



Charles Conder Primary School Board Report 2014



The Front of Charles Conder Primary School

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.conderps.act.edu.au>.

Inquiries about this publication should be directed to:

Charles Conder Primary School

Tom Roberts Ave.

Conder ACT 2906

General Inquiries:

Telephone (02) 6205 8333

About our school

Introduction to School

Charles Conder Primary School is situated in the Southern region of the Australian Capital Territory. It caters for students from Preschool through to year six incorporating preschool programs at both Tharwa and Conder Preschools. The school's motto is 'Commitment to Excellence – in a caring, cooperative, purposeful and success oriented environment'.

Our school has a strong focus on improving student outcomes in literacy and numeracy and delivering the Australian Curriculum. Our committed staff work to ensure every student experiences success. Teachers are actively involved in professional learning leading to best practice pedagogy. The school Leadership team and staff has utilised the National School Improvement Tool to determine the key areas of strengths and development for continual school improvement. This audit is reflective in the key priorities and improvement strategies of the School's Strategic Plan.

Student Information

Student enrolment

In 2014 there were a total of 322 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	144
Female	178
Indigenous	13
LBOTE	64

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	91.5
1	93.2
2	93.6
3	90.3
4	89.8

5	92.6
6	91.0

Source: Planning and Performance, July 2014

The school follows the Education and Training Directorates' policy and procedures for non-attendance. '*Attendance at Government Schools* policy.' Parent(s) are required to notify the school, by phone or in person, of student absences by 9.30 am on the day of absence. Teachers mark attendance rolls in accordance with the Directorate's codes at 9.10am and 1.50 pm on each school day. Any student who is absent from roll call at 9.10 am has their name recorded on a Class Absence List specifying whether parent notification has been received or not. The list is then sent to the Front Office by 9.30 am on each school day.

Front Office staff record all student absences in the Student Absence Register. The parent of any student who is recorded as absent without notification is contacted by phone to ensure the whereabouts of the student is accounted for on each school day.

Teachers contact parent(s) in writing of any student who is absent for five days without parent notification. Parent(s) are required to make contact with the class teacher or school in response to written contact. If the teacher or school receives no response to written contact the principal will contact parent(s) in writing.

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	15

Source: School Data

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	13
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	3
Teachers	17
TOTAL	36

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There is no indigenous staff at this school.

Volunteers

Charles Conder Primary School has had a number of volunteers working in the school during 2014. The estimated total number of hours is approximately 1400. The programs that the volunteers have assisted with this year are many and varied. These include: listening to students read, helping out in small group work within the classroom during the Literacy Block, assisting at sports carnivals, whole school events, Year 6 Graduation, gardening, fundraising events, canteen, P&C, working Bees and our Student Welfare Officer.

School Review and Development

In 2014, the ACT Education and Training Directorates *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.

Charles Conder Primary 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, parents and students from year 5, and above, with the exception of students in special schools, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 64 parents, 28 staff and 61 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 81% of parents and carers, 96% of staff, and 67% of students 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.	94
Teachers at this school provide my child with useful feedback about his or her school work.	86
Teachers at this school treat students fairly.	86
This school is well maintained.	81
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	61
My child likes being at this school.	86
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	81

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	92
My teachers provide me with useful feedback about my school work.	82
Teachers at my school treat students fairly.	70
My school is well maintained.	58
I feel safe at my school.	60
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	44
I like being at my school.	65
My school looks for ways to improve.	72
My school takes students' opinions seriously.	59
My teachers motivate me to learn.	80
My school gives me opportunities to do interesting things.	73

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

During the course of the year a range of professional learning opportunities were provided to staff. Highlights include the professional learning and team building activities undertaken in stand down prior to the school year commencing, as well as ongoing professional learning and collaborative work undertaken by all staff as part of our cluster initiatives in curriculum and pedagogy. During 2014 our staff participated in a range of professional development opportunities to meet the learning needs of our students that aligned with the system and school strategic plans. All teachers completed accredited professional learning which included Lanyon Cluster Action Learning Projects, PALLS (Principal's As Literacy Leaders) ACT Reading Institutes, Team Teach, Langford personalised Learning, First Steps Reading and Writing, MYMC (Middle Years Mental Computation), Kidsmatter Component 1, Change 2 leadership and Dylan William Formative Assessment.

