



Ngunnawal Primary School

Board Report

2014



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 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.ngunnawalps.act.edu.au>.

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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 2014 the school undertook work to further develop whole school programs in Mathematics and English.

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 2014 the Koori Pre children were provided with opportunities to participate in events such as the NAIDOC Week Flag Raising Ceremony and music workshops that deepened their cultural understandings.

The staff at Ngunnawal Primary are 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 2014 the Literacy and Numeracy Field Officer continued to mentor and coach teachers on best practice in these two areas. During 2014 the school held a very successful Family Maths Fun Night.

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 2014 the school participated in the National Sorry Day Bridge Walk and held the inaugural Flag Raising ceremony to mark the schools celebrations of NAIDOC Week.

Student Information

Student enrolment

In 2014 there was a total of 642 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	326
Female	316
Indigenous	63
LBOTE	188

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	92.9
1	92.6
2	94.2
3	91.5
4	90.9
5	91.8
6	92.8

Source: Planning and Performance, July 2014

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 contacts 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: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	16

Source: School Data, 17/12/2014

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	15
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	4
Teachers	36
TOTAL	58

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There is one indigenous staff 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 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 is 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 will be validated in 2016. 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, 134 parents, 43 staff and 118 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, 93% of staff, and 87% 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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	80
This school is well maintained.	84
My child feels safe at this school.	81
I can talk to my child's teachers about my concerns.	87

Student behaviour is well managed at this school.	69
My child likes being at this school.	83
This school looks for ways to improve.	73
This school takes parents' opinions seriously.	67
Teachers at this school motivate my child to learn.	82
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	71
This school works with me to support my child's learning.	74

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.	97
My teachers provide me with useful feedback about my school work.	86
Teachers at my school treat students fairly.	67
My school is well maintained.	77
I feel safe at my school.	79
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	40
I like being at my school.	78
My school looks for ways to improve.	83
My school takes students' opinions seriously.	53
My teachers motivate me to learn.	87
My school gives me opportunities to do interesting things.	81

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

During 2014 staff at Ngunnawal Primary School participated in a range of professional learning sessions. All professional learning at the school is targeted in order to support the achieving stated goals in both the Strategic and Annual Operating Plans.

All teachers attended one day of learning about Professional Learning Communities (PLC) at Work to further extend the implementation of embedding of PLCs and establishing and maintaining a collaborative culture. The professional learning enabled teachers to develop a deeper understanding of what authentic collaboration looks like in a primary setting when focusing on the learning needs of every student.

The leadership and literacy teams participated in the Principals As Literacy Leaders (PALLS) ACT professional learning throughout 2014. This professional learning program allowed school and literacy leaders the opportunity to work together and develop a whole school approach to the teaching of reading. As a part of this professional learning all teachers attended a Reading Institute where they were able to hear from leading National and International literacy experts. As a result of this professional learning reading programs have been redefined throughout year levels at the school.

As part of the numeracy focus during 2014 teachers attended either *Count Me In Too* (CMIT) professional learning or *Middle Years Mental Computation* (MYMC) to support the teaching of efficient number strategies.

Professional learning at Ngunnawal Primary during 2014 was structured so that all new school initiatives pertaining to curriculum and pedagogy were introduced during semester one. Teachers attended sessions to learn how to implement new programs into the classroom. These sessions were led by experts in their given fields and provided teachers with the opportunity to learn and question to clarify information. During semester two the school provided the opportunity for teachers to revisit and share experiences from professional learning programs conducted in semester one. This is called the C.A.F.E program. C.A.F.E stands for **C**ollaborative, **A**fternoon, **F**ocused, **E**nvironment.

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 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	47	127	51	124
Mathematics	36	51	39	54

Source: Planning and Performance December 2014

PIPS data for 2014 indicated that end scores for Ngunnawal Primary students were three points above the ACT end scores. School based reading data indicated that 83 percent of Kindergarten students achieved the minimum reading level of 5 using the PM Reading Benchmark kit. A targeted intervention program continued in 2014 with classroom and literacy support teachers collaboratively developing learning foci for individual students. The PIPs data also indicated that the school's end scores for Mathematics were three points below the end scores for the ACT. All teachers participated in professional Learning for Count Me In Too (CMIT) to enhance the maximising of student outcomes and Kindergarten students completed SENA testing.

