

Lyons Early Childhood School

Annual School Board Report 2016



Promoting rich literature

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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School Board Chair Report

It is my pleasure to provide the Directorate and the community with the Lyons Early Childhood School Board report for 2016.

In 2016 the school had an intensive focus on improving literacy outcomes for its students. In this, the school built on its commitment to encouraging learning through play, supported by rigorous pedagogical research. LECS also established processes to build the capacity of its teachers, both new and ongoing, by setting up Professional Learning Teams and encouraging individual teachers to develop their skills.

I look forward to the challenges and opportunities for Lyons Early Childhood School in the year ahead.

Nicholas Craft

Context

There was an equal distribution of boys and girls across kindergarten to year 2 classes at Lyons Early Childhood School in 2016. Thirty two countries and 15 languages were represented within the student cohort. Enrolled students resided mostly in neighbourhood suburbs, including the Woden and Weston Creek areas. 75 percent of families took advantage of outside of hours school care provided on site by Woden Community Service.

Student Information

Student enrolment

In 2016 there were a total of 97 students (kindergarten to year 2) enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	54
Female	43
Indigenous	0
LBOTE	39

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	90.0
1	95.0
2	95.0

Source: Planning and Analytics, December 2016

Parents are reminded, through the school newsletter, of school hours, prompt and regular attendance, and duty of care responsibilities of staff. The school informs the community of requirements if a child is absent from school. Procedures for late arrival at school are communicated. These include school staff contacting parents if a child is absent without notice for two consecutive days.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	67

Source: Teacher Quality Institute, 16 December 2016

All teachers hold a Bachelor of Education (Early Childhood/Primary).

Workforce composition

The 2016 workforce composition of Lyons Early Childhood School is highlighted 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	11
Teaching Staff: Full Time Equivalent	10.2
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	4.6

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There was one indigenous staff member at this school.

In 2016 60 percent of permanent staff were on extended leave, including parenting leave.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 256.5

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, 'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Lyons Early Childhood School will be reviewed in 2017. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools 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 2016 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 2016, 93% of parents and carers and 90% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

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

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	90
Teachers at this school treat students fairly.	100
This school is well maintained.	70
Students feel safe at this school.	70
Students at this school can talk to their teachers about their concerns.	90
Parents at this school can talk to teachers about their concerns.	90
Student behaviour is well managed at this school.	70
Students like being at this school.	90
This school looks for ways to improve.	100
This school takes staff opinions seriously.	90
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	90
I receive useful feedback about my work at this school.	80
Staff are well supported at this school.	80

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 56 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	84
Teachers at this school provide my child with useful feedback about his or her school work.	88
Teachers at this school treat students fairly.	86
This school is well maintained.	96
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	82
My child likes being at this school.	96
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	88
This school works with me to support my child's learning.	95

Source: 2016 School Satisfaction Surveys, August/September 2016

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

A school-based survey was distributed to staff and parents each term. Feedback in relation to the school's communication methods to parents consistently indicated that different options could be considered for 2017.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

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 1 and 2.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Lyons Early Childhood School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	44	105	49	121
Mathematics	34	50	39	54

Source: Planning and Analytics

Performance in Other Areas of the Curriculum

Years 1 and 2 student cohorts demonstrated highest results in three subject areas. All students in years 1 and 2 achieved A, B or C in the curriculum areas of Science (year 1), The Arts (year 1) and Technologies (year 2).

Progress Against School Priorities in 2016

Below is Lyons Early Childhood School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	192492.00	107850.00	300342.00
Voluntary contributions	8430.34	1128.61	9558.95
Contributions & donations	222.90	1000.00	1222.90
Subject contributions	7618.31	313.63	7931.94
External income (including community use)	13493.79	7995.58	21489.37
Bank Interest	3157.69	2867.46	6025.15
TOTAL INCOME	225415.03	121155.28	346570.31
EXPENDITURE			
Utilities and general overheads	30898.50	85238.00	116136.50
Cleaning	25041.84	29728.70	54770.54
Security	72.73	0.00	72.73
Maintenance	8441.11	11447.83	19888.94
Administration	3036.05	3519.53	6555.58
Staffing	0.00	0.00	0.00
Communication	6245.79	2909.38	9155.17
Assets	8152.46	28835.42	36987.88
General office expenditure	17188.32	10243.95	27432.27
Educational	9609.02	21012.38	30621.40
Subject consumables	0.00	0.00	0.00
TOTAL EXPENDITURE	108685.82	192935.19	301621.01
OPERATING RESULT	116729.21	-71779.91	44949.30
Actual Accumulated Funds	44198.30	123583.56	74516.60
Outstanding commitments (minus)	-32705.00	0.00	-32705.00
BALANCE	128222.51	51803.65	86760.90

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$590.00.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Outdoor Environment	\$50,000	Ongoing 30/12/2017

Endorsement Page

I declare that the Lyons Early Childhood School Board has operated in accordance with the provisions of the *ACT 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(s):	Nicholas Craft	Bonnie Gane	Andrea Gledhill
Community Representative(s):	Sue Packer		
Teacher Representative(s):	Gerard Clementine	Jackie Neill	
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 2016.

Principal Signature:  Date: 10/ 05/ 2017

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

Board Chair Signature:  Date: 10/ 05 / 2017