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 one and two.

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

Table: Charles Conder Primary School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	44	96	51	124
Mathematics	36	51	39	54

Source: Planning and Performance December 2014

The table shows the kindergarten group was below the ACT at the commencement of the year in both reading and maths. While making gain our kindergarten year group did not make as much gain as occurred in the ACT. A detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

NAPLAN Assessment

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

In 2014, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Charles Conder Primary School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	413	440	484	523
Writing	380	405	450	474
Spelling	407	413	467	502
Grammar & Punctuation	406	441	468	520
Numeracy	373	415	441	499

Source: Performance and Planning December 2014

In relation to analysis of NAPLAN and school based data the school has implemented a number of key strategies that are articulated in the school plan. One key strategy was to develop an expert teaching team to build teacher capacity and improve student outcomes in literacy and numeracy, whereby the school developed a Response to Intervention Model. This included learning environment and curriculum adjustments, targeted supported groups and Literacy Case Conferencing with each teacher. This was supported by the Literacy and Numeracy Field Officer and special needs team with the teacher to discuss students' needs in literacy and numeracy and to address future plans to further engage students and to improve literacy and numeracy outcomes. Throughout the year, the FO worked collaboratively with teachers to coach and mentor, build teacher capacity of classroom practice in order to improve outcomes for students. During semester 2, student workshops took place in years K - 4 with targeted support in literacy and numeracy. Also shoulder to shoulder teaching in classrooms was implemented as well as regular feedback was given to teachers. Writing samples ascertained student need and targeted focus in writing supported student needs. Workshops in term 4 were chosen based on NAPLAN data determining lack of growth in students in the mid to upper range.

NAPLAN Analysis

In year 3 reading there were 50% of students assessed above national minimum standard. The percentage of students in this category (**above national minimum standard or in the top two bands**) varied in the other assessed areas which included; Writing (21%), Spelling(47%), Grammar and Punctuation (33%) and Numeracy (27%).

In year 5 reading there were 21% of students assessed above the national minimum standard. The percentage of students in this category (**above national minimum standard**

or in the top two bands) varied in the other assessed areas which included; writing (8%), spelling (17%), grammar and punctuation (24%) and numeracy (5%).

In addition with only 26% of students in year 5 demonstrating greater than or equal to expected growth from year 3 – 5 this illustrates numeracy as a key area of development. All other assessed areas are within expected range of 50% or more. As indicated in the detailed report below this signifies a focus area for improvement in student learning and teacher pedagogy. The 2015 Annual Operating Plan provides details on key improvement strategies, actions and measures to implement across the year to improve teaching and learning and outcomes for students.

Performance in other areas of the curriculum

During the 2014 the school evaluated its implementation of its Inquiry learning curriculum that is aligned to the Australian Curriculum for key learning areas of Science, History, Geography and Social and Emotional learning. The school has developed a sequence of learning for these areas from Preschool to year 6. Also in 2014 all students from K-6 participated in specialised PE/Health lessons. The school has developed its personalised learning strategies and innovative practices by investing in improved digital technologies to support implementation of other key learning areas.

The teaching of LOTE (Japanese) continued to be embedded into the school culture throughout 2014. All students from P-6 participated in learning about the language and the culture in a room specifically set up in Japanese classroom style.

Progress against School Priorities in 2014

Priority 1

Ensure success and improvement for all students in Literacy and Numeracy

Targets

- Match or better Tuggeranong Network NAPLAN Mean scores in reading, writing and numeracy for year 3 and 5
- Increase the percentage of within school match students that achieve at or above PM Reading benchmarks for each year level by 10 % points.

Directorate Priority Areas covered with this priority

Quality learning, Inspirational Teaching and Leadership; Business Innovation and improvement

Progress

The leadership team has utilised the School Improvement evaluation tool to identify key areas of whole school improvement and in particular areas of (i) analysis and discussion of data, (ii) targeted use of school resources, (iii) an expert teaching team, (iv) systematic

curriculum delivery, (v) differentiated teaching and learning and effective pedagogical practices. This has enabled the school to have an evidence informed view of school improvement.