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 2.70 % 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: Ngunnawal Primary School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	387	440	480	523
Writing	390	405	455	474
Spelling	379	413	490	502
Grammar & Punctuation	395	441	469	520
Numeracy	371	415	475	499

Source: Performance and Planning December 2014

Year 3 results in NAPLAN in 2014 demonstrated over 70 percent of students assessed in Spelling(71.7) and Reading(73.5%) achieved results above the National Minimum Standard

(NMS) of assessed students. This result improved in Writing to 86.7 percent of students. Of these 36.1 percent of students achieved results in the top two bands in Writing. In Grammar and Punctuation 37.4 percent of students achieved at this proficiency standard. In Numeracy 73.8 percent achieved above the NMS

Year 5 results in NAPLAN in 2014 demonstrated 77.4 percent of students achieved above the National Minimum Standard of assessed students in Reading and over 80 percent in every other area assessed. In Spelling this result grew to 86.2 percent of students assessed. In Spelling 35.4 percent of year 5 students achieved results in the top two bands.

Performance in other areas of the curriculum

The Arts continue to have a high profile at Ngunnawal Primary School. Students from years three to six participated in the Education and Training Directorates' annual Step Into the Limelight Combined School's Choir. In addition to this the school began the *Every Chance to Dance* program across all year levels. The success of this program was clearly evident at the end of year concerts where students were able to use this learning to perform polished items to very large audiences.

To support the implementation of Science from the Australian Curriculum, the school ran a specialist program during the year. During this program students engaged in a variety of practical lessons that covered the three interrelated Science strands of: *Science Understanding, Science as a Human Endeavour* and *Science Inquiry Skills*. As a part of this program students were given the option to participate in SPECTRA: Science Program Exciting Children Through Research Activities, a national science award program. There are two levels of this program: **SPECTRA** and **Junior SPECTRA**. Each level has a range of science topic cards where students complete activities related to their chosen topic. The students carry out a range of practical and observational activities, research, experiments and projects. When the required number of activities had been completed to the satisfaction of the specialist teacher and parents, students were awarded a certificate at whole school assemblies.

Students at Ngunnawal Primary again participated in a range of PE/Sport activities. One of the most successful sporting programs was the school's participation in the Champion Stix Hockey competition. This competition was run after school hours and two school staff members coached the team. The community support for this program was high and the school participation has had a direct impact on more children registering with community clubs to play Hockey in the upcoming season.

Progress against School Priorities in 2014

Progress against School Priorities in 2014

Priority 1

To improve student outcomes in literacy and numeracy

Targets

By the end of 2014

- In NAPLAN
 - Increase the percentage of matched students who make greater or equal to expected growth between years 3 and 5 in:
 - Grammar and punctuation to 60 percent
 - Spelling to 75 percent
 - Writing to 90 percent
 - Reading to 75 percent
 - Numeracy to 70 percent
- Increase the percentage of Aboriginal and Torres Strait Islander students to 85 percent who are at or above the PM reading benchmark for their cohort
- Increase the percentage of students who make better than expected progress in PIPS reading and Maths by 3 percent points from the 2013 figures of 42 percent and 11 percent respectively
- 100 percent of staff complete 1 SMART data cycle per semester

Directorate Priority Areas covered with this priority

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

Progress

The first of the three key improvement strategies was to **review and implement a consistent approach to the teaching of literacy and numeracy**. As with all teaching initiatives the important first step is professional learning. Initially, a professional learning session, at the beginning of the year, was held for teachers from preschool to year 6, about functional grammar and the teaching of spelling. Sessions were also held, in terms 1 and 2, on Middle Year Mental Computation (MYMC) and Count Me in Too (CMIT). The aim of this school wide work was to develop consistency in the teaching of Number. All teachers in the relevant year groups attended these sessions.

Throughout 2014 data collection processes were maintained and enhanced, with the data wall becoming a more complete source of data to inform practice. SENA data has been added, along with professional learning sessions, and, with more consistent use of PM Benchmarks and Middle Years Mental Computation we have a broader data set to call upon.

Executive teachers report that the proportion of teaching programs showing evidence of the implementation of the school's approach to the teaching of functional grammar, MYMC, and CMIT has grown over the year. It is still a work in progress with more inroads to be made in 2015. Significantly survey results show that 97 percent of teachers feel that their skill level in the delivery of the school's approach to teaching literacy and numeracy has increased. More teachers are using SENA and MYMC as diagnostic assessment tools to guide teaching.

