



Lyons Early Childhood School

Board Report

2014



Learning to read



Learning to create



Learning to write

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



ACT
Government

Education and Training

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2014

Material in this publication may be reproduced provided due acknowledgement is made.

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 Inquiries:

Telephone (02) 6142 0044

About our school

Introduction to School

In 2014 Lyons Early Childhood School experienced growth in enrolments. We welcomed a number of children and families from many backgrounds. The school community celebrated our different cultures and backgrounds through a range of events supported by an active P and C and School Board. Transition from childcare into preschool, preschool to kindergarten, and year 2 to year 3 featured as key points of learning and support for children and parents.

Student Information

Student enrolment

In 2014 there was a total of 163 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	95
Female	68
Indigenous	2
LBOTE	44

Source: Planning and Performance, August 2014

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	85.6
1	92.8
2	89.9

Source: Planning and Performance, July 2014

The school ensures that children who arrive late to school 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.

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: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	20

Source: School Data, December 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	11
TOTAL	22

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

Volunteers

Volunteers have worked with the school for approximately 400 hours during 2014.

School Review and Development

In 2014, the ACT Education and Training Directorate's *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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.

Lyons Early Childhood School will be validated 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 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff and parents at our school were invited to take part in an online survey.

Overall Satisfaction

In 2014, 40 parents and 12 staff responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 88% of parents and carers and 75% of staff at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	90
This school is well maintained.	95
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	79
My child likes being at this school.	93
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	88
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	85

Source: 2014 School Satisfaction Surveys, September 2014

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.

Professional Learning

Professional learning priorities were aligned with national and local priorities. These included pedagogy and assessment, relationship building (restorative practices) and curriculum. The leadership team and teaching staff participated in the Principals as Literacy Leaders (PALLs) program. This informed our work in relation to the teaching of literacy across preschool to year 2, specifically reading, writing and phonics in context. An identified need to address teacher planning was addressed through an introduction to the Understanding by Design (UbD) model. Learning around early childhood pedagogy (birth to eight) was supported through targeted professional learning around Lillian Katz's project-based learning through play. Through weekly professional conversations, the preschool team was supported in enhancing their understandings of the National Quality Standards. The school registered for KidsMatter, with a whole school community focus on mental

health and wellbeing. Staff and parents participated in initial workshops. This year the Principal has participated in an Accredited Coaching Program (GROWTH International).

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 semesters 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 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	55	109	51	124
Mathematics	41	52	39	54

Source: Planning and Performance December 2014

In 2014, the PIPS mean raw score for the school in Reading was 55 (school start) and 109 (school end). The PIPS mean raw score for the ACT in Reading was 51 (ACT start) and 124 (ACT end). The PIPS mean raw score for the school in Mathematics was 41 (school start) and 52 (school end). The PIPS mean raw score for the ACT in Mathematics was 39 (ACT start) and 54 (ACT end).

In 2014 the PIPS data indicates that mean raw scores for students in kindergarten at Lyons were above the ACT mean in Reading and Mathematics at the start of the year and ended below the ACT in both domains. This means the school did not achieve as much growth as the ACT in both domains. In 2014 41% of Kindergarten students achieved expected growth or better in PIPS (Reading) and 6% of Kindergarten students achieved expected growth or better in PIPS (Maths). The leadership team has identified a need to progress continued targeted professional learning for all teachers. In 2015, a Response to Intervention program is planned for all students at risk of underachievement in English and Mathematics. Coaching and mentoring sessions will support enhanced teacher learning and teaching through a cycle of classroom observations and follow-up feedback.

Performance in other areas of the curriculum

The school implemented the Early Years Learning Framework (preschool) and the Australian Curriculum (kindergarten to year 2). Kindergarten to year 2 teachers planned, implemented

and reported against the English, Mathematics, History, Science, Humanities and Social Sciences learning areas from the Australian Curriculum. Other learning areas were taught according to the Every Chance to Learn curriculum framework.

