below the system average. The growth in this area saw an overall improvement, to see the school in line with system average results.

### 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, 7.70 % of year 3 students and 0.00 % 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: Taylor Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	376	440	499	523
Writing	353	405	447	474
Spelling	334	413	472	502
Grammar & Punctuation	348	441	494	520
Numeracy	338	415	465	499

Source: Performance and Planning December 2014

Detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our priorities. This is found later in the report.

### **Performance in other areas of the curriculum**

At Taylor Primary students have the opportunity to participate in a range of specialist areas of the curriculum. Specialist teachers delivered programs in the area of Information Literacy skills as well as LOTE (Italian). Taylor Primary also was able to implement an ICT program. Students accessed a minimum of 1 hour a week in the newly built flexi-learning lab and had the opportunity to utilise the school iPad and lap tops in their everyday learning.

The specialist programs provided students with a range of experiences that rounded out the key curriculum areas that were already being delivered by classroom teachers. Specialist teachers planned collaboratively with classroom teachers to create links between the mainstream classroom and the programs they offered. Specialist subjects were rich, highly engaging programs for students. These curriculum areas were reported on in the general school reports for parents.

## Progress against School Priorities in 2014

### Priority 1

Improve literacy and numeracy results for all students

#### Targets

By the end of 2014:

- 85% of students are at PM Reading Benchmark level or above for their relevant year level
- achieve the ETD reading and numeracy targets for years 3 and 5 students which includes a loading for improvement
- 85% of students achieving stanine level 4 and above in PAT Reading Tests, increasing from 68% in 2013
- 85% of students achieving stanine level 4 and above in PAT Maths Tests, increasing from 62% in 2013
- 85% of students achieve expected growth or better in NAPLAN Reading, from 58.6% in 2013
- 85% of students achieve expected growth or better in NAPLAN numeracy, from 60% in 2013
- Increase the proportion of students achieving expected growth or better in PIPS Reading from 73% in 2013 to 85% in 2014
- Increase the proportion of students achieving expected growth or better in PIPS Maths from 63% in 2013 to 85% in 2014.

#### Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Innovation and Improvement

#### Progress

With the first priority to improve literacy and numeracy levels for all students, a comprehensive list of targets, strategies and measures were developed by the school improvement team. With the action of these strategies well underway in second term, Taylor Primary applied to be selected as a pilot school in the Education and Training Directorate's Response to Intervention Project (RTI). Our success in winning a position in this project altered our strategies as we adapted and implemented this project using the Mini-Lit and Pre-Lit resources. For this project to be successful a significant redeployment of focus areas and time priorities was needed from our Literacy and Numeracy Field Officer. As a project the RTI project has been very successful in improving fundamental results for students, kindergarten to year 2 but it did reduce the time available to focus on all identified aspects of our numeracy strategies and also Strategy 3 around Parent and Community involvement in literacy. These two areas will be carried over to the 2015 Annual Operating Plan as ongoing strategies.

Significant progress was actioned around Key Improvement Strategy 1 of building an expert teacher team in literacy and numeracy. The strong culture of coaching and mentoring at Taylor Primary supported the ongoing work of the School Improvement team including the

Filed Officer. A survey of teachers indicated that First Steps Reading (*2<sup>nd</sup> Edition*) was a resource being used by teachers across the school in varying ways. Survey results indicated that teachers in the junior school were not forward planning to explicitly teach reading strategies but they were confident with their ability to differentiate their programs. The survey also revealed that teachers were not as confident delivering modeled reading sessions and using First Steps Reading to teach reading strategies. Analysis of the survey results and coaching interviews with teachers led to the direction of content of professional learning community workshops in term 2. These professional learning community workshops were facilitated in term 2 and led by the school field officer who is also a trained Reading Recovery Teacher. Such was the depth of content of these workshops that they were TQI accredited. Intensive mentoring was also provided to beginning teachers from team teachers and the Field Officer in particular