The second key improvement strategy was to strengthen partnerships with parents and carers about literacy and numeracy education. Parent Education Workshops on literacy education were held in 2014, as well as introductory workshops for Kindergarten students. During Literacy and Numeracy Week a highly successful Family Maths Night was held, with

over 150 families and community members attending. The Paint and Play partnership with Gungahlin Child and Family Centre also proved to be a consistent way of connecting with families and working towards school readiness for young children. Between 3 and 6 children attended these sessions every week.

Further evidence of the success of these actions is that 67 percent of parents feel that the school takes parents' concerns seriously. In addition, 73 percent of parents agree that community partnerships are valued and maintained.

Key improvement strategy three was to **strengthen the school's programs to benefit Aboriginal and Torres Strait Islander students**. The Homework Club, a culturally appropriate joint initiative between the school, Salvation Army and The Smith Family, operated throughout the year. A roster was set up organising teachers to attend on a regular basis.

A review of RAP to align it with Reconciliation Council guidelines was begun in 2014. However, the Reconciliation Council is in the process of reviewing its guidelines, so this process was put on hold until new RAP guidelines are in place.

The Koori Paint and Play partnership with Gungahlin Child and Family Centre continued on a weekly basis in 2014 and had regular attendance of three families. Work in 2015 will focus on raising attendance rates at this program.

In terms of the overall targets for this priority, the following can be reported.

1. The first targets of increasing the percentage of matched students who make greater or equal to expected growth between years 3 and 5 across the targeted learning areas were not met. Across the school, these targets fell short of the high benchmarks set by the school. In all domains except Grammar and Punctuation, the result was less than the previous year.

Table: Percentage of "within school matched students making expected growth in NAPLAN"

Domain	Less than expected growth	Equal to or better than expected growth	% point Diff in growth from 2013
Reading	64.8	35.2	-10.5
Writing	41.5	58.5	-3.2
Spelling	61.1	38.9	-1.5
Grammar & Punctuation	61.1	38.9	4.9
Numeracy	66.7	33.3	-9.3

Source: SMART Data, December 2014

However, the school performs better if you look at the bands that indicate the percentage of students who are achieving at or above the National Minimum Standard (NMS) in all aspects of NAPLAN.

Year 3

- Reading – 89.2 percent at or above NMS
- Writing – 96.3 percent at or above NMS
- Spelling – 92.9 percent at or above NMS
- Grammar and Punctuation – 95.3 percent at or above NMS
- Numeracy – 89.3 percent at or above NMS

Year 5

- Reading – 94.1 percent at or above NMS
- Writing – 87.4 percent at or above NMS
- Spelling – 90.8 percent at or above NMS
- Grammar and Punctuation – 92.2 percent at or above NMS
- Numeracy – 95.4 at or above the NMS

There is an expectation that these results will improve with the ongoing implementation of professional learning around whole school literacy and numeracy practices and the more effective use of data to inform teaching and learning.

2. In terms of PIPS results the school fared much better with 70.5 percent of students making average or above growth in Numeracy in 2014. In reading 93 percent of students made average or above growth in 2014. 100 percent of Aboriginal and Torres Strait Islander students made average or above growth in reading, and 50 percent of them made average or above growth in maths.
 3. 71 percent of Aboriginal and Torres Strait Islander students achieved at or above the reading benchmark for their cohort. While this did not meet the target of 85 percent it is an 8 percentage point improvement from 2013.
- 100 percent of teachers collaboratively developed SMART Goals for Literacy and Numeracy. The completion rate of SMART Goals varied from team to team therefore the attainment of this target was not met. The focus in 2015 will be to further work on developing a shared understanding around common formative assessments and using SMART Goals to identify students learning needs and to measure student growth.

Priority 2

Improve the capacity of teachers through Instructional Leadership

Targets

By the end of 2014

- System Survey indicates that 80 percent or higher of teachers agree they receive constructive feedback about their practice compared to 76 percent in 2013
- School-based coaching records indicates that 100 percent of identified teachers are working with the Literacy and Numeracy Field Officer
- Staff confidence surveys indicate a growth in staff confidence from term 1 to term 2.

Directorate Priority Areas covered with this priority

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

Progress

Developing a coaching and mentoring model that demonstrates quality practice is the key improvement strategy for this priority. A review of the Quality Teaching model (QTm) was undertaken to ensure that the model provided the shared language for professional conversations. Minutes of team meetings reflect both the professional nature of these discussions and the use of shared language.

