



Taylor Primary School

Board Report

2013



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 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.taylorps.act.edu.au.

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Taylor Primary School

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General Inquiries:

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About our school

Introduction to School

Taylor Primary School, at short notice was relocated to the Namadgi School site in week 6 of term 1, 2012. As a school Taylor remained at the shared Namadgi campus until the conclusion of 2013. Throughout 2012 and 2013 Taylor Primary undertook a major restoration and refurbishment. The building was completed at the conclusion of 2013. This allowed the Taylor staff to begin the difficult process of relocating resources and students back to the Marconi site. The prime focus during all of this was the emotional wellbeing of students and staff and the continued development of relationships for all members of the Taylor Primary School along with the packing, unpacking and setting up of a new school while teaching their classes.

The school is now complete and has seen a significant growth in enrolments.

Student Information

Student enrolment

In 2013 there were a total of 189 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	100
Female	89
Indigenous	17
LBOTE	26

Source: Planning and Performance

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	89.9
1	90.6
2	92.6
3	90.8
4	91.5
5	91.1
6	94.6

Source: Planning and Performance

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.

The school's Attendance Policy is part of our staff induction program and is available on the school's website. 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: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	15

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	7
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	15
TOTAL	27

Source: Workforce Management

Note: This table includes pre-school staffing

There are no Indigenous staff at this school.

Volunteers

During 2013 volunteers from the school community contributed an estimated 1200 hours of their time through their participation in major school events such as the school fete, canteen, community BBQs and 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 and School Board through attendance at meetings and functions
- participation in the school re-birth committee
- off-site events such as swimming carnivals, athletics carnival, walkathons
- classroom assistance – home readers, gross motor program, craft and PE activities, guided reading and maths groups
- camps and excursions – attendance and support of activities
- sporting events – working as judges and officials at school and district carnivals, coaching and management of weekend teams
- mentoring programs through the local church congregation (Kids Hope, World Vision)
- parents and carers attended community forums regarding the temporary school closure and relocation to Namadgi School with a group of parent representatives joining the 'Taylor Rebirth Committee'.

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 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.

Taylor Primary School was validated in 2013. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 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, 100% of parents and carers, 89% of staff, and 88% 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.	100
Teachers at this school provide my child with useful feedback about his or her school work.	97
Teachers at this school treat students fairly.	88
This school is well maintained.	84
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	94

Item (Continued)	(%)
Student behaviour is well managed at this school.	85
My child likes being at this school.	100
This school looks for ways to improve.	97
This school takes parents' opinions seriously.	97
Teachers at this school motivate my child to learn.	100
My child is making good progress at this school.	100
My child's learning needs are being met at this school.	100
This school works with me to support my child's learning.	100

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	85
My teachers provide me with useful feedback about my school work.	74
Teachers at my school treat students fairly.	53
My school is well maintained.	73
I feel safe at my school.	48
I can talk to my teachers about my concerns.	71
Student behaviour is well managed at my school.	44
I like being at my school.	70
My school looks for ways to improve.	82
My school takes students' opinions seriously.	79
My teachers motivate me to learn.	84
My school gives me opportunities to do interesting things.	74

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 taylorps.act.edu.au

Professional Learning

In 2013 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 writing and the Balanced Literacy Program. We also worked to develop a common set of procedures for moderating student work with our major focus in professional development being the creation of a writing matrix using the new Australian English Curriculum.

Our major emphasis in professional learning around the Australian Curriculum was in the area of reporting student learning to parents. PLCs focussed on developing a new reporting format where outcomes were derived from the four new areas of the Australian Curriculum, English, maths, science and history.

2013 also saw the introduction of Professional Learning Communities known as Working Parties. 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. Our kindergarten group were below the ACT on entry in both reading and maths and while progress has occurred we remain below at the end of the year. Seventy four percent of students made expected progress or better in reading, relative to their starting point and 63% in maths. This result is the best it has been for the last three years.

Table: Taylor Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	49	116	51	126
Mathematics	40	50	39	54

Source: CEM Centre

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

NAPLAN Assessment

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

In 2013, 0% of year 3 students and 5.7% of year 5 students were exempt from testing based on nationally agreed criteria.