To this end, the key strategy of developing a **culture of analysis and discussion of data to inform teaching** has been employed across the school P – 6. The school has an embedded online database (Gradexpert) and a consistent Assessment for Learning schedule which has been successful in centrally collating data and teams using this evidence to identify and analyse needs in classrooms, year cohorts and particular groups of students. This has been instrumental for the Literacy and Numeracy Field Officer to allocate resources for early intervention and develop consistent practices in balanced literacy and numeracy programs. The focus on analysis of data has enabled teachers to provide authentic explicit teaching practices in literacy and numeracy. For example the use of formative assessment tools and diagnostic tools in reading such as CARS (Comprehensive assessment of Reading Strategies) and MYMC (Middle Years Mental Computation) provides on-going assessment that informs practice enabling the school to begin to embed differentiated teaching and learning across the school. As a result of this consistent use of diagnostic tools 100% of teachers' literacy and numeracy planning indicates assessment for learning practices. In addition satisfaction data illustrates 86% of teachers use results from testing to inform planning which is a 26% increase from 2013.

The Principal and the whole school have been involved in the PALLs (Principal's as Literacy Leaders) professional Learning course throughout this year which has enhanced the school's Instructional leadership of evidence based practices in particular with literacy and numeracy.

In respect of our second strategy of **developing an expert teaching team** the school has developed a set of Teaching and Learning practices providing a common language for all teachers in consistent whole school teaching and learning.

The school has an active coaching and mentoring model working as a key action to develop an Expert Teaching Team. The Literacy and Numeracy Field Officer in conjunction with SLC's (School Leaders C) have led an approach to build teacher capacity with a successful Professional Learning Team model. There has been a P–2 team and a year 3-6 team. The professional learning has been guided by the research identified through PALL's and the Lanyon Cluster focus on formative assessment practices. All classroom teachers' have had individual goals developed that align with whole school goals and this forms the focus for coaching sessions regularly each week whereby the literacy and numeracy coach works alongside teachers and discusses student data to inform future planning and teaching and learning. As a result of this coaching and mentoring model the school satisfaction data indicated that 90% of teachers believe they receive constructive feedback about their practice and 90% believe there are processes in place to support their practice.

In respect of our third strategy of **embedding differentiated teaching and learning** across the school the 1:1 daily teacher/ student conferencing model in all classrooms K - 6 is a system allowing teachers to personalise learning and develop a differentiated approach in

particular with reading, writing and numeracy. As a result of such measures 100% of teachers have indicated they cater for the different needs of students. This is evident with all teachers using assessment for learning practices to collect a range of data for literacy and numeracy to inform their future planning.

Furthermore, our strategy **to embed a professional learning model to develop teachers build capacity of teaching in literacy and numeracy** has been supported by the newly formed Professional Learning Community model. This was driven by all teachers and executive staff aligning their PLT goal with their professional pathways plans. This has been supported by an Action Learning approach in the Lanyon Cluster of Schools. All teachers P -6 developed and presented Action Learning projects individual and/or small teams This approach has built capacity of teaching in literacy and numeracy via an inquiry team focus and provided a structured and authentic process for communication between teachers and executive on the continual improvement of student outcomes.. This is evident in the 2014 satisfaction surveys where 76% of teachers indicating there is effective communication between teachers and executive staff, which is a 47% increase from 2013.

The school NAPLAN results indicated the below targets were achieved in reading for years 3 and 5 with year 3 mean of 413 and year 5 mean of 484, which is an improvement from 2013. The schools' NAPLAN numeracy results indicate the below targets were achieved in year 3 but not in year 5 with year 3 mean of 373 and year 5 mean of 441.

Table: NAPLAN Performance Targets: Charles Conder Primary School

Test domain	Year3 Target	Year 3 Actual	Year 5 Target	Year 5 Actual
Reading	391 ± 22	413	472 ± 18	484
Numeracy	365 ± 18	373	463 ± 18	441

Source: SMART Data December 2014

Also the Reading benchmark data, tabled below indicates that 70% of students K – 6 are reading at the system benchmark for each year level.