Data collected indicates that:

- 100% of our year 2 children performed at or above year level in Physical Education
- 94% of our year 2 children performed at or above year level in Technology
- 88% of our year 2 children performed at or above year level in Science and The Arts
- 97% of our year 1 children performed at or above year level in Science, The Arts and Technology
- 94% of our year 1 children performed at or above year level in Physical Education

Progress against School Priorities in 2014

Priority 1

Improve student outcomes in literacy and numeracy

Targets

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

Links to Directorate Strategic Plan covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Progress

Below details the actions undertaken in 2014 within each of the key improvement strategies in our strategic plan for this priority.

Key Improvement Strategy 1: Develop a culture of data collection, analysis and forward planning across preschool-year 2 (p-2) learning and teaching of English and Mathematics.

In 2014, across P-2, the school focused on the development of a comprehensive strategy for data collection, analysis and forward planning that meets the needs of our diverse student population.

The school's English and Mathematics Statements have been updated. The updating has included the development of belief statements for English and Mathematics, a teacher planning template for English and Mathematics Workshops, and a reading toolbox for use in English Workshops.

The English and Mathematics Statements have been hyperlinked in planning documents, and are now consistently used in planning for English, Mathematics and curriculum foci for each term. The English Statement (including 'I can' statements) is being consistently used in

teacher planning for the daily literacy block (English Workshops). Through structured, planned team meeting agendas and professional discourse (p-2), teachers have begun to develop a better working knowledge of the Understanding by Design (UbD) concept, unpack a UbD planning template, and understand how it links to curriculum documents. Similar work using the Mathematics Statements is in its beginning stages.

All teachers have completed at least some components of the professional learning Principals as Literacy Leaders (PALLs) reading program, attending PALLs modules throughout the year and putting new learning into practice across p-2. This was a priority in the Principal Performance and Development Agreement and all teachers' Professional Pathways agreements. Progress is evident in the implementation of Debbie Miller's English Workshops model across all kindergarten to year 2 (k-2) classes. The model is visible through the teaching, in context, of phonics, phonemic awareness, vocabulary, fluency, comprehension and oral language. A particular shift in learning has seen teachers teaching how to choose a 'just right' book (instead of relying on leveled readers).

In 2015 we plan to extend this learning through a schedule of professional readings and by continuing to replace the levelled reader program with rich literature selection by students and teachers. 'Readalouds' will be promoted as a highly visible strategy embedded in school practice.

In 2014, the school has placed a particular focus on the teaching of phonics, and has worked towards developing, implementing and reviewing an explicit approach to phonics learning and teaching. The development of a LECS-designed phonics program has begun but requires ongoing work in 2015. Pre and post testing of phonics skills was completed across the entire student cohort (k-2).

Enhanced understandings gained this year will support continued professional learning and implementation of explicit phonics and intervention programs in 2015. The planning of a more strategic whole team approach to these elements of the literacy program has commenced in preparation for ongoing work in 2015.

In 2014, each teacher has followed the school's assessment schedule and introduced class-specific assessment items. This has included collection of photos and video, informal and formal pre and post testing, reading benchmarks, SENA testing, observational and anecdotal data (across all developmental domains), work samples, conferencing and conversations with colleagues and parents. Team and network moderation tasks have been completed and analysed to inform next steps in learning and teaching.

Teachers have considered the evidence they collect and reviewed the data on an individual and collective basis. This has been used to inform teaching by evaluating student progress in Mathematics and English, and differentiating and modifying the curriculum to cater for individual differences. The Disciplined Dialogue strategy (introduced as part of PALLs) has become a team approach for guiding dialogue at these times.

Results of the assessment and analysis process have resulted in effective development, implementation and review of personalised learning plans for several students, and of a literacy intervention program (Lit Hit). Plans to continue this in 2015 include literacy intervention targeted at individual students as well as a strategic approach to whole-team support across the entire k-2 cohort.

All teachers have used the school-developed online tracking system to share summative assessment data. In 2015 we aim to include tools to assess and report on the progress of dispositions/habitudes. This work will be prefaced with a design for consistent planning across teams. The value of observation as a key assessment tool will again be highlighted as we consider the most effective tools to implement across birth to eight.