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

Table: Taylor Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	366	444	489	520
Writing	359	423	438	487
Spelling	358	417	461	497
Grammar & Punctuation	374	445	485	516
Numeracy	378	415	472	500

Source: Planning and Performance, December 2013

Performance in other areas of the curriculum

At Taylor Primary students had 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). With the relocation to the Namadgi School site and the inability to set up a designated computer laboratory ICT was not taught as a specialist subject. Computers were distributed to classroom teaching areas and ICT incorporated in classroom programs.

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 2013

Priority 1

Implement quality pedagogy consistently across the school in Writing

Targets

- System NAPLAN target
- Percentage of students in NAPLAN at or above National Minimum Standard in Writing will increase to 90% from 85% (year 5 cohort) in 2012

School improvement domains covered with this priority

Learning and Teaching Leading and Managing Student Environment

Progress

Taylor Primary's field officer shared a comprehensive analysis of 2012 NAPLAN data with staff. Classroom teaching programs focused on one particular purpose of writing at a time with classroom teachers being supported and coached by the field officer.

The Australian Curriculum English formed the basis of a school based writing matrix developed by staff in PLCs and used by staff for the purposes of planning teaching programs and moderating student work. Writing samples were also collected from every student at the start of 2013, shared at school PLC and moderated against the school developed writing rubric.

The leadership team also established school Working Parties, one in particular on curriculum development. This working party led the continued implementation of the English curriculum. Reporting processes were also aligned to reflect the use of the school developed writing matrix and the Australian Curriculum in reference to writing. Moderation processes were also formalised across cohorts using the writing matrix as a basis. Coinciding with these practices was the continual practice of convening case conferences and the use of a student data wall in writing to support teacher practice and student learning.

These were that teaching aligns with First Steps 2nd Edition, that student writing samples indicate improvement against the matrix, and that a survey of teacher's responses indicates 90% of teachers feel supported in developing their capacity for teaching writing.

The 2013 External Validation team made commendations referring to:

- Implementing the Australian Curriculum and developing new processes to report student progress against the achievement standards
- Establishing processes and practices (including data walls, student case conferences, coaching of teachers) to maximise support for students and their learning
- Leadership work leading to improving teacher understanding and practice of differentiated learning for all students through coaching.

Taylor Primary's 2013 NAPLAN results indicated that in year 5 writing 55% of students had expected growth or higher from year 3 to year 5. In 2013 81% of students in year 5 writing were at or above the National Minimum Standard. This did not meet the AOP (Annual

Operating Plan) target of 90% but is an increase from the 2011 year 3 cohort where 97% met the National Minimum Standard.

System NAPLAN targets were not set for 2013 in writing.

In relation to our 2013 targets, system NAPLAN targets were not set for 2013 writing. Fifty-five percent of year 5 students made equal to or better than expected growth. In the writing domain in NAPLAN, 81% of students were at or above the national minimum standard in year 5, which falls short of our target of 90%. Further work in this area will continue in 2014.

Priority 2

Implement quality pedagogy consistently across the school in Numeracy

Targets

- System NAPLAN target
- Maintain NAPLAN average growth to be above state average based on 2012 Year 5 average growth results
- 90% of students show growth in numeracy from the collection of school based data (Pre-test and Post-test PAT maths, SENA 1 and 2 and MYMC Assessment Tool)

School improvement domains covered with this priority

Learning and Teaching Leading and Managing Student Environment

Progress

Taylor Primary's 2013 NAPLAN results indicated that average growth in year 5 numeracy was equal to the average growth in the Tuggeranong region. The target to maintain the average growth to be above the state average was not met in 2013. Trend data also indicates that the average result for Taylor year 5 students (472.2) is above the average of the Tuggeranong region (467.1).

As mentioned earlier, NAPLAN results were analysed and discussed with staff during PLCs. A major emphasis was placed on developing a range of reliable and informative assessment tools for use in numeracy. The use of PAT (Progressive Achievement Tests) testing and the MYMC (Middle Years Mental Computation) assessment tool was used throughout the upper primary school with the field officer and School Leader C (SLC) leading the administration and analysis of assessment items. The analysis was shared with teaching staff and used to inform teaching programs to meet student needs.

