Lyons Early Childhood School
Board Report
2015

Promoting Outdoor Learning and Sustainability

Nurturing Capable and Confident Learners
This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education ACT 2004 and the Australian Education Act 2013 and associated Regulations.

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The school website is http://www.lecs.act.edu.au.

Inquiries about this publication should be directed to:

Lyons Early Childhood School
Tarraleah Cres.
Lyons ACT 2602

General Enquiries:

Telephone  (02) 6205 5700
School Board Chair Report
The 2015 Lyons Early Childhood School Board included three parent representatives, two teachers and a community representative. We met regularly each term and enjoyed a friendly and professional relationship with the Executive.

The Board was proud to have been involved in overseeing the strategic direction of the school and how it is looking to improve the already high standards of education and care offered to all children. In particular, we would like to note the school’s focus over 2015 on literacy and numeracy professional development, including professional development opportunities for teachers, and the way this approach has been embedded in evidence-based practices through English and Reading learning experiences for LECS children. We were also pleased to see our parent community embrace this focus on literacy to engage and motivate their children in learning to read.

We also note the continued positive relationships the school has with Woden Community Service, the providers of our education and care (long daycare and out of hours school care).

We commend the work of the Executive in 2015, and are looking forward to the coming year.

Introduction to School
In its seventh year of operation, Lyons Early Childhood School is operating at class capacity. We can now identify some consistent trends for supporting our school community in their aspirations for quality learning and development across our birth to 8 setting. A range of strategies for promoting positive relationships has been successfully trialed across the school community and a targeted Restorative Practices approach is now embedded within our school’s culture. This is evidenced by outstanding relational practice that ensures a positive tone throughout the school. It will be important for teachers to continuously enhance their knowledge, skills and confidence in implementing this approach to promoting positive relationships.

As our school population has increased, it has become apparent that we welcome students from a wide area of the A.C.T. The year 2 cohort has increased in numbers over time, and, for the first time, transition to year 3 will include many government primary schools. A comprehensive transition program, begun when a family enrolls, fully implemented throughout the 12 months of year 2 for all year 2 students, and concluding in term 4 with orientation sessions at receiving schools, needs to be continuously and actively prioritised each year. Similarly, the establishment of an explicit transition-to-preschool program for the 3 year olds in the school’s education and care programs also requires targeted attention each year.

For the first time, the Education and Training Directorate (the Directorate) has been able to gather and provide us with NAPLAN trend data for our students who completed this system assessment after moving onto primary school. Analysis of this data, as well as PIPS trend data, has supported us in examining the impact of the practices and procedures across all elements of our learning and teaching. It should remain an integral component of disciplined dialogue to inform future learning and teaching directions.
The school’s active engagement in the Principals as Literacy Leaders (PALLs) professional learning has helped to enhance teacher learning around core literacy practices. Collaborative engagement with contemporary, researched-informed pedagogy has become part of our school culture. With a focus on continuous improvement in literacy and numeracy outcomes, it is anticipated that this initiative will be allocated the time and resourcing to allow it to serve us well in 2016.

The school’s leadership team has continued to experience ebbs and flows, and school leaders from within the school and across the system have had opportunities to experience leadership in our early childhood school. It is imperative that any future active succession planning sustains the integrity of the early childhood school model. The establishment of an expanded school leadership team to include the childcare manager, business manager and community development officer has been integral to the success of the model.

**Student enrolment**

In 2015 there were a total of 106 students enrolled at this school.

**Table: 2015 Student Enrolment Breakdown**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>59</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
</tr>
<tr>
<td>LBOTE (Language Background Other Than English)</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, December 2015

Enrolment trend data highlights an increasing number of children and families with English as an Additional Language or Dialect. We will continue to be alert to this in our planning for programs and strategies for supporting individual needs.

**Student attendance**

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.0</td>
</tr>
<tr>
<td>1</td>
<td>93.0</td>
</tr>
<tr>
<td>2</td>
<td>93.0</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, December 2015
The school is mindful of the importance of prompt arrival to school, and we communicate this to all families. The school ensures that children who arrive late to school, or who are collected before the end of the school day, are signed in by a parent or carer. Non-attendance after two days of unexplained absences is followed up by a telephone call from the school to parents or carers.