Table: Percentage of students achieving appropriate year level PM benchmark K-6

Year level	2013 Results	2014 Results	Improvement
K	29	67	38
1	50	63	13
2	43	73	30
3	36	63	27
4	61	76	15
5	75	72	-3
6	45	80	35
Overall	50%	70%	20% points

Source: School Data December 2014

In 2014 the approach to collecting and analysing school based and system testing data has enabled the school to have an informed process to identify areas of improvement for the future. This close analysis indicates the on-going focus of analysis and discussion of data, targeted use of school resources, an expert teaching team, systematic curriculum delivery, and differentiated teaching and learning and effective pedagogical practices. In addition, the focus for 2015 will be on

- (i) improvements in numeracy student outcomes,
- (ii) embed formative assessment K - 6,
- (iii) embed whole school evidence based practices,
- (iv) strengthen the PLC model and
- (v) a coaching and mentoring model for reflective teacher feedback.

Priority 2

Strengthen the school culture and values through positive partnerships with all stakeholders

Targets

- More than 60% of parents indicate on the school satisfaction survey that community partnerships are valued and maintained
- 70% of parents indicate on the school satisfaction survey that the school takes parents' opinions seriously
- 70% of student's that indicate that overall they are satisfied they are getting a good education at the school

Directorate Priority Areas covered with this priority

Inspirational teaching and leadership; high expectations High Performance; connecting with families and the Community

Progress

In 2014 the school focused on creating highly effective and interactive communication systems to build partnerships loops. The school implemented a new PLC model for professional learning which included three different action teams (parental involvement) and two PLT's focusing on different components of the strategic plan. The school also embedded the use of an interactive communication tool on the shared network providing a clear pathway for operational communications. As a result of these two new systems the school is developing highly effective and interactive communication systems to build partnerships with in the school and with the parent body.

Social Media has been an important communication tool utilised regularly by the school. Utilising the School App and Facebook has seen a large increase in community use and feedback about programs from P – 6. Parents have been involved in formal and informal action teams in the school throughout the year and the school has developed a strong partnership with the Lanyon YWCA providing programs to parents and children during school hours such as; Circle of Security Parent program, Big Chef Little Chef and the

Nutritious year 4 program. In addition, the school has developed an Active After's schools sports program in conjunction with School Sports Australia providing twice a week lessons in a range of sports for children from K – 6 promoting a healthy lifestyle.

The effectiveness of this strategy can be seen in:

- 76% of teachers indicating there is effective communication between teachers and executive staff, an increase from 29% in 2013, illustrating the high importance the school has placed on the improvements in communication systems.
- 100% of teachers indicating that there is effective communication between teachers and parents, an increase of 29% from 2013.

Furthermore the strengthening of a collegial culture of mutual trust and support among parents, staff and teachers as partners in learning has been a key improvement strategy throughout 2014. The development of consistent and transparent formal assessment and reporting timeline for parents has developed a sense of parents as partners in learning. The School Community Partnerships Committee Action team has developed a Kidsmatter action plan for a Positive School Community throughout 2014. This has involved parents, students and staff participating in a range of whole school community events (Multicultural Day, Harmony Day, 20th Anniversary, Sports carnivals, Blokes breakfast and reading) and participating in numerous class activities.

The effectiveness of this approach is seen through student surveys that indicate that they feeling safe at school which has increased by 15 percentile points. Also 81% of parents agree that this school works with me to support my child's learning which has increased by 26 percentile points.

This year another core strategy auctioned was to embed a focus on social and emotional learning and have an informed professional learning focus utilizing the Kidsmatter Framework. Staff attended the three Kidsmatter sessions for Component 2 Social and Emotional Learning during semester 1. Preschool to year 6 classes have implemented the Friendly Five Values program in term 1. All classes have been immersed in social skills programs during the year and have a common language of bucket filling concepts to support these programs. The school has also implemented a range of supporting programs to improve student engagement and motivation to learn and school connectedness. These include: YWCA cooking lessons, (1 year program), PCYC boxercise (1 semester program), Student Welfare Officer two days a week, Kulture Break Dance classes (1 semester program)

The school surveyed students from years 3 – 6 regarding student well-being and being socially responsible. This data suggested there were high levels of student self-esteem, peer connectedness, teacher connectedness and motivation to learn. However, the student surveys also indicated there were low levels of school connectedness and student safety as illustrated in the graph below.