In addition an observation and feedback protocol was developed to guide classroom observations linked to the Quality Teaching model. This, along with the creation and use of an observation timetable ensures that teachers participate in collegial classroom observations, using a quality-teaching lens. The four teams, P/K, 1/2, 3/4, and 5/6 are rostered into this timetable, with the Deputy co-ordinating this timetable. The success of these actions can be seen in 100 percent of staff using these protocols and 100 percent of have participated in at least one collegial classroom observation.

Pleasingly 100 percent of teachers accessed QTm professional learning and in the school satisfaction survey 96 percent of teaching staff agree there are processes in place to support their practice.

In terms of the targets for this priority:

1. 78 percent of teachers agree they receive constructive feedback about their practice compared to 76 percent in 2013. While this didn't quite reach our stated target it is a good step towards it.
2. Of the teachers who were targeted to work with the Field Officer, 100 percent of them did so.
3. Staff confidence, as measured by surveys in team meetings, indicated a growth in confidence from term 1 to 2. Overall, this is a very pleasing outcome and a good indicator that the capacity of teachers is being improved through instructional leadership.

Priority 3

Increase student leadership opportunities and develop citizenship at the school

Targets

By the end of 2014

- 100 percent of years 5 and 6 students can identify student leadership opportunities at the school
- 80 percent of students in years 3 – 6 participate in 3 school based leadership activities during 2014

Directorate Priority Areas covered with this priority

High expectations, High performance

Progress

Key Improvement Strategy 1 in this priority was to **develop and implement an effective student leadership program at Ngunnawal Primary School**. While a number of actions were identified, such as working with students to identify current student leadership opportunities and defining active citizenship at the school, the main task undertaken by the school, and completed was the establishment of a clearly defined and detailed Student Leadership Model. This became almost the sole focus in this priority, along with the establishment of the School Captain and Student Representative Council.

To develop processes for student voice at the school, a review of leadership opportunities was undertaken. This focused on student perceptions of the range of opportunities and the success of the program.

Since this year was very much one of review and development the question of whether students and parents agree that the school has an effective leadership program that appeals to a range of students was not canvassed. While student leadership opportunities at the school have been mapped and a Student Leadership Model is in place for 2015 there was no work on defining the nature of citizenship at Ngunnawal. This is the work we need to embark on in 2015.

In respect to our identified targets for this priority:

1. 100 percent of students can identify leadership opportunities as set out as the first target for this priority.
2. The second target was not addressed. This target will be carried over to 2015 with the implementation of the Student Leadership Model.

Priority 4:

Build upon and strengthen partnerships in our community

Targets

By the end of 2014

- Parent satisfaction related to
 - home-school communication remain at 99 percent
 - parental involvement in school life remain at high levels
- School -based surveys around
 - home-school communication for Aboriginal and Torres Strait Islander students indicate more than 75 percent satisfaction
 - parental involvement in school life for Aboriginal and Torres Strait Islander students indicate more than 75 percent satisfaction
- School records indicate that the school works with at least 4 outside community agencies during 2014 to strengthen and complement school based programs eg, Homework Club, Koori Paint and Play
- One community project has been developed and shared across the Gungahlin cluster of schools

Links to Directorate Strategic Plan

High expectations, High performance, Connecting with families and the community,
Progress

The Key Improvement Strategy for this priority was to **develop partnerships with cluster schools related to the Reconciliation Action Plan (RAP)**. The cornerstone of this priority, our RAP, was due for a review in 2014. However the Reconciliation council is in the process of reviewing its guidelines so this process was put on hold until new RAP guidelines are in place. We are still operating under the guidance of our current RAP.

A working party, with representatives from all Gungahlin cluster schools, has been established, to develop an identified Aboriginal and Torres Strait Islander project. Ngunnawal Primary led the cluster to develop an online resource and has met the target for this priority. This resource will be ready to be launched in early 2015.

Involvement from community organisations in the life of our school and in particular our Aboriginal and Torres Strait Islander community continues to be very strong. In fact 2014 saw a strengthening of community partnerships with:

- Teachers from the school running a weekly homework club;
- *Gungahlin Child and Family Centre*, running the Koori Paint and Play every week;
- *The Smith Family*, who run an outreach program for ½ a day each week;
- *Communities@Work*, who run the Before and After School Care;
- *Gugan Gulwan*, who provide support for identified students and
- *The Police Youth and Citizens Club*, who run a Boys Program.