**Staff Information**

**Teacher qualifications**

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

*Table: 2015 Qualification of Teaching Staff in Percentages*

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>percent Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>63</td>
</tr>
</tbody>
</table>

Source: Teacher Quality Institute, Date 18 December 2015

*Note:* Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

In 2015, all teachers employed at the school had a Bachelor of Education qualification. More than half of teachers employed at the school also had a postgraduate qualification.

**Workforce Composition**

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school’s verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

*Table: 2015 Workforce Composition Numbers*

<table>
<thead>
<tr>
<th>Staff Employment Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff :Head Count</td>
<td>13</td>
</tr>
<tr>
<td>Teaching Staff :Full time Equivalent Permanent</td>
<td>10.5</td>
</tr>
<tr>
<td>Teaching Staff :Full time Equivalent Temporary</td>
<td>2</td>
</tr>
<tr>
<td>Non Teaching Staff (Head Count)</td>
<td>8</td>
</tr>
<tr>
<td>Non Teaching Staff :Full time Equivalent</td>
<td>6.1</td>
</tr>
</tbody>
</table>

Source: Workforce Management, August census 2015
Note: This table includes pre-school staffing

There is one indigenous staff at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

The total number of teaching staff that comprised the school’s workforce in 2015 was 13. 10.5 of these were employed as full time equivalent permanent. 2 were employed as full time equivalent temporary. The total number of non-teaching staff that comprised the school’s workforce was 8. 6.1 of these staff were employed as full time equivalent.

Volunteers
The estimated number of hours in which volunteers have worked in the school during 2015 was 450.

School Review and Development
In 2015, the ACT Education Directorate’s Strategic Plan 2015-2017 provided the framework and strategic direction for the school’s plan. This is supported by the School Improvement in ACT Public Schools Directions 2010-2015 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.

The school will be reviewed in 2017. A copy of their most recent validation report can be found on the school website.

School Satisfaction
Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 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 2015, 90 percent of parents and carers and 90 percent of staff at this school indicated they were satisfied with the education provided by the school.
As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 10 number of staff who took part in the survey are tabled below.

**Table: Proportion of staff in agreement with each national opinion item**

<table>
<thead>
<tr>
<th>Item</th>
<th>(percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect students to do their best.</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school provide students with useful feedback about their school work.</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>100</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>70</td>
</tr>
<tr>
<td>Students feel safe at this school.</td>
<td>100</td>
</tr>
<tr>
<td>Students at this school can talk to their teachers about their concerns.</td>
<td>100</td>
</tr>
<tr>
<td>Parents at this school can talk to teachers about their concerns.</td>
<td>100</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>90</td>
</tr>
<tr>
<td>Students like being at this school.</td>
<td>100</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>90</td>
</tr>
<tr>
<td>This school takes staff opinions seriously.</td>
<td>70</td>
</tr>
<tr>
<td>Teachers at this school motivate students to learn.</td>
<td>100</td>
</tr>
<tr>
<td>Students’ learning needs are being met at this school.</td>
<td>90</td>
</tr>
<tr>
<td>This school works with parents to support students’ learning.</td>
<td>100</td>
</tr>
<tr>
<td>I receive useful feedback about my work at this school.</td>
<td>60</td>
</tr>
<tr>
<td>Staff are well supported at this school.</td>
<td>70</td>
</tr>
</tbody>
</table>

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 61 number of parents who took part in the survey are tabled below.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>(percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>85</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>83</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>93</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>93</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>93</td>
</tr>
</tbody>
</table>
Item | (percent)
---|---
I can talk to my child’s teachers about my concerns. | 93
Student behaviour is well managed at this school. | 75
My child likes being at this school. | 92
This school looks for ways to improve. | 92
This school takes parents’ opinions seriously. | 82
Teachers at this school motivate my child to learn. | 87
My child is making good progress at this school. | 85
My child’s learning needs are being met at this school. | 83
This school works with me to support my child’s learning. | 84

Source: 2015 School Satisfaction Surveys, August/September 2015

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

The school distributed a range of surveys to determine parent and staff satisfaction across a range of areas. Results indicated that communication channels have been enhanced and should continue to be addressed as a matter of priority. Staff indicated that they seek further opportunities for collaboration with and feedback from their school leaders.

