



Kingsford Smith School

Board Report

2013



Figure 1: View of Kingsford Smith School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is www.kss.act.edu.au.

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General Inquiries:

Telephone (02) 6207 4455

About our school

Introduction to School

In 2013 Kingsford Smith School (KSS) completed its fifth year of operation and second year with a full Preschool to year 10 cohort. The priority enrolment suburbs for KSS are Higgins and Holt for students in Preschool to Year Five and also include Macgregor, Dunlop and Latham for years 6 – 10.

The school continues to have a strong emphasis on Numeracy and Literacy, the Arts, ICT and empowering students as leaders. A values base and a 'culture of giving' have become features of the school as has the underlying belief that "Everyone Learns".

KSS aims to: engage all students in academically challenging learning; nurture a safe and caring environment; foster collaborative relationships; develop learning pathways so all students can reach their vocational potential; empower students as learners and leaders; promote a passion for the Arts.

Student Information

Student enrolment

In 2013 there were a total of 937 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	506
Female	431
Indigenous	44
LBOTE	247

Source: Performance and Planning

School enrolments dropped slightly in 2013 as a result of the school implementing an 'in area' approach. Except for exceptional circumstances enrolments are only accepted for students residing in priority enrolment suburbs. The school continues to offer a number of programs to meet the needs of the significant number of students with a Language Background Other Than English (LBOTE), many of whom have had refugee status.

Student attendance

The following table identifies the attendance rate of students by year level during 2013. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	90.4
1	93.0
2	90.7
3	93.8
4	94.1
5	92.3
6	91.8
7	89.9
8	89.3
9	88.0
10	89.8

Source: Performance and Planning

The school saw a significant increase in attendance rates during the year with one year level increasing by over five percentage points. Overall the average attendance increased from 88.7 to 91 percent. The school is proactive in addressing non-attendance and draws on a range of outside agencies to support students and families.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	39

Source: School Data

Workforce Composition

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

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	28
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	3
School Leader C	11
Teachers	59
TOTAL	104

Source: Workforce Management

Note: This table includes pre-school staffing

There are two indigenous staff at this school.

Volunteers

The total estimated hours for volunteers was 1311 hours. Volunteers supported Literacy and Numeracy in classrooms, garden working bees, fundraising, P&C activities and music and sporting events. The school musical drew many volunteers who played in the orchestra and made sets and costumes. The school was successful in winning a \$15,000 award for the partnership with the Australian National University that has university students supporting the school's Launchpad reading program.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Kingsford Smith School will be validated in 2015. A copy of the last validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2013 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2013, 78% of parents and carers, 85% of staff, and 57% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	89
Teachers at this school provide my child with useful feedback about his or her school work.	75
Teachers at this school treat students fairly.	82
This school is well maintained.	80
My child feels safe at this school.	82
I can talk to my child's teachers about my concerns.	85
Student behaviour is well managed at this school.	62
My child likes being at this school.	82
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	74
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	71
This school works with me to support my child's learning.	72

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	73
My teachers provide me with useful feedback about my school work.	56
Teachers at my school treat students fairly.	40
My school is well maintained.	29
I feel safe at my school.	47
I can talk to my teachers about my concerns.	37
Student behaviour is well managed at my school.	24
I like being at my school.	42
My school looks for ways to improve.	55
My school takes students' opinions seriously.	32
My teachers motivate me to learn.	46
My school gives me opportunities to do interesting things.	48

Source: 2013 School Satisfaction Surveys, August/September 2013

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website at kss.act.edu.au

Professional Learning

In 2013 staff participated in a range of professional learning activities including:

- Professional Learning Communities
- Visible Learning
- Mental Computations
- Benchmarking Reading
- Oral Language
- Writing
- Spelling and Word Studies
- National Curriculum Achievement Standards
- Moderation of student work
- Formative and Summative Assessment
- Kath Walker Developmental Curriculum
- Early Years Learning Framework

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: Kingsford Smith School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	54	111	51	126
Mathematics	40	52	39	54

Source: Cem Centre, December 2013

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2013, 0% of year 3, 1.8% of year 5, 4.4% of year 7 and 0% of year 9 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Kingsford Smith School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	408	444	493	520	516	562	553	601
Writing	380	423	456	487	481	527	499	570
Spelling	400	417	476	497	531	555	570	590
Grammar & Punctuation	389	445	488	516	507	552	553	596
Numeracy	382	415	464	500	512	552	547	600