This involvement is evidence of the school meeting an important target as part of this priority. The creation of the online resource is another success story in terms of our targets. While the questions re home-school communication and parental involvement in school life are no longer in the school satisfaction survey there is strong anecdotal evidence, noted by the executive, in support of the schools work in this area. This is the case overall and for Aboriginal and Torres Strait Islander families.

A few informal gatherings were held to build connections with Aboriginal and Torres Strait Islander students, these were largely through termly BBQs where families were invited to the school to talk with and have a meal with staff members. All Aboriginal and Torres Strait Islander families were invited and over 60 percent of our families attended these events. During Term 2, Duncan Smith was engaged to teach students about their culture and dance and the culminating activity of the term was a whole school assembly performance, where students talked about traditional hunting and gathering tools and performed two dances.

To further build home-school partnerships with Aboriginal and Torres Strait families the school's Indigenous Education Worker (IEW) made regular contact with families throughout the year and provided information about events that were of cultural significance. This resulted in significant growth in parental involvement at school events, for example at the

NAIDOC Week Flag Raising Ceremony for NAIDOC week we had just 26 percent of families attend and at the end of the year this increased to 52 percent at the end of year celebration at Homework Club. While the school acknowledges there is still work to be done in raising parental engagement of Aboriginal and Torres Strait Islander families at school events, we are encouraged by the increase during 2014 and will continue to focus on this again in 2015.

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

- Curriculum documentation using the Early Years Learning Framework (EYLF) demonstrates consistency with all teachers' strong focus on developing children's well-being and confidence as learners.
- Educators develop programs that include the current interests of children, their knowledge and abilities.
- The preschool educators work in partnerships with families to develop an inclusive environment for all children in attendance.

Children's health and safety

- Policies and procedures have been embedded across the preschool that ensure the needs of all students are consistently met.
- All students are able to independently access the variety of indoor and outdoor environments.
- Safety procedures are strictly adhered to and explicitly taught to students and practised on a regular basis.

Relationships with children

- All educators take time to get to know their students and build trust, this is a core part of the preschool philosophy
- All students are engaged in sustained conversations with educators about their interests during their time at preschool.
- Students are supported when attempting new things in the preschool environment, thus leading to increased student confidence.

Staffing arrangements

- Staff to student ratios and staff qualification requirements is met at Ngunnawal Preschool.

Leadership and management

- The preschool unit's Statement of Philosophy has been ratified by the school board and parents and citizens council.
- A comprehensive and range of well-established policies has ensured compliance of national laws and regulations.

Physical environment

- The physical environment is well maintained.
- The outdoor environment is valued as a rich learning space and has equal weight as the indoor environment.

Collaborative partnerships with families and communities

- The enrolment process for Ngunnawal Preschool provides families to exchange information about their child to educators.
- Families are invited for a small group orientation session prior to their child commencing at the preschool.
- Family diversity and expertise is embraced and highly valued.

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 \$ 272.

Voluntary contributions

This school received \$9590 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	398893
Voluntary contributions	9590
Contributions & donations	22188
Subject contributions	7641
External income (including community use)	20276
Proceeds from sale of assets	0
Bank Interest	13057
TOTAL INCOME	471645
EXPENDITURE	
Utilities and general overheads	122487
Cleaning	111255
Security	3298
Maintenance	54856
Mandatory Maintenance	
Administration	5044
Staffing	
Communication	13300
Assets	38966
Leases	
General office expenditure	18844
Educational	79547
Subject consumables	
TOTAL EXPENDITURE	447597
OPERATING RESULT	24048
Actual Accumulated Funds	139671
Outstanding commitments (min)	6729
BALANCE	156990

Reserves

Name and purpose	Amount	Expected Completion
<p>School Review/Development</p> <p>To support the school in implementing initiatives related to Strategic and Annual Operating plans.</p>	\$2000	2015
<p>Carpet for ICT and Music Room</p> <p>To replace worn carpet in the music and computer lab</p>	\$20000	2015
<p>Staff Days</p> <p>To support the school if there is any shortfall in the staffing budget</p>	\$12000	2015
<p>ICT</p> <p>To replace outdated interactive whiteboards and to purchase equipment to support contemporary learning environments at the school.</p>	\$30000	2015

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

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Stephen Tokley, Sonya Wyman, Daniel Prior.
Community Representative Russell Smidt
Teacher Representative Catherine Dray, Estelle Stanton-Yeaman
Student Representative:
Board Chair: Stephen Tokley
Principal: 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 in 2014.

Principal Signature:  **Date:** 5/3/15

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

Board Chair Signature:  **Date:** 5/3/2015