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.

**Learning and Assessment**

**Performance in other areas of the curriculum**

During 2015 the school placed a significant focus on the development of student literacy skills. A Response to Intervention plan, as well as the adoption of a specific schoolwide (p-2) approach to English teaching, were two methods adopted to support this priority. Results demonstrated that in-class support for students, and growth in teacher capacity in these areas, had the greatest impact on student outcomes. These remain key areas for improvement in 2016.

**Progress against School Priorities in 2015**

**Evaluation Methodology**

The school has used the system satisfaction data as well as school-based surveys (a parent survey and staff survey distributed each term) to capture perception and satisfaction
information from both groups. Trend data provided by the Directorate has been included in our data interrogation. Consultation forums were offered to families to complement these surveys. The self-evaluation was prepared after discussions with the school board, parents and staff who identified areas of progress and areas for further development. The Principal and Deputy Principal engaged in professional learning around the National School Improvement Tool. This has been used in initial conversations with the school leadership team to consider the school’s strengths in implementation of the Early Years Learning Framework and Australian Curriculum.

Evaluation of Performance

Priority: Improve student outcomes in literacy and numeracy

Targets:

By the end of 2015

- 100 percent of students achieve at or above expected Directorate-recommended reading benchmark for each year level in Reading
- 100 percent of Kindergarten students achieve at least expected growth in PIPS
- 100 percent of students show growth in A-E scores from semester one to semester two
- 100 percent of students achieve their individual maths and reading goals

Progress

Every teacher across preschool to year 2 now uses ‘just right’ books as the foundation of their reading program. From our work with PALLs we worked through the school board to drive our new learnings around Debbie Miller’s model of Reading with Meaning. We used weekly data sets to determine principles and beliefs for implementation. These were established and include:

1. Every child needs to be reading texts they can and want to read if they are to successfully read, think and get something meaningful from the text.
2. Every child needs to get excited about reading. Each learning space will have independent reading times when each child is choosing ‘just right’ books and making meaning.
3. Every child needs to and will choose ‘just right’ books in their recreational reading.
4. Children who can choose appropriate texts will be less likely to abandon books. Children will be more engaged reading – especially during independent reading time.
5. Children who are reading at their independent levels and engaging with texts will enjoy reading more.
6. Teachers consider these factors when teaching children to choose books:
   - using self-assessment, reading logs and parent involvement
   - higher ability readers are more accurate in their self assessments but do require support
   - lowest readers are most inaccurate and require additional support
   - children need direct instruction in how to choose ‘just right’ books
   - children should be reading books during independent reading time that they can
read and comprehend on their own with 98 percent accuracy

- children need direct instruction in choosing ‘just right’ books
- teachers model fluent reading. They model with a page or two of challenging text and then with a ‘just right’ text the five finger rule.
- children practise using the rule with baskets of books easily accessible to them in their learning space
- children need modelling and to practise choosing books that they can read independently if they are going to understand what they read
- children need to be taught to plan for future reading

This year we established a Professional Learning Community model that included whole school (p-2) ownership of learning and teaching and an identified professional learning focus to support this. At the same time the integrity of individual year level team planning and teaching was sustained as integral to ensuring individual responsibility for improving student outcomes. Weekly meetings were embedded as opportunities for team dialogue and planning. These sessions were informed by current research literature. Teachers were encouraged to develop a habit of using professional readings to analyse and improve practice. With this focused development of a professional team, all teaching teams began to use assessment data in program planning and implementation. Teachers became more proficient in adopting the Disciplined Dialogue process for gathering, analysing and using student achievement data to inform future planning. Continued work on this is planned for 2016.