Table: Primary Student Survey Results related to Feelings about Yourself and School

Area	Whole School Grouping Mean	Year 4 Grouping Mean	Year 5 Grouping Mean	Year 6 Grouping Mean	Male Grouping Mean	Female Grouping Mean
SELF ESTEEM (Rosenberg)	4.13	4.25	4.06	4.12	4.09	4.15
STUDENT SAFETY	3.64	3.41	3.73	3.72	3.72	3.59
CONNECTEDNESS - Peers	4.14	3.93	4.11	4.36	4.14	4.14
CONNECTEDNESS - Teachers	4.23	4.43	4.29	3.96	4.15	4.27
CONNECTEDNESS - School	3.74	4.00	3.59	3.72	3.63	3.81
MOTIVATION TO LEARN	4.38	4.68	4.28	4.26	4.34	4.41

Source: School Data, December 2014

The recent school satisfaction data provides the school with a clear purpose on embedding social and emotional learning programs and to ensure there are consistent practices for relationships and well-being procedures. Although huge gains have been made in student well-being there are only 61% of parents and 44% of students believe that student behaviour is well managed at Charles Conder. Although this is an upward trend from previous years it will be identified as a priority area for 2015.

These improvement strategies implemented throughout 2014 has resulted in the following results against our set targets:

- 82% of parents believe community partnerships are valued and maintained, an increase from 54% in 2103, and above our target
- 80% of parents believe the school takes parents' opinions seriously an increase from 46% in 2013, and above our target
- staff satisfaction survey indicates that 100% of staff believe the communication between the parents and the school is effective. This is an improvement of 36% from 2013.
- 67% of students indicated overall satisfaction with the education being provided, an improvement of three percentage points from 2013 but slightly less than our target of 70%.

Furthermore, the areas of improvement within the strategic plan will be to embed the SEL programs from preschool to year 6 with a priority to utilize the Kismatter Framework as a whole school approach. We will also work to strengthen the communication and partnerships with the inner and broader community to sustain the focus on positive school culture.

Priority 3

To provide Preschool Education to the National Quality Standard

Targets

- Proportion of school based assessment meeting NQS Standard across the seven areas
- Proportion of External review results against the seven NQS that meet outstanding levels.

Directorate Priority Areas covered with this priority

Quality Learning High expectations, High performance Connecting with families and the community

Progress

Within this priority in 2014 in implementing the strategy of **implementing stimulating and engaging educational programs and practice** In 2014 the preschool staff needed to provide a transparent process of planning, reporting and feedback for families. Term Overviews were provided for families to supplement the current programming and planning information. This overview provides information about the planned focus in each developmental domain for the upcoming term. The preschool program is based on children's interests and personalised learning. Also a formal written end of semester report reflecting the EYLF outcomes was developed. Staff obtained report examples from other preschools to analyse their content and format. Staff developed a mid-year and end of year report format which reflected the EYLF outcomes, showing each child's learning and progress. Following the mid-year reports, staff reflected and reviewed the descriptors in consultation with executive staff to demonstrate personalised learning for each child. The other key area of development was to seek feedback from parents relating to programs. The staff surveyed the families and identified a suggestion box to be set up.

As a result of these actions all parents received a detailed formal reporting process for each semester illustrating their child's progress against the key outcomes of the Early Years Framework. There needs to be a review of the feedback processes for the preschool in 2015 as this had low frequency throughout the year.

In respect of our second strategy to **safe-guard and promote health and safety within the preschool** the key areas of development were to promote physical activity through planned and spontaneous experiences that are appropriate for each child and embed sustainable food practices in the program.

The Outdoor Physical Activity Audit tool was completed. Equipment applicable to each FMS were identified and the Preschool teachers attended Kids At Play Active Program training. The program was introduced to preschool in term 4. Teachers were given age appropriate resources and skills to effectively teach fundamental motor skills through 2 preschool visits. Follow up visit is scheduled for term 1 2015.

An Active Play policy has been developed. This year new garden beds have been established. Family planting day held with assistance from a Children's Week grant whereby students and families planted vegetables, herbs and flowers. Children assist in maintaining the garden beds via watering and weeding. In addition sustainable practices included recycling food containers, putting food scraps into special bins and reusing materials for craft activities.