Source: Performance and Planning December 2013

Performance in other areas of the curriculum

Kingsford Smith School students achieved positive outcomes in all Key Learning Areas in 2013. Examples of these outcomes include:

- student achieved perfect score in International Mathematics Olympiad
- Kitchen Garden establishes
- high level performances in a range of sporting areas
- top ACT student in Year Four ACAS Science Competition
- KSS first whole school musical 'Oliver' performed to sell-out crowds
- year 10 student awarded the Patricia Kelson Encouragement Award in Canberra Area Theatre Competition
- school bands achieved Bronze and Gold awards at Canberra Eisteddfod.

Progress against School Priorities in 2013

Priority 1

Build positive relationships and successful communication between the school and its community and within the school.

Targets

10% increase in positive response to Satisfaction Survey questions relating to school/community partnerships and communication.

School improvement domains covered with this priority

Leading and Managing, Community Engagement

Progress

In 2013 the school continued to focus on three key strategies::

- promoting home school/preschool partnerships and partnerships with the broader community
- promoting home/school communication guidelines
- developing in-school communication guidelines.

In relation to the first strategy the year again began with approximately 400 school and community members enjoying a sausage sizzle, free rides and other entertainment at our welcome back barbecue. Given the inclement weather the P&C organisers were thrilled with the turnout. Once a month Friday morning teas were a welcome addition to the calendar with parents enjoying the social occasion and opportunity to discuss issues with the school principal. In 2014 the P&C will also be running special morning teas for the Preschool and Kinder parents and carers.

KSS has continued to build strong relationships with the broader community. Ties have been established with a number of local clubs, businesses and organisations and many have come

on board as sponsors of our JETS Elite Sports and Service to Community program. The 'JETS' were successful this year in winning the Ben Donohue Charity Run participation prize of \$500 for the school with the largest high school entry. The students made the decision to donate this prize back to the organisers.

Our links with the Australian National University (ANU) and the University of Canberra (UC) have resulted in a number of students from both tertiary institutions tutoring KSS students in reading as part of our Launchpad program. The ANU/Launchpad link received a NAB Award of \$15 000.

In relation to promoting home/school communication 2013 saw the launch of the Kingsford Smith School App. This is provided as a free download and approximately 300 families are accessing information using this tool. The App provides reminders about school events and is used to celebrate the achievements of the school and students. Expansion to include reminders for students relating to assignments and due dates is currently being investigated.

The school website was upgraded in term 4 and we have received some excellent community feedback. Families made suggestions as to content they would like to see included and in many cases these were accommodated.

In relation to the third strategy the Home/School Communication Policy, outlining all the forms of communication employed by the school, was posted on the new school website. The Staff Communication Policy will be completed in 2014 along with a review and rebuild of the staff 'G'Drive.

The school continued to embed the values of Harmony, Excellence, Respect and Optimism. Four HERO days were held in terms 3 and 4 with all students participating in across school activities that built understanding of the values. A 'house points' system was implemented this year with an emphasis on points being awarded to students demonstrating the school values.

These actions in 2013 resulted in Kingsford Smith School (KSS) achieving significant growth towards our target in relation to this priority. Satisfaction Survey results indicate that an above system average of 81% of parents believe that community partnerships are valued and maintained. This is an increase from 74% in the 2012 Satisfaction Survey data. In the same survey 74% of parents responded that their opinions are taken seriously. This is 11% points above the system average for P – 10 schools.

Priority 2

Improved Literacy outcomes for Kingsford Smith students with a focus on writing and spelling

Targets

Scaled score growth plus eight additional points in writing years 3 to 5, 5 to 7, 7 to 9

School improvement domains covered with this priority

Learning and Teaching

Progress

To achieve the targets for improving literacy outcomes for Kingsford Smith students with a focus on writing and spelling the school focused on:

- Developing a shared vision for the teaching of writing and spelling at Kingsford Smith school
- aligning literacy programs across the school
- Literacy focus to Collaborative Teaching phase two

To develop a shared vision for the teaching of writing and spelling and to ensure alignment of literacy programs across the school during the year the school has had a strong focus on building teacher capacity to support improved outcomes in Literacy . Staff participated in professional learning on Visible Learning and Formative Assessment within a Professional Learning Community (PLC) Framework, using Cornell Notes to support writing and developing skills in Spelling and Comprehension. The embedding of these became a priority in team meetings with staff sharing experiences and strategies. This was supported by the National Partnership Field Officer, Literacy Field Officer and newly appointed Professional Practice SLC who worked with staff in their early years of teaching. Teams had a focus on the four PLC questions:

- What we want the students to learn?
- How we know they are learning?
- What interventions will we make when students are not learning?
- How will we provide enrichment and acceleration when needed?