The use of the Response to Intervention model (using Mini-Lit, Pre-lit and the DIBELS as an assessment tool) helped to establish a consistent teaching model across the junior school. Plans will be made for the Multi-Lit component (for older students) to be used in 2015 and for Pre-Lit to be extended into the preschool in 2015. Using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a form of screening broke down the reading process for the K-2 teachers and supported them in identifying where the greatest teaching needs in literacy were. Creating small intensive groups of students and establishing a team of Mini-Lit teachers allowed for a delivery of a targeted and point of need program for students. The use of DIBELS as an assessment tool also provided real data for teachers to analyse, therefore making an authentic link to Key Improvement Strategy 2 around developing a culture of the analysis and discussion of data. Throughout 2014 professional learning communities in reading were based around assessment analysis, explicit instruction and creating a common language across the school. Particular focus was also made on looking at the PAT Reading and Numeracy results and how to analyse the data effectively.

Coaching in building capacity around the Middle Years Mental Computation (MYMC) resource continued between teachers and the School Leader C. The senior team within the school continued to use this resource and the accompanying assessment resources with all students (Years 3-4) including students within the Learning Support Class. As mentioned previously, participation in the RTI Project required a shift in focus and it will be necessary to carry the key part of the numeracy focus areas over into 2015. Our Literacy and Numeracy Field Officer has also been trained as a Count Me in Too (CMIT) facilitator and will be able to transfer these skills to staff in 2015.

Of the targets set to measure Priority 1- Improve literacy and numeracy results of all students there is a mixed range of the targets either being met or not met.

1. The target of 85 percent of all students being above the benchmark level in reading remains aspirational for our school. Growth was recorded in several year group cohorts but through professional discussions within the school improvement team it is now considered that a measure of a student's gain through the use of a PM

Benchmark reading test is not nearly as sophisticated an example of data as is required to measure achievement or growth. PAT results and the newly introduced DIBELS have provided teachers with greater information on student growth in literacy than the recording of PM Benchmark levels. The fact that the levels are exhausted at Level 30 mean that continued growth cannot be measured past this level and as a school we have not been set benchmark levels past year 4 in reading except for NAPLAN measures.

- The second target set around achieving the Directorate reading and numeracy targets for years 3 and 5 students which included a loading for improvement were met in all areas except for year 3 numeracy, when taking into account the confidence intervals for each Directorate target

*Table: NAPLAN Targets for Reading and Numeracy*

Year Level	Domain	School Target 2014	2014 Scores	Target Met
3	Reading	399±34	<b>376.4</b>	Yes
3	Numeracy	375±26	<b>338.4</b>	No
5	Reading	471±32	<b>499.2</b>	Yes
5	Numeracy	469±26	<b>464.6</b>	Yes

Source: Performance and Planning December 2014

- In the assessment of reading and maths for year 3 upwards, Progressive Achievement Tests in Mathematics and Reading Comprehension were used (PAT Assessment) this year. With this assessment targets of 85 percent of students sitting above Stanine Level 4 were set. These targets were not met although there were gains from 2013 results.
- The target of having 85 percent of students achieve expected growth or better in NAPLAN Reading, from 58.6 percent in 2013 was not met but there was however a 10 percentage point improvement in the percentage of students making expected growth or better.

*Table: Percentage of Students achieving expected growth or better in NAPLAN Reading*

Number of Students	Students with expected growth	%
22	15	68.18%

Source: SMART Data 2014

The average scaled growth score was also higher than both the state and network averages.

*Table: Average Scaled Growth Score (Year 5 Reading) 2014*

Growth in State	Growth in ACT Tuggeranong	Growth in School
Scaled score 77.8	Scaled Score 79.1	Scaled score 96.9

Source: SMART Data 2014

6. The target 85 percent of students achieve expected growth or better in NAPLAN numeracy, from 60 percent in 2013 was not met. Numeracy will continue to be a focus area in the 2015 Annual Operating Plan.