The identified areas to improve are utilise indoor and outdoor space simultaneously (Indoor/outdoor program), continue the Outdoor Learning Environment Project and develop a rubric as evidence of equipment maintenance. During semester 1 the Children's Week grant was obtained and money used for the family planting day. This enabled a new garden bed to be constructed and a working bee was held. The rubric template has been developed and completed each term as a planning and reflective practice to ensure safe use of equipment.

This resulted in improvements to the outdoor learning environment which enabled staff to effectively plan for outdoor learning experiences. Also this enhanced the contribution and partnership with families.

Within our strategy to **provide a safe, suitable and rich physical environment that promotes children's learning and development** the identified areas to improve are utilise indoor and outdoor space simultaneously (Indoor/outdoor program), continue the Outdoor Learning Environment Project and develop a rubric as evidence of equipment maintenance. During semester 1 the Children's Week grant was obtained and money used for the family planting day. This enabled a new garden bed to be constructed and a working bee was held. The rubric template has been developed and completed each term as a planning and reflective practice to ensure safe use of equipment.

In actioning our strategy to: **develop positive and responsible relationships with children** an imperative focus area for the preschool has been to strengthen our relationships by the incorporation of Kids Matter Initiative and the necessary Social and Emotional Learning resources throughout the preschool program. Furthermore to embed awareness of cultural diversity with an emphasis on Aboriginal and Torres Strait Islander cultures. Throughout the year the school has worked on Component 1 and 2 of the Kidsmatter framework building teacher capacity on developing a positive school community and social and emotional learning programs. As a result we are developing a common language used starting in the preschool. One of the preschool teachers is on the community action team so we incorporate the whole school and has attended KidsMatter PD at HBCTL.

This saw a shift in awareness building and understanding and appreciation of other cultures and children and staff using the Friendly Five Values language more consistently. In 2015 we have identified the need to improve the cultural diversity in the outdoor program.

In 2014 we continued to **develop collaborative partnerships with families and communities** through seeking feedback from families relating to program documentation and providing up-to-date resources relating to community services and resources for parents and carers. In addition, the focus on continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. A thorough whole year transition plan has been developed and implemented from Term 1. Sessions included singing, gross motor, fine motor, literacy, social skills, PE sessions with Mr Stephens and

cooperative games. Preschool and kindergarten students held a combined whole school assembly.

As a result of these actions a Preschool to kinder transition garden has been designed and constructed in conjunction with the P&C and kindergarten and preschool families to further strengthen the partnership and symbolise the transition into the primary school. The staff developed the preschool philosophy and provided this to parents for their input which there was minimal response. In addition, there has been an increase of enrolments into Kindergarten for 2015 and the preschool are highly involved in whole school events such as; End of year concert, Kulture Break Dance, Walkathon and Floriade excursions

We cannot report directly against our targets as the preschool wasn't assessed in 2014 against the national Quality Standards

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

- Consistent planning proforma used throughout the preschool (Reflecting Early Years Learning Framework (EYLF) outcomes in the developmental domains of Language and Literacy, Numeracy, Social/Emotional Development, Health and Physical Development, Art/Fine Motor, ICT and Children's Interests)
- Children's interests and spontaneous learning experiences are incorporated into the program
- Full Program on display in each classroom as well as a weekly summary of learning experiences
- Teachers have undertaken First Steps Reading and Writing Professional Learning
- Communicating student's progress through portfolios (Involving a variety of samples including artwork, photos, learning stories and work samples)
- Communication between all educators is frequent and ongoing (Discussions involve reflection, evaluation and forward planning)
- Inclusive learning environment is established through open ended, self-selected learning experiences and additional support for children with additional needs.

Children's health and safety

- Effective hygiene practices are in place (Relating to hand washing, toileting, nose blowing, head lice management and food handling)

- Sunsmart Policy is adhered to (Hats off June/July, otherwise hats on, parents are encouraged to provide and utilise sunscreen, adequate shade structures are provided)
- The management of Infectious Diseases is supported by providing each family with a copy of the exclusion periods (incorporated into preschool handbook)
- Periods of rest and relaxation are built into the preschool program on a daily basis. Children are supported in developing self-regulation strategies to self-calm and rest when needed.
- Healthy eating practices are promoted through a focus on healthy foods and appropriate water consumption. This is embedded in everyday practice through modelling, discussions and development of child self-regulation.
- First Aid practices are in place including documentation of incidents in a consistent written format, first aid officers are nominated and trained according to the National Quality Standard and regulations.
- Children are supervised at all times in both indoor and outdoor learning environments. Staff communicate frequently regarding supervision arrangements and any incidents or issues.
- Lock down/lock out and fire evacuation procedures have been discussed and practised on several occasions throughout the year.
- Emergency Evacuation Plans and Map displayed in preschool classrooms.