Visible Learning is now evident in classrooms with learning intentions stated at the start of each lesson and progress is being made with students beginning to self-assess against agreed success criteria.

To support the first strategy in 2013 KSS participated in the Therapy ACT Therapy Assistants Program (TAPS) supported by a grant obtained through the Directorate Disability Section. The program has two main strands, oral language and fine/gross motor. Children in Preschool and Kinder were assessed against set milestones with intervention provided by trained therapy assistants. The assessment indicated a large cohort with a language delay,

some of whom qualified for targeted support. As good oral language is a precursor to being a successful reader and writer, the 2014 Literacy program will include a strong oral component.

In developing a shared vision for the teaching of spelling all children in the primary were assessed at the start of year and time set aside in the daily Literacy block. A review of the primary spelling program was carried out in semester 1 with a new KSS program being introduced in semester 2. Teachers identified areas for improvement and drew on the work of Hornsby, Topfer and others currently working in this field. The key components are word journals incorporating personal and 'commonly used words' lists, word study and word history. Parents were provided with information on the new approach and their support was enlisted for home practice. The middle and high school focused on 'word walls' and spelling attitude. NAPLAN results (2009 to 2013) indicate that the school has achieved its highest spelling average ever in years 3, 5 and 9 and second highest in Year 7.

Evidence of the success of this approach can be seen in the table below with NAPLAN results for Spelling showing a steady increase in the school mean scores over time.

Table: NAPLAN Spelling Data 2009 – 2013 School Average

Year Level	2009	2010	2011	2012	2013
3	364	385	389	391	400
5	458	473	478	470	479
7	500	518	512	517	529
9	N/A	N/A	568	539	570

Source: SMART December 2013 N/A indicates no year 9 cohort

In relation to the alignment of literacy programs across the school this year KSS has undertaken an exciting action research project in relation to Aboriginal and Torres Strait Islander students. Through a withdrawal method comprising of two thirty minute weekly sessions, students received targeted specific and individualised reading instruction. These sessions were conducted by two trained Learning Support Assistants (LSAs). Students with similar reading skills and levels were used to determine whether a highly individualised withdrawal method of reading instruction yielded greater progression through the reading levels compared to a dedicated reading instruction block used in classes at KSS. Crucial to the project was the setup of a learning space that reflected a quiet, relaxed and cosy lounge style room. Findings from the Launch Pad project suggest that students in the Early Childhood sector had the greatest learning gains.

The third strategy Collaborative Classroom Phase Two continued with teachers observing Literacy learning in each other's classrooms and providing quality feedback. Data collected was used to support staff professional learning and differentiation of the curriculum. Two

staff meetings each term were allocated to support the process and provide an avenue for professional discussion.

Directorate reading targets were achieved across all year levels in 2013. The following table identifies the school mean and the mean score targets for the 2013 cohort of students in reading. The data indicates that the year 3 and year 5 reading mean was slightly above target when taking into account the confidence intervals. At year 7 the school means for reading was within the target range when taking into consideration the confidence level.

Table: NAPLAN Reading Means and Targets 2013 by year level

Year Level	School Mean	Target
3	407.6	400 \pm 28
5	495	485 \pm 26
7	513.9	530 \pm 18

Source: ETD Performance and Planning September 2013

In relation to our set writing targets for this priority we cannot report directly on the improvement as in 2012 no growth data was reported due to a change in the writing genre. However in 2013 NAPLAN results for year 5 was similar to that achieved across the system but below at year 7 and 9.

Table: NAPLAN Scaled Score Writing Growth by year level

Year Level	2013 School	2013 ACT
5	66.9	66.8
7	0.5	31.8
9	-16.3	30.6

Source: SMART data December 2013

NAPLAN and school data continues to indicate that writing must remain a whole school priority in order to achieve growth in this area.

A number of key elements have been identified and targeted in all classrooms. The Cornell Notes approach has been introduced in the middle and senior school to assist students in planning for writing and 'opportunities for practice' have been implemented across all Key Learning Areas. There are no school targets for writing as there are only two years of data available given the change in genre.