Assessment schedules were updated to include a newly developed and schoolwide agreed Learning and Teaching framework using the Understanding by Design lens (desired results, assessment evidence and a learning plan). Teaching teams worked with a critical friend to develop competency in developing established goals, big understandings, essential questions and performance tasks for English and Play Workshops. This aligned with English assessment across all elements of reading, writing, speaking, listening and viewing. Assessment of dispositions for learning was fully embraced as an additional, complementary but core assessment tool. The reference ‘Educating Ruby’ supported us in deciding on the key 7Cs that have been woven into the preschool to year 2 assessment and reporting schedule. The end of year progress report included a class learning story that reported on each class group’s disposition development.

All K-2 teachers consistently worked as a team to analyse, plan and moderate learning and teaching. Team dialogue has enhanced teacher understanding and use of both formative and summative assessment. The small teaching team found value in liaising with network colleagues to undertake moderation of the History curriculum. An online assessment tracking tool was used to support the requirement of all teachers to take collective responsibility for monitoring all students’ assessment across p-2. Sixty percent of school leaders began to demonstrate effective application of coaching practices. This was most apparent when they implemented a classroom observation process within individual teams and followed up with facilitated feedback sessions. Eighty percent of teachers reported satisfaction with school leaders facilitating regular coaching sessions that were aligned to this process. School leaders implemented a weekly ‘data check-in’ within the leadership team and in individual teaching teams. There was proven value in this; it would be further
enhanced with school leaders participating in team planning in 2016. All teachers set clear and achievable individual and team goals.

50 percent of teacher planning showed consistent use of assessment data to inform and differentiate instruction. Whilst processes were in place to consistently record certain data sets (a schedule of professional learning conversations focusing on formative and summative assessment, an agreed assessment schedule and an online tracking tool) teachers were inconsistent in regular imputation. The needs of students working beyond their year level were not addressed as a matter of course through clear documentation or Individual Learning Plans (although they were targeted as part of the literacy intervention model that was introduced this year). This cohort requires more sustained attention in 2016.

A comprehensive consultation process across p-2 ensured that the school philosophy was reviewed, understood and explicitly taught by all teachers. 50 percent of students, educators and parents across p-2 are able to articulate the school philosophy. The active inclusion of the education and care cohort in following a similar process in 2016 will be a valuable next step.

The birth to 8 staff meeting each term focused on whole-school professional learning. This approach raises the bar for focused improvement in our work as early childhood experts; it must continue if we are to focus on challenging and supporting educators as they adopt new approaches and improved practices. A lead teacher led interactive professional learning sessions highlighting the leadership of the school’s innovative Loose Parts program. This is innovation at its best and has been considered as a beginning step in showcasing an early childhood model for Science Technology Engineering and Mathematics (STEM) learning and teaching. The professional learning has extended beyond the school to include network colleagues. In 2016 we will begin the process of TQI accreditation so that our positive outcomes can be shared system-wide.

Eighty percent of teaching staff report enhanced understandings of the loose parts theory. The lead teacher has begun to support individual classroom teachers and educators transitioning to leading this teaching and learning themselves in 2016.

The enhanced commitment to improving teacher practice in and accountability for using results to inform future planning for learning were evident in student results. Whilst our targets were aspirational, they may need to be modified to be more realistic and supportive of the small, inexperienced teaching team still developing as expert teachers. Our results in 2015 were:

- 64 percent of kindergarten students, 66 percent of year 1 students, and 75 percent of year 2 students achieved at or above the expected Directorate recommended reading benchmark in Reading
- 43 percent of kindergarten students achieved at least expected growth in PIPS (Reading) and 45 percent in PIPS (Maths)
- 70 percent of students showed growth in A-E scores from semester one to semester two
- 60 percent of students achieved their individual maths and reading goals.
Priority 2: Embed a culture of high quality early childhood pedagogy across birth to eight

Targets:

By the end of 2015

- 100 percent of students achieve their Individual Learning Plan goals, including students identified as Gifted and Talented (G&T), Aboriginal and Torres Strait Islander, special education or with special needs
- 100 percent of teachers achieve at least expected progress in implementing play-based pedagogy
- At least 50 percent more students transition from childcare to preschool at LECS at the end of 2015 than 2014