Our approach in 2014 to develop a culture of data collection, analysis and forward planning across P-2 learning and teaching of English and mathematics is evidenced by:

- all teachers have adopted key elements of LECS 'English and Mathematics Statements' in programming
- 100% of teachers articulated improved understanding of The Big Six of reading (PALLs). This understanding has been demonstrated through teachers' reflections during active participation in a schedule of professional conversations covering each component of the PALLs program, completed Professional Pathways Plans, and planned teaching of each element. Half of the k-2 teaching team has implemented elements of The Big Six, learnt thus far, into English workshops.
- 50 percent of teaching teams have collected and analysed assessment data and used it to inform teaching of English and Mathematics.
- 50 percent of teaching programs show evidence of data analysis informing practice

Key Improvement Strategy 2: Design and implement an explicit coaching and mentoring program that supports teacher capacity building

In 2014 the school's professional learning community (PLC) model has facilitated opportunities for coaching and mentoring new educators across p-2. Reflective practice has been adopted in a conscious, planned and systematic manner. Professional conversations have promoted continuous individual and collective learning.

The Quality Teaching (QT) Model has been used as a framework to support this work.

After initial planning, it was decided that we needed to work to develop a consistent understanding of the elements and how they present themselves in practice. We also decided to delay the completion of QT rounds in learning spaces. We were committed to this being a supportive practice, and we felt that teacher observation may have been overwhelming and perhaps a little threatening.

Our pre data showed that teachers vary rarely or never planned with the QT elements in mind. Nor did they regularly analyse the elements in their practice. We completed professional reading about the QT model and its research base and impact on student outcomes. Staff also participated in a three-week self-reflection cycle on three elements of their choice. We facilitated two staff meetings where we watched footage (from YouTube) of teachers teaching elements of an English Workshop. Teachers worked individually and then in groups to code and analyse the sessions – sharing and justifying their reasons for codes. In term 4, two staff meetings were dedicated to QT. Both sessions were planned to

have teachers practise coding. We have gathered reflections and learnings to guide our directions for next year.

School leaders report a shift in teacher thinking; all p-2 teachers are developing an understanding of the elements, and using the language of each element with greater confidence. Their use of the UbD planning template shows alignment to their QT learning. Teacher planning demonstrates that teachers are more targeted about their teaching.

Planned professional learning for January 2015 will focus on alignment of the UbD and QT models. Lesson observations will continue next year, as we aim to progress team planning and programming and development of rich task (GRASP) elements.

This year the Principal participated in placement procedures for Executive Teacher (Professional Practice) applicants. This was a new directorate initiative to promote modelling of exemplary classroom practice through the planning for, and implementation of, effective teaching strategies that improve student learning.

At our school, an Executive Teacher (Professional Practice) coached and mentored new educators. She led professional learning to build staff capacity in teaching practice and engaged in professional dialogue, analysis of current research and appreciative inquiry with a focus on improved student learning. She was an active participant in the development and implementation of the school's curriculum, pedagogy and assessment to meet the needs of students across preschool to year 2.

Priority 2

Embed a culture of high quality pedagogy across birth to eight

Targets

- 100% 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
- At least 50% more students transition from Preschool to Kindergarten at LECS at the end of 2014 than 2013
- 100% of teachers achieve at least expected progress against LECS' play-based learning and teaching targets for 2014

Links to Directorate Strategic Plan covered with this priority

Quality learning: Inspirational teaching and leadership: High expectations, high performance

Progress

The school actioned three strategies in 2014 within this priority.

Key Improvement Strategy 1: Implement a literacy and numeracy support plan for Aboriginal and Torres Strait Islander students

In 2014, a literacy and numeracy support plan for Aboriginal and Torres Strait Islander (ATSI) students at the school was implemented. An ILP was developed, implemented and reviewed in collaboration with parents and all stakeholders.

Transition plans were individualised for year 2 students. They included a range of steps (dependent on student need and parent requests) and covered visits to receiving primary schools, conversations between sending and receiving teachers and school leaders, and supported by any other agencies involved in students' schooling.

Evidence of our success in delivering this strategy in 2014 can be seen in:

- 100 percent of parents of ATSI students being satisfied with their child's progress against ILP goals as evidenced by their attendance at and active engagement in ILP development and review meetings.
- 100 percent of year 2 students having a transition plan in 2014.