Priority 3

Improve Numeracy outcomes for Kingsford Smith Students.

Targets

School NAPLAN Performance Targets in Numeracy

School improvement domains covered with this priority

Learning and Teaching

The school's action plan for this priority was to:

- Develop a shared vision for the teaching of numeracy at Kingsford Smith School
- Align numeracy programs across the school
- Implement restructure of numeracy coordinator role

In relation to the first strategy in 2013 the school continued to embed Mental Computations across the school as a strategy for developing student confidence with number skills. This was supported by the Quicksmart online program and many students who participated continued to make above average growth. A decision has been made that all students in years 4 and 6 will participate in the Quicksmart program next year.

To assist in aligning numeracy programs work with local high schools on the moderation of assessment tasks in mathematics so as to develop a shared understanding of the Australian Curriculum Achievement Standards has been ongoing. This will continue next year with the further development of rubrics to inform reporting.

Primary teachers have been working with 'I can' statements to support student self-assessment and goal setting in Numeracy. Reflection is also being used as a strategy to support understanding.

In relation to the third strategy the Numeracy Coordinator role was restructured with the identification of both a primary and secondary coordinator. Goals were identified that would assist with the development of a consistent approach across the school

Successes in 2013 in Mathematics was evidenced when a group of KSS students participated in the Junior Maths Olympiad. Of those who participated 50% scored in the top 25% of participants and one student was successful in achieving a perfect score. This challenge will again be attempted in 2014.

A kindergarten assessment, Performance Indicators in Primary Schools (PIPS) data indicate the school was successful at reducing the parentage of students achieving less than expected growth however we need to ensure we continue to extend our children so the percentage of students achieving better than expected growth also improves. This is shown in the table below.

Table: Percentage of students achieving growth in PIPS Maths overtime

Year	Less than expected growth	Expected growth	Better than expected growth
2009	31%	53%	16%
2010	46%	50%	4%
2011	35%	58%	7%
2012	43%	46%	11%
2013	33%	64%	3%

Source: Performance and Planning September 2013

In relation to the set target for this priority the following table identifies the school mean and the mean score targets for the 2013 cohort of students in numeracy. The data indicates that the year 3 numeracy mean met the performance targets for 2013, but was not significantly different considering the confidence intervals. At year 5 and 7 the school mean for Numeracy was within the target range when taking into consideration the confidence intervals. There were no targets set for year 9 as they are based on time series and the school has not had students at this year level for long enough for calculations to be made.

Table: NAPLAN Numeracy Mean and Target 2013 by year level

Year Level	School Mean	Target
3	382.3	377 \pm 28
5	466.7	477 \pm 22
7	510.7	526 \pm 18

Source: Performance and Planning September 2013

Priority 4

Provide educational preschool programs that meet the needs of students, families and community

Targets

Successful National Accreditation

School improvement domains covered with this priority

Learning and Teaching

Progress

The preschool continued to establish strong links with its families and community. A number of events were held to provide information and to celebrate achievements. To support the transition of the students into Kindergarten two parent afternoon teas were held in term 4 and year four students came into the preschool area as buddies. These buddies will carry over into next year.

Preschool educators and executive staff continued professional learning with Kath Walker's Developmental Curriculum and embedded this into classroom practice. Educators also

visited a number of local preschools to observe programs in operation and to discuss processes and procedures. This has led to some modifications of our own programs.

Work continued on the preschool's outdoor learning spaces with families participating in working bees. Children added to the richness of ideas within the space and we now have new gardens, a pebble 'river' and a bridge. The school will continue to develop this area over coming years.

For the first time KSS funded a three year old pre-school group. The focus was on communication, social skills and play. Students attended for six hours across two sessions and parents and teachers reported excellent development in all focus areas. Interest has been so strong that the school will run the group again next year and has had to establish a waiting list.

Significant changes have been made to the Koori preschool program with monthly family excursions becoming a feature and received with great enthusiasm. Stronger cultural links have been established and supported by visiting artists. Partnerships established with Therapy ACT have enabled health checks to be carried out on site.

The preschool was assessed for registration at the beginning of the year. The preschool were assessed on elements ranging from Towards National Standards (NQS) to Exceeding NQS.