To further implement a whole school approach to planning and programming for mathematics, discussions were held during team meetings to ensure reporting outcomes aligned with Australian Curriculum. While a whole school proforma has not been developed teacher practise and programming indicates the use of a Balanced Numeracy Approach. Further work will take place in 2014 to develop a whole school approach to teaching Numeracy.

The school senior team made a commitment in year 3-6 to the use of MYMC. Lesson studies and team teaching episodes focused on the teaching of number and a strategies approach for maths. Resources were shared across teaching teams and mentoring of teachers in building capacity around a strategies approach continued throughout the year.

The K-2 team continued to use the SENA 1 and 2 extensively for programming and reporting purposes.

In 2013 the Taylor Primary School undertook PAT Maths testing as part of Departmental requirements for National Partnership Schools. Years 3-6 were tested in March and again in November. 74% of students showed positive growth in the testing from March to November.

The table below shows the growth of the year 5/6 cohort from semester 1 to semester 2 in multiplication and division.

Table: Taylor Primary School 2013 Year 5/6 MYMC Cohort data % Correct

Time of Year	Basic Facts	Double and x 10	Extended Basic Facts	Mixed x and ÷
Semester 1	28.39%	47.50%	18.03%	9.25%
Semester 2	32.21%	54.25%	26.96%	14.13%

Source: School Data

Kindergarten PIPS results show that 100% of students showed growth in maths from the beginning of the year to the end of the year. The average growth in 2013 was lower than the average growth in 2012 by 2 raw score points.

Teachers have recorded student numeracy results for PAT and Count Me in Too EAS levels in GradeXpert. Time was given during PLC sessions for teachers to record data. Work will continue in 2014 to build a Numeracy data wall and to support teachers in analysing data using GradeXpert.

The year 5 numeracy mean in NAPLAN was within one percentage point of last year's mean at 472.

Commendations from the 2013 External Validation team were made in regard to:

- Implementing the Australian Curriculum and developing new processes to report student progress against the achievement standards
- Establishing processes and practices (including data walls, student case conferences, coaching of teachers) to maximise support for students and their learning
- Improving teacher understanding and practice of differentiated learning for all students through coaching.

In 2013 Taylor Primary School met the system targets for both year 3 and year 5 Numeracy.

Table: Taylor Primary School 2013 NAPLAN Mean Scores Against System Targets

Year Level	Domain	School Target 2013	School Average 2013	Target met
3	Numeracy	383±28	378.4	Yes
5	Numeracy	453±28	472.2	Yes

Source: NSW DET PORTAL – SMART

Priority 3

Continue to build a positive school climate with a focus on teaching and learning at our co-located site while planning is underway for the rebirth and transition to the original primary school site.

Targets

- Student enrolment numbers are maintained at current levels as the school cohort returns to Taylor Primary for the 2014 school year.
- School Satisfaction Survey results indicate that 90% of parents are satisfied with the education their children are receiving at Taylor Primary School.

School improvement domains covered with this priority

Learning and Teaching Community Engagement Student Environment

Progress

2012- 2013 was a challenging period for Taylor Primary School. The priority of building and maintaining a positive school climate with a focus on teaching and learning was the core focus for the leadership team and teachers. Considerable input was required from the principal into the rebuild of the school and the move from Namadgi School back to our Marconi Crescent site. Despite the challenges that co-location and transition presented the targets set for this priority were exceeded.

Teaching and Learning with an emphasis on Personalised Learning was a major focus. Three classroom teachers attended David Langford Professional Learning, taking the total of staff who have participated in Langford's PD to six. An additional hour of release was provided to teachers to support the delivery of high quality teaching episodes and an enrichment program for senior students in the area of LOTE Italian was also created.

A School Culture Working Party was established. This working party concentrated on developing our social and emotional learning program. Additional grants were applied for and obtained successfully to contribute to the creation of social programs within the school.

Regarding the redevelopment of the school a Rebirth Committee was formed consisting of staff and parents. The Rebirth Committee met many times and contributed to the new design of the school. A school Facebook page was also launched as a means of communicating to parents and carers and developing links between school and home.

The External Validation team made commendations in the following areas:

- Successfully developing stronger community partnerships and building a learning community where families are welcomed in the school and student learning is valued
- Maintaining student learning and wellbeing as the priorities during a time of significant change and disruption while the Taylor Primary School building is rebuilt and the school community needed to be relocated.

