



North Ainslie Primary School

Annual School Board Report 2019



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

School Context

North Ainslie Primary School represents the diverse and rich community of its surrounds with approximately sixty cultural and linguistic groups within the mainstream, Autism Specific Learning Support Unit (LSUA) and Introductory English Classes (IEC). North Ainslie Primary School is proud to be an International Baccalaureate (IB) World School delivering the Primary Years Programme (IB PYP). Our school is a centre of learning where effort and achievement are celebrated and diversity is embraced within a restorative, respectful environment. North Ainslie continually strives to be an internationally minded community of learners and aims to develop inquiring, knowledgeable and caring young people who will take positive action in the world. Our curriculum framework ensures that students participate in a rigorous, challenging and inspiring program with a high level of student involvement and reflection. North Ainslie has adopted a transdisciplinary inquiry-based approach to learning in the areas of social sciences, health, technology and science. The school's program of inquiry is carefully planned and evaluated by teachers in collaborative partnerships, and is child centred, both in terms of learning and assessment.

In 2019, twenty eight percent of mainstream students were LBOTE (Language Background Other Than English) whilst three percent of our students came from Aboriginal and Torres Strait Islander backgrounds. There were 29 mainstream classes in the school: four preschool, four kindergarten, eight multi-age year 1/2, seven multi-age year 3/4 and six multi-age year 5/6 classes. Our LSUA can cater for six students. The Northside Primary Introductory English Centre (NPIEC) runs specialised classes for students who have recently arrived from overseas and for whom English is not their first language, and had three classes for students in kindergarten to year 6. Students study at the NPIEC for approximately two terms and then transfer to our mainstream classes or their neighbourhood school. The school sets high expectations for all students and ensures they are engaged in their learning by providing opportunities for them to negotiate the curriculum. We aim to instil a passion for lifelong learning, enabling all students to be the best they can be as they confidently look to the future.

Student Information

Student enrolment

In this reporting period there were a total of 609 students enrolled at this school.

Table: Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Male | 314 |
| Female | 295 |
| Aboriginal and Torres Strait Islander | 16 |
| LBOTE* | 173 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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 1 to the last day of term 2.

Table: Attendance rates in percentages

| Year level | Attendance rate |
|------------|-----------------|
| 1 | 92.0 |
| 2 | 92.0 |
| 3 | 93.0 |
| 4 | 91.0 |
| 5 | 93.0 |
| 6 | 91.0 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

| Staff employment category | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 33.61 |
| Teaching Staff: Full Time Equivalent Temporary | 8.20 |
| Non Teaching Staff: Full Time Equivalent | 13.42 |

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end. Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 85% of parents and carers, 96% of staff, and 83% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 45 staff responded to the survey. Please note that not all responders answered every question.

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

| National opinion item | |
|--|-----|
| Parents at this school can talk to teachers about their concerns. | 100 |
| Staff are well supported at this school. | 87 |
| Staff get quality feedback on their performance. | 48 |
| Student behaviour is well managed at this school. | 71 |
| Students at this school can talk to their teachers about their concerns. | 100 |
| Students feel safe at this school. | 87 |
| Students like being at this school. | 91 |
| Students' learning needs are being met at this school. | 82 |
| Teachers at this school expect students to do their best. | 91 |
| Teachers at this school motivate students to learn. | 96 |
| Teachers at this school treat students fairly. | 87 |
| Teachers give useful feedback. | 81 |
| This school is well maintained. | 53 |
| This school looks for ways to improve. | 89 |
| This school takes staff opinions seriously. | 71 |
| This school works with parents to support students' learning. | 96 |
| Teachers give useful feedback. | 81 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 204 parents responded to the survey. Please note that not all responders answered every question.

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

| National opinion item | |
|--|----|
| I can talk to my child's teachers about my concerns. | 94 |
| My child feels safe at this school. | 91 |
| My child is making good progress at this school. | 84 |
| My child likes being at this school. | 91 |
| My child's learning needs are being met at this school. | 81 |
| Student behaviour is well managed at this school. | 74 |
| Teachers at this school expect my child to do his or her best. | 86 |
| Teachers at this school give useful feedback. | 85 |
| Teachers at this school motivate my child to learn. | 87 |
| Teachers at this school treat students fairly. | 86 |
| This school is well maintained. | 70 |
| This school looks for ways to improve. | 80 |
| This school takes parents' opinions seriously. | 76 |
| This school works with me to support my child's learning. | 82 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 186 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in agreement with each national opinion item