*Table: Expected growth or better in NAPLAN*

Number of Students	Students with expected growth	%
23	10	43.5%

Source: SMART Data 2014

7. As a target for improving the literacy and numeracy results of all Kindergarten students' measurable levels were set against 2013-2014 PIPs data. In regards to reading, the target was to increase the proportion of students achieving expected growth or better in PIPS Reading from 73 percent in 2013 to 85 percent in 2014. As indicated this target was not met, staying approximately at the same level. Continued implementation of the Response to Intervention Model using Pre-Lit and Mini-Lit resources in 2015 will enable further attention to be focused on this area.
8. PIPS Maths had a similar target set of 85 percent expected growth and this target was also not met but there was significant improvement in student growth from 63 percent in 2013 to 76 percent in 2014.

*Table: Expected growth in PIPs Reading 2013-2014*

Reading	Less than expected growth	Expected growth	Better than expected growth	Expected or better
2013	26%	58%	16%	74%
2014	31%	55%	14%	69%

Source: Planning and Performance December 2014

*Table: Expected growth in PIPs Maths 2013-2014*

Maths	Less than expected growth	Expected growth	Better than expected growth	Expected or better
2013	37%	63%	0%	63%
2014	24%	48%	28%	76%

Source: Planning and Performance December 2014

## Priority 2

Provide a safe, supportive and inclusive school culture

### Targets

By the end of 2014:

- the proportion of students in school satisfaction survey results who agree or strongly agree:
  - I feel safe at school rises to 85% from 48% in 2013
  - I like being at school rises to 85% from 69% in 2013

- My school gives me opportunities to do interesting things rises to 74% from in 2013
- School developed survey indicates 90% of students understand the school developed values, 'We are Taylor KIDS!'
- The proportion of parents in school satisfaction survey results who agree or strongly agree:
  - their child feels safe at school remains at 97% (2013 result) or above
  - the school treats students fairly rises to 100% from 88% in 2013
  - the management of student behaviour is effective rises to 100% from 85% in 2013

### Directorate Priority areas covered with this priority

High expectations, Student Environment, Innovation and Improvement

### Progress

Our key improvement strategy in this priority was to **embed a social skills and values program across the school**. In working towards this strategy teachers at Taylor Primary continued their work in the implementation of the Friendly Schools and Families Plus curriculum combined with a redefining of our school vision and values philosophy. The social emotional literacy program was timetabled at a set time for every class in the school and the language and behavior of being a 'Taylor Kid' (Kind and Caring, Inclusive and Fair, Determined and Motivated, Safe and Sensible) has become an integral element of school culture (part of restorative practices, assembly presentations, end of year awards as recognition of being a 'Taylor Kid' etc.). Teachers have demonstrated a firm commitment to the social emotional curriculum with staff even presenting the work of our school to the creators of the Friendly School and Families Plus curriculum as we are now three years into the cycle of implementation.

The following targets were set for 2014 around the School Satisfaction Survey results.

**Table: School Satisfaction Survey Results**

School Satisfaction Survey	2013 School Result	2014 School Result	2014 School Target
<i>I feel safe at my school</i>	48%	70%	85%
<i>I like being at school</i>	70%	78%	85%
<i>My school gives me the opportunities to do interesting things</i>	74	69	85%

Source: 2014 School Satisfaction Surveys, September 2014

1. A target of having 85% of students feeling safe at school was set for 2014. School Satisfaction Survey results indicate a result 70% being reached which although not the target is an increase from 48% of students surveyed in 2013.
2. A target of 85% of students who like being at school was set for 2014. School Satisfaction Survey results indicate we did not reach our target with a result of 78%.
3. A target of 85% of students who believe school provides opportunities to do interesting things was set for 2014. We did not reach our target as the School Satisfaction Survey results indicate a result of 69% was reached a decrease from 74% in 2013.
4. A school developed survey measuring student understanding of the school values was not developed for 2014 but will be actioned early 2015 around the 'We are Taylor Kids' vision and values.
5. Parent responses in the School Satisfaction Survey are detailed below indicating overall that parents support the work of the school and believe there to be positive results as a consequence of the school's considerable work around the social and emotional learning. Results in this area of the survey have remained steady for the past few years with only negligible variations in data.
  - a. A target of 97% of parents believing their child felt safe at school was set for 2014. This was to maintain the 2013 target. The 2014 result decreased to 88% a reduction from our 2013 result and also below our target.,
  - b. Of the parents who responded to the survey question 'the school treats students fairly', 100% of parents agreed or strongly agreed, an increase from 88% in 2013 and an attainment of the 2014 target.
  - c. Parents responding to the survey also agreed or strongly agreed that the management of student behaviour was effective, passing the 2013 result of 85% and reaching 91%. Staff will continue their work around vision and values in 2015 with our January professional learning containing social emotional learning content.