Progress

Through leadership development for leaders across our setting, the school has continued its focus on engaging and informing educators in contemporary learning and teaching practices in the early years. Our work across p-2 serves as a companion guide for pedagogical and programmatic decisions across our birth to 8 programs and providers. We have engaged with various partners, system leaders, experts, professionals, and practitioners from all segments of the early years sector. Through individual dialogue, local focus groups, and various forums, there were many rich discussions. Such ongoing talk will be pivotal as we continue to enhance the model of learning and development in 2016.

Five students across p-2 had an Individual Learning Plan (ILP). These were developed and reviewed in consultation with parents. At a formal review in term 4, each family reported that they were satisfied with their child’s progress against ILP goals. The school had no identified ATSI students. As part of the school’s Response to Intervention model, 34 students were targeted for individual literacy support. A Literacy Plan was developed for each of them. This informed an individualised assessment and reporting schedule that included initial, intermediate, and final DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and classroom teacher assessments.

Assessment results informed school leaders setting up reading intervention groups, or RtI tier placements:

- 50 students received Tier 1, or core, instruction.
- Students scoring “some risk” were placed in Tier 2 and received additional targeted instruction to supplement the core instruction.
- Students scoring “at risk” were placed in Tier 3, where they received small-group or one-on-one intensive interventions in addition to core instruction.

These were implemented each term by the literacy support teacher in consultation with classroom teachers and school leaders.
Aligned to this work, all teachers reported enhanced understanding and implementation of formative assessment practices. A formative assessment package has not yet been developed. It will form part of our ongoing work in 2016.

The birth to 8 leadership team (including the childcare manager and community development officer) was satisfied with the delivery of joint professional learning across birth to eight. This included an interactive workshop each term, and was followed by a series of reflections and analyses of practice. 50 percent of birth to 8 educators read and reflected on professional readings around loose parts at least once each term.

The successful implementation of a Business Manager Support Plan assisted with clear direction around coordination of preschool enrolments (when families required both long daycare and a directorate preschool program). It also ensured that the Business Manager received support to execute her daily responsibilities in that role. A mentoring program, in conjunction with another early childhood school Business Manager, has been established. Its continuation in 2016 will be beneficial to enhancing support for this school leader role.

Communication has remained a highlight of the school leadership work. Monthly newsletters, class blogs and a Facebook page were inclusions to support enhanced communication. In 2016 the school website will be a designated communication tool requiring ongoing focus. A survey administered to parents each term, and again at the end of the school year, demonstrated that most school community members are satisfied with the efficient execution of tasks and dissemination of information each term. This is an area that will require ongoing consultation with the school community so that we are certain we are reaching everyone and addressing need by efficient and appropriate means.

At our school, early years pedagogy relies on the parent voice as a means of sharing perspectives between parents and colleagues. When families and others are invited to contribute to our documentation and share their own interpretations, it can provide even more insights that children, educators, and families can return to, reflect on, and remember in order to extend learning. The school’s focus on sustainability proved an effective means of engaging parents in learning opportunities for both students and families. This year the school received an additional accreditation star (‘water’).

Another key means to enhance early childhood pedagogy was demonstrated in our action research project, supported by Professor Tony Shaddock, around ‘readalouds’. This became a core component of the teaching of English across p-2. Enhanced understandings were shared with birth to 4 educators. Most p-2 teachers have embedded ‘readalouds’ as a highly visible strategy for student and parent engagement. This could be further enhanced in 2016 to intentionally integrate the unique perspectives and gifts of parents, caregivers, and extended family throughout all elements of our literacy programs in a meaningful and authentic way. Similarly, this work has enhanced parents’ (p-2) understanding of the school’s approach to teaching reading and could be extended across the entire school in 2016.