Table: National Quality Standards ratings 2013

Areas	Rating
Education program and practice	Working towards NQS
Children's health and safety	Meeting NQS
Relationships with children	Working towards NQS
Staffing arrangements	Meeting NQS
Leadership and management	Meeting NQS
Physical environment	Working towards NQS
Collaborative partnerships with families and	Working towards NQS

Source: Review Report 2013

The preschool PLC will continue to meet to identify areas for growth from the report and to develop a plan for continuous improvement.

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 school offers a developmental play based curriculum. Every child is supported to participate and encouraged to make choices that help to build on their existing learning. Programs are individualized and information on these and each child's progress is readily available to families.

Children's health and safety

Each child's health needs are met and supported. Comfort is provided for with opportunities for both active and quiet participation. The preschool meets individual needs around sleep, rest and relaxation. Priority is given to effective hygiene practices and guidelines are in place to manage injuries and illness. Healthy eating is promoted as is physical activity through both planned and spontaneous activity.

Physical environment

The preschool had purpose built and age appropriate buildings with natural ventilation and light and excellent flow between indoor and outdoor learning spaces. Outdoor and indoor learning areas and equipment are designed and organised to engage every child in quality experience. Sustainable practices are embedded and children are encouraged to become environmentally responsible and show respect for the environment.

Staffing arrangements

All teachers have early childhood qualifications and all preschool assistants have Certificate 3 in Child Services. There is a blend of new and experienced educators and peer coaching is supported by targeted professional learning. Educators work collaboratively and affirm, challenge, support and learn from each other.

Relationships with children

The preschool embraces the whole school approach to respectful relationships. There is a focus on every child every day and this is supported by the staff's knowledge around children's individual needs. Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Collaborative partnerships with families and communities

Preschool educators recognise the expertise of families and provide opportunities for involvement in decision about their child's learning and wellbeing. Respect and provision for individual needs of students and their families is a priority.

Leadership and management

All preschool policies are clearly articulated and communicated and staffing processes that support student wellbeing and success are implemented. The preschool philosophy reflects that of the whole school to ensure smooth transitions and orientation.

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 \$337.

Voluntary contributions

This school received \$4165 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Financial Summary	
	31-Dec-13
INCOME	
Self management funds	932036
Voluntary contributions	4165
Contributions & donations	4270
Subject contributions	2717
External income (including community use)	15519
Proceeds from sale of assets	350
Bank Interest	23344
TOTAL INCOME	982401
EXPENDITURE	
Utilities and general overheads	199050
Cleaning	178084
Security	2768
Maintenance	118891
Mandatory Maintenance	10780
Administration	66518
Staffing	155300
Communication	22346
Assets	0
Leases	0
General office expenditure	85969
Educational	97472
Subject consumables	0
TOTAL EXPENDITURE	937178
OPERATING RESULT	45223
Actual Accumulated Funds	210327
Outstanding commitments (mi	364
BALANCE	255186

Reserves

Name and purpose	Amount	Expected Completion
<p>Year 9/10 consumables/ teaching resources.</p> <p>This reserve was established to provide for these cohorts as they came on board</p>	\$25,000	December 2014
<p>Upgrades</p> <p>This reserve was established to provide additional furniture as the school grows and to upgrade ICT as many items were moved to KSS from closing schools</p>	\$46,000	December 2015
<p>School bus</p> <p>The school bus was purchased in 2012. The remaining funds in the reserve will be utilised to purchase a shed to accommodate the bus.</p>	\$10,000	December 2014
<p>School Presentation Physical Environment</p> <p>This reserve has been used to upgrade the learning spaces to cater for the increased primary enrolment.</p>	\$10,000	December 2015
<p>Resourcing – School Programs</p> <p>This reserve has been established so that programs funded under the low SES National Partnership Agreement can continue to operate after the conclusion of the partnership funding.</p>	\$50,000,000	December 2065
<p>Staffing</p> <p>This reserve was established to support student learning.</p>	\$217,101	December 2016

Endorsement Page

I declare that the Kingsford Smith 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:	David Windeyer,	Ian Carter,	Matthys Pienaar
Community Representative	Alison Lawrence		
Teacher Representative	Dean Toussaint,	Nghi Perrim	
Student Representative:	Hayden Jenkins	Tara McCarthy	
Board Chair:	David Windeyer		
Principal:	Jan Day		

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

Principal Signature: _____

Date: 12.3.14

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

Board Chair Signature: _____

Date: 11/3/2014