The major work of the school community for 2014 has been the move back to our original school site after a 17 month relocation to Namadgi School. This successful transition has seen the school increase in student enrolments, staff stability improve and School Satisfaction Survey results improve with considerable gain in student outcomes. As a community we are very proud of this achievement.

### **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 team, along with the early childhood team leader, has worked to ensure preschool policies, procedures and programs meet national standards. The transition process from the ACT Every Chance to Learn to the Early Years Learning Framework (EYLF) is reflected in preschool documents and policies. Staff attended professional development on quality preschool programming and shared this with other preschool teachers' planning proformas. Fortnightly programs now incorporate the five EYLF outcome areas. Examples of student learning are displayed daily for parents.

### **Children's health and safety**

At Taylor Preschool we work to ensure children's health and safety is safeguarded and actively promoted. The relocation back to Taylor Primary made it necessary to develop new emergencies plans, which involved consultation with relevant authorities, and working closely with the Education and Training Directorate staff. Emergencies procedures were practised on a regular basis.

A strong routine is established within the program that promotes children's health. Within the routine there are opportunities for active play, focused learning activities, rest and relaxation. Effective hygiene practices are promoted through routine and include regular hand washing to help control the spread of infectious diseases. At all times a member of staff with current First Aid training that meet with Education and Training Directorate guidelines is present, and procedures are in place to manage illness and injuries.

### **Relationships with children**

Taylor Preschool staff ensure respectful relationships are developed with children at all times. In order to ensure this, all students and their families attend an interview at the beginning of the year. This approach fosters open interaction with children, parents and staff and helps build trusting relationships. During the course of the day all children have the opportunity to engage with educators in meaningful interactions that foster the acquisition of skills for life and learning. The program provides children with the chance to interact with their peers in supported and independent situations. They are supported to manage their own behavior and respond appropriately to the behavior of others. Communication is used to resolve conflict.

### **Staffing arrangements**

Taylor Primary employed three experienced, early childhood qualified teachers who are with the students at all times. In order to ensure continuity of relationships for students, the preschool teachers are employed allowing enough time to cover each other's release and lunch breaks. They provide lunch release for each other and also have additional

programming time. In the event of illness or leave of the preschool teachers or assistants, staff from the primary site with the necessary qualification in Early Childhood are utilised. This further assists the children to develop relationships with staff in the primary school and enables a smooth transition to the primary school setting. Two highly experienced preschool assistants are also employed in the preschool; both participate in professional learning and all staff meetings and are provided with additional time to consult with the preschool teachers around program sharing.

### **Leadership and management**

Over the course of 2014 the school leadership team has worked to ensure preschool policies and procedures are in line with Taylor Primary and Directorate policies and procedures and meet the requirement of the National Quality Standard. Both the preschool and primary units hold copies of this documentation. A preschool handbook has been developed that outlines the shared values and philosophy of Taylor School. The process of developing this documentation has been undertaken by an early childhood qualified teacher with experience in a range of early childhood settings in collaboration with the preschool teachers.

### **Physical environment**

With the relocation back to Taylor Primary School in 2014, Taylor Preschool was fortunate to be relocated to a purpose built site that provides safe and suitable indoor and outdoor learning areas that allows for flexible use. The preschool was provided with new furniture, a new playground and significant new resources. This all provides a rich and diverse range of experiences to promote children's learning and development through exploration and play. Staff gave much consideration to the arrangement of the physical environment and have organised their resources to best meet and improve student outcomes.

