



Isabella Plains
Early Childhood School

Isabella Plains Early Childhood School

Annual School Board Report 2016



Connecting with nature at IPECS

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

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

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School Board Chair Report

It has been a pleasure to be part of the Isabella Plains Early Childhood School (IPECS) community and to serve as a school board member.

Whilst a school board plays an integral role in ensuring the effective functioning of a cohesive school, it is the community as a whole that do the majority of the hard work on a daily basis.

The school values are maintained and actively reinforced in all aspects of the school, and the staff, students and families that help in upholding these values are to be commended for the ongoing commitment that is shown.

As a whole, Isabella Plains Early Childhood School (IPECS) has undergone some changes over the past 12 months. There have been significant changes in school leadership and some founding staff members have moved on to new endeavours...all of which the school has taken in it's stride. The students have welcomed some of these aspects with curiosity and favour, and this is continual proof of the resilience of the students and their abilities to be competent and valuable members of the community.

Evidence of the school values and student resilience can be seen during the GEM of the week awards, which are a cherished aspect of the school community. The pride shown by the students when they are a well-deserved recipient is continual proof that the students are striving daily to be the best they can be.

Walking about the school one can readily observe the quality engagements they children have with their environment, be it at free-play or at any other learning opportunity. The model of engaging children regardless of skills and educational levels is key to promoting learning and is paramount to the school's ongoing success which continues to be a major drawcard for parents and children enrolled and contemplating enrolment at IPECS.

It is with thanks to the wonderful staff engaged at IPECS that the amazing young people who attend this great school have been introduced to a fabulous world full of opportunities and a life long learning journey.

Alison Yialeloglou

IPECS School Board Chair.

Context

Isabella Plains Early Childhood School is a birth to 8 school in Tuggeranong that operates under an integrated service delivery model. Children and families in attendance at the school benefit from on site childcare, seamless transitions between service providers, connections with local community groups and in turn are part of a strong and participative school community. Upon reaching year 3, our students transition to their local primary school. Children residing in Isabella Plains enter into Richardson Primary School, Monash Primary School or Bonython Primary School.

Our school operates under a vision of a connected community of common purpose. We pride ourselves on our inclusive practices, ensuring that resources, language and displays are diverse and reflective of our population to allow our children and families to see themselves reflected back in their school environment while also gaining insight into other peoples cultures and ways of being. Our grounds incorporate the natural landforms and there is a consious effort to learn with and through nature in all that we do. Children are encourage to be risk aware, build confidence and resilience and be the best version of themselves.

Student Information

Student enrolment

In 2016 there were a total of 104 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	60
Female	44
Indigenous	3
LBOTE	16

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.0
1	93.0
2	95.0

Source: Planning and Analytics, December 2016

Student attendance is recorded twice daily by class teachers. In cases of frequent absences or regular late arrivals, class teachers work with families and the school community coordinator to support school attendance. The school psychologist and SLC Student Engagement work in partnership with staff and families in a case management approach to develop individualised support plans for frequent non-attenders.

Staff Information

Teacher qualifications

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

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	79

Source: Teacher Quality Institute, 16 December 2016

100% of teaching staff at Isabella Plains Early Childhood School have a degree, with 79% of teaching staff holding postgraduate qualifications.

Workforce composition

The 2016 workforce composition of Isabella Plains Early Childhood School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	9
Teaching Staff: Full Time Equivalent	8
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	5.3

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

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

There are no indigenous staff members at this school.

Workforce composition included 18 teaching staff and 12 non-teaching staff. Isabella Plains Early Childhood School supports part-time work arrangements and in 2016 there were 5 part time teaching staff and 6 part time non-teaching staff.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 800 hours. The number of hours dedicated to volunteering was recorded through our volunteers sign in process, data collected through the class connect program and hours per week of delivery of community programs. In addition to the work undertaken during the school day, volunteers contributed on weekends, holidays and after hours through volunteering at breakfast club, covering books for the library, assisting with working bees and caring for the gardens and animals in the school farm. Partnerships with families increased through the Class Connect program, with parents taking leadership in the organising and running of events such as school discos and fundraisers. Our partnership with the local retirement village increased volunteer hours as residents collaboratively ran gardening programs and offered in school mentoring and tutoring for students.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

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

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

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 96% of parents and carers and 100% of staff at this school indicated they were satisfied with the education provided by the school.

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

The results for the 23 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	61
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	100
Students like being at this school.	100
This school looks for ways to improve.	96
This school takes staff opinions seriously.	74
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	87
Staff are well supported at this school.	74

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 59 parents who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	98
Teachers at this school provide my child with useful feedback about his or her school work.	93
Teachers at this school treat students fairly.	88
This school is well maintained.	93
My child feels safe at this school.	98
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	81
My child likes being at this school.	98
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	93
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	90
This school works with me to support my child's learning.	91

Source: 2016 School Satisfaction Surveys, August/September 2016

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

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

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

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

Table: Isabella Plains Early Childhood School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	51	116	49	121
Mathematics	38	50	39	54

Source: Planning and Analytics

Performance in Other Areas of the Curriculum

The Arts are an integral part of our day to day learning at Isabella Plains Early Childhood School (IPECS). Children express themselves through art during indoor learning experiences and outdoor learning experiences, working through nature in response to the world around them. During NAIDOC week, children watched the staff perform a whole school read aloud of the story 'Tiddalick' before reflected on their learning of the dreamtime story in a frame using natural materials. Several children had pieces chosen for the Limelight exhibition and had their artwork displayed alongside others as part of the gallery. All students participate in weekly singing, music, dance and drama with the specialist arts teacher. Their developing confidence with performance is evident during assembly presentations. In term 4 we hosted a whole school art show and auction. The art show included an outdoor gallery walk, with children's artwork on display for purchase. The was an auction of the class group pieces with all money raised going towards the purchase of ICT equipment for children's use across the school.