Key Improvement Strategy 2: Develop a strategic leadership model that supports the birth to eight environment

The school has progressed the development of a strategic leadership model that supports the birth to eight environment. In 2014 we widened the school leadership group to include Principal, deputy principal, executive teacher, childcare manager, business manager and community support educator. Members of this group have collaborated with the school board and P and C to progress the school priorities.

A team planning agenda, driven by the school leadership group, has facilitated a range of school-wide initiatives. These have included the completion of an agreed plan for revisions to the outdoor learning environment, learning experiences around sustainability designed and implemented by a birth to eight Green Team, whole-school working bees, and birth to eight community events. There is agreement that the place of students in leading school initiatives, as part of the school's integrated approach, can be strengthened in 2015. A plan to refine the role of the community support educator next year may assist with this strategic change of focus.

Staff and parents have taken advantage of opportunities provided to take on key roles and responsibilities in management, curriculum, and student environment decision-making. Weekly meetings between Principal and childcare manager, and regular meetings between Principal and P and C president were instigated. These allowed for effective flow of information.

Whilst the majority of school community members report satisfaction with the efficient communication of tasks and dissemination of information each term, data gathered by the Principal signifies that a proportion of the school community believe that communication strategies can continue to be improved. A survey administered late in 2014 will inform planning for improved communication strategies in 2015. It is hoped that ongoing

monitoring will ensure our strategies remain the most effective means of support to parents.

This year the Principal has participated in an Accredited Coaching Program (GROWTH International) and has employed a combination of coaching and mentoring techniques to support the Business Manager in supporting administrative staff. Plans to continue work on this Plan in 2015 are underway.

The success of this strategy was evaluated by the following.

1. 100 percent of the leadership team report that they are satisfied with the delivery of an integrated approach to education and care at Lyons Early Childhood School (LECS). School leaders state that, as these practices become embedded in our daily work, a culture of goodwill continues to grow, and evidence of mutual respect and cooperative interactions set the precedent for growing a culture of joint accountability and transparency.
2. A Business Manager Support Plan has been successfully implemented.
3. 75 percent of school community members surveyed expressed satisfaction with the efficient execution of tasks and dissemination of information each term.

Key Improvement Strategy 3: Implement relationship building practices across the school community to support safety and wellbeing of all students

In 2014 the school has prioritized staff development in this area. As new staff have come on board, it has been vital we promote the message that the school's foundation to early childhood education is that all children have the right to a safe and nurturing environment where their capabilities are recognised and strengthened. The school implemented professional learning in restorative practices across p-2. This included presenting short articles, tips and ideas around the approach at each staff meeting.

In 2014 a set of whole-school guidelines for behaviour support was developed by the preschool-year 2 team. An agreed set of response strategies for promoting positive behaviours has streamlined and clearly articulated the school's expectations for teachers' response to incidents.

Our work in this area will be ongoing in 2015. All staff will continue to be supported in aligning their practice with the school philosophy.

In 2014 healthy weight and eating was a particular focus of community education. The school aimed to embed a range of initiatives into the daily culture. Teachers implemented in-class promotion of healthy eating at break times. School guidelines around healthy eating were developed and shared with parents. Parents were welcomed into class programs demonstrating healthy food strategies involving food classifications and healthy snacks. The school offered workshops by Nutrition Australia, educating parents about packing healthy lunch boxes. School noticeboards were designated for visual displays to support the messages of healthy eating, and provided practical examples for parents. The school's cross country was fully supported by the community with active participation by students and

families (p-2). It was complemented by a healthy food feast and fair providing a range of resources to the community. A weekly 'special lunch deal' offers children a healthy canteen lunch alternative.

Parents have commented positively on the priority healthy eating has been given this year.

This year the school registered with the A.C.T. healthy eating initiative *Fresh Tastes: healthy food at school* program. This will continue the school's promotion of a healthy food and drink culture as it is rolled out across the school (birth-eight) in 2015.