The preschool takes an active role in caring for its environment. Sustainable practices, such as composting and paper recycling, are embedded in the program. Children are encouraged to take responsibility for their own practices and engage in maintaining the physical environment.

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

At Taylor Primary and Preschool we have focused on developing and maintaining respectful and supportive relationships with families and the community. This was a priority with the relocation of the school back to its original site. Parents and community are also invited to contribute through the Preschool Parents Association (P&A), Primary P&C and School Board.

The Preschool staff communicate with parents through regular contributions to the school newsletter and program book, as well as daily contact with parents and carers at drop off and pick up. This high level of communication is fundamental to achieving quality outcomes for children as it enables families to share in decision making about their child's learning and

wellbeing. Preschool teachers are able to access inclusion information from specialist staff (counsellor, speech therapist) and link families to relevant support agencies.

General:

Taylor Primary Preschool was not chosen for assessment and ranking against the NQS in 2014. Considerable preparation had been undertaken in 2012 and 2013 in aligning practices and pedagogy to meet the NQS and this work was continued throughout the year by the preschool team. Taylor Primary's return to the Marconi site ensured that a state of the art preschool had been built and staff were quickly able to overcome the pressures of relocation. The six other areas were reflected upon and progress against these areas is outlined in further detail in the final section of this report.

The Early Years Learning Framework (EYLF) was used as the basis of all student programs and continues to form the fundamental elements of the preschool student report developed and introduced in July 2013. Feedback from parents and carers indicated that the report was informative and positive in regards to the progress of their child within the preschool setting and so was continued in 2014.

A focus on personalised learning was continued with the provision of release time for the preschool assistant to work with preschool teachers regarding sharing of programs for class and individual students. Additional release time was also provided for teachers for programming, providing an opportunity to increase professional knowledge and use of the EYLF.

The overall growth in student population was highlighted by the growth from 2 small preschool classes to 3 full classes in 2014.

## 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 \$430

### Voluntary contributions

This school received \$ 1870 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.

### Reserves

Name and purpose	Amount	Expected Completion
Playground	\$5000	The school board has agreed that this reserve is no longer required due to the re-establishment of Taylor Primary School.
ICT	\$5000	The school board has agreed that this reserve is no longer required due to the re-establishment of Taylor Primary School.
Security	\$3000	The school board has agreed that this reserve is no longer required due to the re-establishment of Taylor Primary School.

Financial Summary	
31-Dec-14	
<b>INCOME</b>	
Self management funds	340900
Voluntary contributions	1870
Contributions & donations	4472
Subject contributions	0
External income (including community use)	12554
Proceeds from sale of assets	0
Bank Interest	5690
<b>TOTAL INCOME</b>	<b>365486</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	106983
Cleaning	79297
Security	330
Maintenance	14417
Mandatory Maintenance	0
Administration	17828
Staffing	12586
Communication	16381
Assets	13609
Leases	0
General office expenditure	17346
Educational	19033
Subject consumables	0
<b>TOTAL EXPENDITURE</b>	<b>297810</b>
<b>OPERATING RESULT</b>	<b>67676</b>
<b>Actual Accumulated Funds</b>	<b>37860</b>
Outstanding commitments (mir	6937
<b>BALANCE</b>	<b>985598</b>

**Endorsement Page**

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

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

**MEMBERS OF THE SCHOOL BOARD**

- Parent Representative:** Louise Newey, Gerard Sweeney
- Community Representative:** Elizabeth Reuben
- Teacher Representative** Annemarie Banks, Lee-Anne Turvey
- Student Representative:**
- Board Chair:** Helen Hesse - Patching
- Principal:** Simon Smith

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:** 11/3/2015

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

**Board Chair Signature:**  \_\_\_\_\_ **Date:** 12/03/2015