Relationships with children

- Whole School 'Friendly Five Values' are incorporated throughout the preschool program to promote respect, empathy, cooperation, diversity and self-confidence
- Teachers have undertaken Kids Matter training and utilise the Kids Matter resources throughout the program
- 'Getting to Know You' interviews before commencement of preschool year encourages the development of trusting relationships
- A sense of belonging to the preschool is established through the display of children's photos, names, family posters and other personal items

Staffing arrangements

- All teachers have Early Childhood degree level qualifications
- Permanent assistants have Certificate 3 level qualifications in Early Childhood Education and Care
- Staff to child ratios are maintain consistently in accordance with regulations
- Educators work collaboratively to share ideas, support each other professionally and to function as a cohesive team.

Leadership and management

- Preschool philosophy reviewed and revised Term 1, 2014.
- All educators have obtained a 'Working with Vulnerable People' check in 2014.
- All teachers are registered with the Teacher Quality Institute at Proficient level
- Teachers work collaboratively to develop the Quality Improvement Plan, acknowledge strengths and acknowledge areas for key improvement.
- Strategic priority and specific actions developed within Charles Conder Primary School Annual Operating Plan 2013 - 2014.

Physical environment

- Outdoor learning environment is currently being refreshed (Garden beds have been established and imaginative play areas are being developed throughout the environment. This is an ongoing process)
- Successfully applied for Children's Week Grants to assist with refreshing the outdoor environment
- Family Working Bee and Planting Day were held to improve the outdoor learning environment.
- Store rooms have been audited and are tidy and well maintained.
- Preschool garden established and utilised in promoting sustainability through learning experiences.
- Sustainable practices are embedded throughout the program (Visits to the school garden, establishing a preschool garden, recycling and waste minimisation practices)

Collaborative partnerships with families and communities

- A diverse orientation process is in place including information sessions, 'getting to know you' interviews, playschool visits and preschool information packs.
- Notice boards are located outside each preschool classroom displaying information relating to preschool and community programs
- Ongoing integrated transition program for children moving on to Kindergarten from the preschool (involvement in Japanese lesson, teachers from the primary school are involved in lunch time release at preschool, weekly library visits)
- Formalised preschool priority in the school Annual Operating Plan relating to transition between preschool and primary school
- Educators make information available to families regarding community services such as Therapy ACT. Where necessary, formal discussions are held to initiate referrals.
- Staff formulate Individual Learning Plans and Personalised Learning Plans where needed, to facilitate inclusion and support.
- Staff have established an effective rapport with community childcare professionals who are involved in the delivery and collection of preschool children.

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 \$ 133.57

Voluntary contributions

This school received \$4080 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 : Nil

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	286386.5
Voluntary contributions	4080
Contributions & donations	6234.15
Subject contributions	6360
External income (including community use)	4665.03
Proceeds from sale of assets	2000
Bank Interest	4001.67
TOTAL INCOME	313727.4
EXPENDITURE	
Utilities and general overheads	90491.87
Cleaning	102660.1
Security	712.5
Maintenance	23818.18
Mandatory Maintenance	
Administration	4922.8
Staffing	16628.34
Communication	13324.08
Assets	6473.23
Leases	1928.41
General office expenditure	23258.59
Educational	12048.2
Subject consumables	5124.24
TOTAL EXPENDITURE	301390.5
OPERATING RESULT	12336.83
Actual Accumulated Funds	35654.84
Outstanding commitments (mir	555.73
BALANCE	47435.94

Endorsement Page

I declare that the Charles Conder Primary 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: Libby Mackie Danielle Marshall
Teacher Representative Emma Bounds Bronwyn Vickers
Board Chair: Michael Sutton
Principal: Jason Walmsley

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: 16/2/15

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

Board Chair Signature: _____

Date: 16/2/15