Our success in implementing relationship building practices across the school community to support safety and wellbeing of all students is evident by:

- school leader research showing that 90 percent of teachers demonstrate competence in implementing a Restorative Practices approach. Examples cited are teachers' use of restorative circles 'the script', Circle Time 'I' statements, and embedding them into classroom practice.
- Procedures to counter bullying are embedded into the school's relationships policy.
- 100 percent of children and 80 percent of families participated in these 'healthy weight' initiatives
- feedback from students, teachers and families over the year shows that at least 50 percent of children and families have made sustained changes that support healthy eating. This is clearly visible in choices made for home-packed lunches, an increase in purchasing of the weekly lunch deal, and the number of families taking up the offer of healthy recipes on the school noticeboard.

Our actions within our three strategies in 2014 resulted in the following progress against our targets:

- 90% 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
- 13 percent more students transitioned from Preschool to Kindergarten at LECS at the end of 2014 than 2013. This was well below our target of 50% and will be investigated in 2015.
- 90% of teachers achieved at least expected progress against LECS' play-based learning and teaching targets for 2014, slightly below our target but not significantly when considering the small number of staff.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that

require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

Educators have developed their understanding and implementation of the Early Years Learning Framework. There is consistent understanding of practice in regard to promoting children's agency.

Children's health and safety

Two designated first aid officers are available to support preschoolers. First aid procedures have been reviewed to now include the administration of first aid to preschoolers by officers in the designated first aid room (adjacent to the preschool learning space).

Relationships with children

Educators have participated in professional learning regarding restorative practices. This approach has been embedded into preschool practice. Children have been supported in regulating emotions through effective use of Circle Time and verbal and visual prompts. Mealtimes have been embraced an opportunities for educators and children to strengthen relationships by eating together and engaging in conversation.

Staffing arrangements

The allocation of an additional assistant has supported teachers in providing differentiated instruction. A culture of one team working across three preschool sessions has communicated a consistent approach to learning and teaching in preschool.

Leadership and management

The school has appointed early childhood qualified teachers in the preschool program. All assistants have a Certificate 3 (Children's Services)

Physical environment

Educators, children and families have contributed to a consultation process around outdoor learning. The staged implementation of a refurbished purpose-built early learning outdoor environment has begun. Team dialogue is supporting shared planning for outdoor learning.

Collaborative partnerships with families and communities

Parents have received mid-year and end of year progress reports. Opportunities have been made available for clarification and feedback through parent/teacher interviews. The school's Parent Handbook was updated to reflect changes to practices and procedures, and to make communication about the preschool year clear and succinct.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

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

Professional Learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$632.

Voluntary contributions

This school received \$9,940 in voluntary contributions in 2014. 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 2014.

Reserves

Name and purpose	Amount	Expected Completion
ICT	\$18,620	Dec 2015

Financial Summary	
31-Dec-14	
INCOME	
Self management funds	272430.8
Voluntary contributions	9940
Contributions & donations	2481.45
Subject contributions	7147.43
External income (including community use)	13782.95
Proceeds from sale of assets	
Bank Interest	5768.82
TOTAL INCOME	311551.5
EXPENDITURE	
Utilities and general overheads	133082.8
Cleaning	44174.12
Security	152.7
Maintenance	10357.49
Mandatory Maintenance	9128.63
Administration	10886.88
Staffing	
Communication	9681.83
Assets	28867.34
Leases	
General office expenditure	15225.99
Educational	31893.79
Subject consumables	
TOTAL EXPENDITURE	293451.6
OPERATING RESULT	18099.89
Actual Accumulated Funds	54583.18
Outstanding commitments (minus)	
BALANCE	72683.07

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.

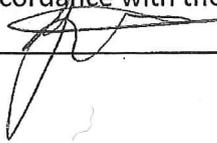
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without 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: Amanda Wright, Tracey Cross
Community Representative Sue Packer
Teacher Representative Hannah Freyne, Jacinta Dale
Board Chair: Amanda Wright
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 2014.

Principal Signature:  **Date:** 10/8/15

I approve the report, prepared in accordance with the provision of the ACT Education Act, section 52. **Board Chair Signature:**  **Date:** 10/3/2015