The school continues to explore the most effective means of implementing rich and rigorous play based learning. Teachers and school leaders have shown commitment and perseverance to giving this the time and energy required to make it work for every student.
A capacity matrix, aligned to school leader-facilitated classroom observations, and feedback and planning sessions involving school leaders and teachers, was used to assess individual teachers’ capacity development in implementing play-based pedagogy. During particular elements of English and Mathematics workshops, and, to a greater extent through Loose Parts and Play Workshops, teachers’ planning, implementation and assessing and reporting of intentional teaching and learning of curriculum knowledge, skills, understandings and capabilities improved.

Over the year, teachers demonstrated greater confidence in delivering engaging and meaningful play experiences using ‘tuning in’, ‘wonderings’, ‘hooks’ (excursions), ‘catch and release’, and assessing all students’ individual projects. Teachers generally reported and showed through their practice that they gained a sound base knowledge about play-based learning but that they continue learning about how to combine this with the requirements of the Early Years Learning Framework and Australian Curriculum. They report they have learnt a lot through observing other staff and through our team meetings but still feel they have more learning to experience in this area. There is agreement that, for the model to fit the motivations and aspirations of the Lyons ECS community, learning through experience, targeted professional dialogue and intentional planning and analyses of student outcomes with colleagues, rather than a prescriptive formula, will ensure a model that continues to evolve in 2016 and beyond.

Over the 12 month period, teachers have improved in their ability to create a more targeted Play Workshop that meets curriculum requirements. Understanding by Design (UbD) professional learning has resulted in the development and use of a Play by Design (PBD) framework as a lens targeting deep learning and intentional teaching and review of outcomes, whilst allowing exploration with pedagogy. Teachers say that daily engagement with children who have a range of developmental needs in Play Workshops has allowed them to see the effectiveness of PBD. Children from preschool and beyond have collectively learnt some big ideas and had greater access to intentional high expectations and they have risen to the challenge.

These actions resulted in the following progress towards our identified targets for this priority.

1. 60 percent of students achieved their Individual Learning Plan goals, including students identified as Gifted and Talented (G&T), Aboriginal and Torres Strait Islander, special education or with special needs.

2. 100 percent of teachers achieved at least expected progress in implementing play-based pedagogy.

3. There was a one percent increase in numbers of children moving from education and care to the preschool at LECS at the end of 2015 compared to 2014.
Financial Summary
The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

<table>
<thead>
<tr>
<th>Financial Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
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<tr>
<td>January to June</td>
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<tr>
<td>Self management funds</td>
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<tr>
<td>Voluntary contributions</td>
</tr>
<tr>
<td>Contributions &amp; donations</td>
</tr>
<tr>
<td>Subject contributions</td>
</tr>
<tr>
<td>External income (including community use)</td>
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<tr>
<td>Bank Interest</td>
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<td><strong>TOTAL INCOME</strong></td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
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</tr>
<tr>
<td>Subject consumables</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
</tr>
<tr>
<td><strong>OPERATING RESULT</strong></td>
</tr>
<tr>
<td>Actual Accumulated Funds</td>
</tr>
<tr>
<td>Outstanding commitments (minus)</td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
</tr>
</tbody>
</table>
Professional learning
The average expenditure at the school level per fulltime equivalent teacher on professional learning was $418.

Voluntary contributions
These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Environment</td>
<td>$50,000</td>
<td>December 2016</td>
</tr>
</tbody>
</table>
Endorsement Page

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

39 (4) The school board must give effect to the chief executive’s directions.

44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.

47 (2) However, the school board must meet at least four times a year.

48 (10) The school board must keep minutes of its meeting.

49 Disclosure of interests by members of school boards.

49 (3) The disclosure must be reported in the school board’s minutes and, unless the board otherwise decides, the member (The first member) must not-
   a) be present when the board considers the issue or
   b) take part in any decision of the board on the issue.

49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Nicholas Craft, Andrea Gledhill, Michelle Standingford
Community Representative: Susan Packer
Teacher Representative: Hannah Freyne, Jacinta Dale
Board Chair: Nicholas Craft
Principal: Mary Hutchinson

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 2015.

Principal Signature: [Signature] Date: 27/5/16

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

Board Chair Signature: [Signature] Date: 27 May 2016