

# Lyons Early Childhood School

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## Annual School Board Report

2017



Reading with Meaning in English Workshops

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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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## School Board Chair Report

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It is my pleasure to provide the Directorate and the community with the Lyons Early Childhood School Board report for 2017.

Among other things, 2017 saw the successful completion of the school review by the directorate. This recognised a number of the achievements of the school, particularly its positive, student-centred approach to learning, which allows each child to learn in their own way, at their own pace, and taking risks in what the review called a 'rich, engaging and challenging learning environment'. The review also noted a number of other strengths, including the professional learning and development of the staff, the broad network of experts that staff can draw on across the community, to help inform and improve their own work, and the agility that LECS' small size affords.

On a personal note, I'd like to thank the school, its community and my fellow parent representatives on the board for giving me the opportunity to be part of the board for the last few years. I wish the new board members all the best for the challenges and opportunities for LECS in the year ahead.

Nicholas Craft

## School Context

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In 2017 the student cohort included a percentage that was attending school for the first time and had English as an additional language or dialect.

## Student Information

### *Student enrolment*

In 2017 there was a total of 90 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	57
Female	33
Aboriginal and Torres Strait Islander	2
LBOTE*	46

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages**

Year level	Attendance rate
K	90.0
1	90.0
2	93.0

Source: Planning and Analytics, December 2017

**[ACTION - Required]**

Detail how your school supports attendance and manages non-attendance.

The school uses a weekly newsletter and daily face to face contact with parents to promote 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 2017.

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

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	65

Source: Teacher Quality Institute, 16 December 2017

Each teacher holds a Bachelor of Education. Some have an early childhood specialisation. Postgraduate degrees include a Masters of Educational Leadership.

### *Workforce composition*

The 2017 workforce composition of Lyons Early Childhood School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	13
Teaching Staff: Full Time Equivalent Permanent	7.80
Teaching Staff: Full Time Equivalent Temporary	2.30
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	4.77

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

## School Review and Development

In 2017, 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 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Lyons Early Childhood School was reviewed in 2017. A copy of the Review 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 2017 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 2017, 90% of parents and carers and 83% 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.

A total of 12 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	
Teachers at this school expect students to do their best.	83
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	83
This school is well maintained.	58
Students feel safe at this school.	42
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	42
Students like being at this school.	83
This school looks for ways to improve.	92
This school takes staff opinions seriously.	58
Teachers at this school motivate students to learn.	75
Students' learning needs are being met at this school.	58
This school works with parents to support students' learning.	91
I receive useful feedback about my work at this school.	58
Staff are well supported at this school.	75

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 21 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	
Teachers at this school expect my child to do his or her best.	90
Teachers at this school provide my child with useful feedback about his/her school work.	89
Teachers at this school treat students fairly.	90
This school is well maintained.	95
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	81
Student behaviour is well managed at this school.	58
My child likes being at this school.	95
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	70
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	67

Source: 2017 School Satisfaction Surveys, August/September 2017

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 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.

**Table: Lyons Early Childhood School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	53	104	38	54
ACT	51	124	39	55

Source: Planning and Analytics

### Performance in Other Areas of the Curriculum

The school continued its focused teaching and learning of the general capabilities (personal and social capability as well as well as critical and creative thinking). Teachers planned for these as part of the schoolwide Understanding by Design approach. They assessed and reported on the 8Cs (collaboration, communication, compassion, curiosity, craftsmanship, creativity, confidence and commitment).

Results demonstrated the deliberate cultivation of really useful, transferable habits and attitudes for young children. Teachers explicitly taught these capabilities during planned teaching experiences in Loose Parts Play and Play Workshops. In developing learning stories - observations used by teachers to see and interpret each child's development of each disposition – and including them in student progress reports, teachers took an active role in planning for, supporting and developing individual children's identities as masterful learners of a broad and balanced curriculum.

For every child, the development of dispositions was seen as successful along their individual continuum of progress. In planning for the teaching and learning of each one, teachers have considered the dispositions as combinations of ability, and sensitivity to the context of learning and school. Built on children's earlier capacity, each was assessed as dynamic, influenced by children's participation in successive contexts, and associated with the development of identities that are positive about learning and able to support further learning.

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	173062.37	171884.73	344947.10
Voluntary contributions	8050.00	950.00	9000.00
Contributions & donations	179.09	0.00	179.09
Subject contributions	6358.20	763.65	7121.85
External income (including community use)	2499.56	4526.16	7025.72
Proceeds from sale of assets	133.00	0.00	133.00
Bank Interest	2707.49	3019.07	5726.56
<b>TOTAL INCOME</b>	<b>192989.71</b>	<b>181143.61</b>	<b>374133.32</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	69330.92	70016.29	139347.21
Cleaning	13868.88	23801.49	37670.37
Security	52.21	3783.82	3836.03
Maintenance	19723.15	35784.08	55507.23
Administration	1353.16	2511.79	3864.95
Staffing	0.00	0.00	0.00
Communication	4488.34	7283.61	11771.95
Assets	33087.34	9447.82	42535.16
General office expenditure	5237.39	13312.08	18549.47
Educational	11659.46	16442.41	28101.87
Subject consumables	0.00	0.00	0.00
<b>TOTAL EXPENDITURE</b>	<b>158800.85</b>	<b>182383.39</b>	<b>341184.24</b>
<b>OPERATING RESULT</b>	<b>34188.86</b>	<b>-1239.78</b>	<b>32949.08</b>
<b>Actual</b> Accumulated Funds	102410.21	52906.61	41860.20
Outstanding commitments (minus)	-2433.82	0.00	-2433.82
<b>BALANCE</b>	<b>134165.25</b>	<b>51666.83</b>	<b>72375.46</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$980.

## 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 2017.

## Reserves

Name and Purpose	Amount	Expected Completion
<p>Outdoor Environment – a focus on improving the outdoor environment to facilitate rich, planned learning opportunities. This includes the implementation of a long term plan for funding a rejuvenated outdoor space, including landscaped play spaces, loose parts and fixed equipment. Play is an integral component of learning at this school.</p> <p>This is in addition to introducing moveable materials and equipment to children’s play spaces to facilitate unstructured, child-led play.</p>	\$50,000	Ongoing 30/12/2018

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Bonnie Gane	Katrina Buggy
<b>Community Representative(s):</b>	Suzanne Packer	
<b>Teacher Representative(s):</b>	Rosemary Donnelly	Erica Teding van Berkhout
<b>Board Chair:</b>	Nicholas Craft	
<b>Principal:</b>	Mary Hutchinson	

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

Board Chair Signature:



Date: 26 / 05 / 2018

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 2017.

Principal Signature:



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Date: 11 / 09 / 2018