| National opinion item | |
|--|----|
| I can talk to my teachers about my concerns. | 64 |
| I feel safe at this school. | 72 |
| I like being at my school. | 74 |
| My school gives me opportunities to do interesting things. | 73 |
| My school is well maintained. | 50 |
| My school looks for ways to improve. | 79 |
| My teachers expect me to do my best. | 92 |
| My teachers motivate me to learn. | 87 |
| Staff take students' concerns seriously. | 65 |
| Student behaviour is well managed at my school. | 42 |
| Teachers at my school treat students fairly. | 65 |
| Teachers give useful feedback. | 65 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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 1 and 2. Below are the results for this school for the current reporting period.

Table: North Ainslie Primary School PIPS 2019 mean raw scores

| Agency | Reading start | Reading end | Mathematics start | Mathematics end |
|--------|---------------|-------------|-------------------|-----------------|
| School | 50 | 129 | 40 | 54 |
| ACT | 49 | 123 | 39 | 55 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

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

In this reporting period, 3.10 % of year 3 students and 1.10 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 452 | 438 | 541 | 516 |
| Writing | 427 | 418 | 475 | 474 |
| Spelling | 410 | 408 | 515 | 497 |
| Grammar & Punctuation | 457 | 440 | 522 | 500 |
| Numeracy | 425 | 411 | 510 | 496 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

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: Financial Summary

| INCOME | January-June | July-December | January-December |
|---|---------------------|----------------------|-------------------------|
| Self-management funds | 273178.10 | 236225.01 | 509403.11 |
| Voluntary contributions | 1410.00 | 640.00 | 2050.00 |
| Contributions & donations | 964.14 | 10017.00 | 10981.14 |
| Subject contributions | 24040.00 | 1070.00 | 25110.00 |
| External income (including community use) | 7119.81 | 20181.84 | 27301.65 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 5449.04 | 4484.92 | 9933.96 |
| TOTAL INCOME | 312161.09 | 272618.77 | 584779.86 |
| EXPENDITURE | | | |
| Utilities and general overheads | 41082.67 | 69291.46 | 110374.13 |
| Cleaning | 69118.22 | 0.00 | 69118.22 |
| Security | 2337.98 | 306.64 | 2644.62 |
| Maintenance | 41358.32 | 35247.07 | 76605.39 |
| Administration | 22532.43 | 21921.07 | 44453.50 |
| Staffing | 821.53 | 199858.00 | 200679.53 |
| Communication | 2337.95 | 6511.78 | 8849.73 |
| Assets | 28336.96 | 30984.28 | 59321.24 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 11026.44 | 9691.89 | 20718.33 |
| Educational | 32784.70 | 49214.09 | 81998.79 |
| Subject consumables | 6769.79 | 5560.32 | 12330.11 |
| TOTAL EXPENDITURE | 258506.99 | 428586.60 | 687093.59 |
| OPERATING RESULT | 53654.10 | -155967.83 | -102313.73 |
| Actual Accumulated Funds | 172149.45 | 172149.45 | 172149.45 |
| Outstanding commitments (minus) | -1030.66 | 0.00 | -1030.66 |
| BALANCE | 224772.89 | 16181.62 | 68805.06 |

Voluntary Contributions

The 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 this reporting period.

Reserves

| Name and Purpose | Amount | Expected Completion |
|---|---------------|----------------------------|
| 2020 Facilities Upgrades <ul style="list-style-type: none">• Classroom Upgrades• Oval Rejuvenation | \$70,000 | 2021 |
| 2020 ICT Upgrades | \$30,000 | 2020 |
| 2020 Teacher Professional Development | \$10,000 | 2020 |
| 2020 Instructional Leadership Professional Development | \$5,000 | 2020 |
| 2020 Curriculum Development | \$5,000 | 2020 |
| 2021 Facilities Upgrades <ul style="list-style-type: none">• Art Room Upgrade | \$40,000 | 2021 |

Endorsement Page

Members of the School Board

| | | | |
|-----------------------------------|----------------|----------------|--------------------|
| Parent Representative(s): | Sue Webeck, | Tara Pearce, | Stephen vanGerwen. |
| Teacher Representative(s): | Sarah Buckley, | Shamus Morton. | |
| Board Chair: | Sue Webeck | | |
| Principal: | Tania Collis | | |

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature: Sue Webeck

Date: 06 / 07 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Tania Collis

Date: 06 / 07 / 2020