The target of maintaining current enrolment numbers was reached beyond initial expectations. Our lowest enrolment number of 181 students P-6 during the relocation period to our anticipated 2014 enrolment number of 240+ students P-6 now sees the school increase to three preschool classes and increase from 7 to 9 K-6 classes. This is an increase of nearly 33% in student population.

School Satisfaction Survey results also indicate that 100% of parents and carers were satisfied with the education their child/ children were receiving at Taylor Primary.

Satisfaction survey results indicate that 86% of teachers feel appreciated for the work that they do, which is 12 percentage points higher than across the ACT system. Also, 97% of parents/carers indicated that they feel the school takes parents' opinions seriously, which is 25 percentage points higher than across the ACT system.

Priority 4

Provide an education program for preschool students that meets national standards

Targets

In 2013 achieve improved ratings against the National Quality Standards (NQS) in educational programs compared to 2012.

School improvement domains covered with this priority

Learning and Teaching Community Involvement Student Environment

Progress

Taylor Primary Preschool was not chosen for assessment and ranking against the NQS in 2013. Considerable preparation had been undertaken in 2012 in aligning practices and pedagogy to meet the NQS and this work was continued throughout the year by the preschool team. Taylor Primary's co-location at Namadgi made consideration of the physical environment challenging as the physical environment was not within the control of Taylor Primary but of our co-located school. 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 formed the fundamental elements of the preschool student report developed and introduced in July 2013 for the first time. 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.

A focus on personalised learning was supported 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.

A plan to develop a tool to assist teacher reflection of programs was not developed but will remain a focus area for 2014.

Preschool Unit- Quality Improvement Priority 4

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 around quality preschool programming and shared 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 of our preschool to the Namadgi School site made necessary the development of new emergencies plans, which involved consultation with relevant authorities, and working closely with the Namadgi executive and 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 is present and procedures are in place to manage illness and injuries, that meet with Education and Training Directorate guidelines. Children are supervised at all times and all staff attended professional development regarding Child Protection and Mandatory Reporting.

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 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 behaviour of others. Communication is used to resolve conflict.

Staffing arrangements

Taylor Primary employed two 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 at 80% to staff two preschool groups. They provide lunch release for each other and also have additional programing time. In the event of illness or leave of the preschool teachers or assistants, staffs from the primary site with the necessary qualification in Early Childhood Qualification 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.

Leadership and management

Over the course of 2013 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. The policies and procedures will be current in the Marconi site.

Physical environment

With the relocation of Taylor Primary School to the Namadgi School site in 2012, 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 resources and furniture were transferred from the Taylor site. These provide 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 the resources as best as possible given the lack of storage space.

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. During the initial relocation period parents were invited to several community forums at which they had the opportunity to be involved in the school and contribute to school decisions. Parents and community are also invited to contribute through the Preschool Parents and Citizen's 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. A 'Taylor Useful Contacts' booklet has been developed for families. This booklet has current information about services available to families.

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.

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$237

Voluntary contributions

This school received \$ 640 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.

Reserves

Name and purpose	Amount	Expected Completion
Playground	5,000	2014
Photocopier	9,000	2014
ICT	5,000	2014
Security	3,000	2014

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	326,771
Voluntary contributions	640
Contributions & donations	4836
Subject contributions	0
External income (including community use)	0
Proceeds from sale of assets	0
Bank Interest	4003
TOTAL INCOME	336250
EXPENDITURE	
Utilities and general overheads	68875
Cleaning	53046
Security	60
Maintenance	4299
Mandatory Maintenance	0
Administration	45187
Staffing	96782
Communication	1891
Assets	1668
Leases	0
General office expenditure	21020
Educational	8840
Subject consumables	0
TOTAL EXPENDITURE	301668
OPERATING RESULT	34582
Actual Accumulated Funds	7077
Outstanding commitments (minus)	
BALANCE	41659

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-
- 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: Tammie Andrews Louise Newey,
Community Representative Elizabeth Reuben
Teacher Representative Jenny Thomas
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 this year.

Principal Signature: _____

Date: 18/3/2014 .

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

Board Chair Signature: _____

Date: 18/03/2014