In 2016 we focussed on increasing the ICT provision across the school and building the capacity of the staff to teach with and through technology. ICT integration across the school was enhanced through the introduction of google apps for education (GAFE). IPECS teaching staff adopted GAFE during 2016 and started using the tools within google drive for improved effectiveness of collaboration and communication. All staff attended PL in this area which allowed time for familiarisation and command of the new programs. This was extended to include children and families as we introduced chrome books in term 4 and introduced children to Google Apps for Education. During Term 2 we introduced seesaw as a trial with the SEM enrichment group. Seesaw is a parental engagement strategy that allows parents to receive updates on their students learning in real time, and provides the facility for them to interact with their child via text

or voice comment during the school day. It also builds a digital portfolio of students work over time which is accessible not only to parents, but grandparents and aunts and uncles and selected others that wish to be involved.

A STEM enrichment class was introduced for students excelling in the areas of numeracy, science and technology. This program saw children using high tech technology skills in addition to the low tech technology skills that they use in the classroom on a daily basis during indoor and outdoor learning experiences. Children who participated in the STEM enrichment program attended an excursion to Turner School where they benefitted from the expertise of staff and older students who led them through components of the STEM festival including the latest technology. IPECS continued to lead the Tuggeranong Enrichment Workshops in 2016. These workshops catered to 179 children from 12 Tuggeranong ACT Public Schools participated in a range of literacy, science and arts enrichment workshops at four different sites. Children from Preschool, Kindergarten, Year 1 and Year 2 worked with their peers from other schools at various sites in Tuggeranong during these sessions.

Our Kidsmatter focus in 2016 was on inclusion and diversity and children's mental health and wellbeing. Staff participated in a series of workshops and audits were conducted on environmental print, physical resources and language use across the school. We introduced learning competencies for the 21st century as a foundation to our teaching, utilising the 7 C's from Educating Ruby – Collaboration, Communication, Commitment, Craftsmanship, Creativity, Curiosity and Confidence. Each class introduced a social and emotional 'check in' system for the beginning and middle of each day. The growth in children's ability to monitor their feelings and emotional response was evidenced through circle time discussions and conflict negotiated on the playground. Staff also attended 'Malarkey PLAYworks' professional learning where they looked at understanding the play cycle, the use of loose parts play to inspire creativity, and the increased opportunities for social and emotional development during play. This knowledge was used in the classrooms and on the playground to take observations of children's learning through play, and ensure that play cycles are not being interrupted unnecessarily.

Sustainability and healthy lifestyles are fundamental to all learning at IPECS. Children participated in physical education and health with their classroom teachers, in school clinics such as gymnastics, AFL, tennis and Buoyed up sailing, and with the PE specialist teacher doing a bikes program. All children also participated in the Chief Minister's Physical Activity challenge. All classes cooked within class utilising the resources from the fresh tastes program and a healthy lunchbox demonstration was held for parents and families.

Progress Against School Priorities in 2016

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

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

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

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

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

Financial Summary

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

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

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	210068.00	103098.19	313166.19
Voluntary contributions	2900.00	416.50	3316.50
Contributions & donations	1514.09	383.64	1897.73
External income (including community use)	5200.01	7303.42	12503.43
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2696.49	2887.19	5583.68
TOTAL INCOME	222378.59	114088.94	336467.53
EXPENDITURE			
Utilities and general overheads	31199.86	40953.13	72152.99
Cleaning	25041.84	25946.82	50988.66
Security	60.00	0.00	60.00
Maintenance	29074.27	16457.38	45531.65
Administration	6434.82	2204.62	8639.44
Staffing	0.00	0.00	0.00
Communication	8402.21	1831.82	10234.03
Assets	14616.53	23324.62	37941.15
Leases	1225.07	0.00	1225.07
General office expenditure	5005.70	4173.40	9179.10
Educational	6662.34	12102.58	18764.92
TOTAL EXPENDITURE	127722.64	126994.37	254717.01
OPERATING RESULT	94655.95	-12905.43	81750.52
Actual Accumulated Funds	35049.36	38412.77	38412.77
Outstanding commitments (minus)	-2928.84	0.00	-2928.84
BALANCE	126776.47	25507.34	117234.45

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1886.00

Voluntary Contributions

In 2016 IPECS received \$3, 316.50 in voluntary contributions. The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
<p>Front of School Upgrade</p> <p>This reserve was created to upgrade the front of school gardens and entrance area signage.</p> <p>School environment is integral to creating a positive school culture. These funds will support a well maintained and modern school entrance.</p>	<p>\$25, 000</p>	<p>12/2017</p>
<p>School Upgrade</p> <p>This researve was created to action further school improvements to ensure that our teaching and learning environments remain functional and contemporary.</p> <p>School environment is integral to creating a positive school culture. These funds will support furniture renewal and whole school painting.</p>	<p>\$15,000</p>	<p>12/2018</p>

Endorsement Page

I declare that the Isabella Plains Early Childhood School Board has operated in accordance with the provisions of the *ACT Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Veronica Pearce	
Community Representative(s):	Suzanne Vincent	
Teacher Representative(s):	Penny Jackson	Melissa Moore
Board Chair:	Alison Yialeloglou	
Principal:	Kate Woods	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  Date: 09 / 05 / 2017

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

Board Chair Signature:  Date: 10 / 05 / 2017