



Lyons Early Childhood School
Annual School Board Report 2019



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

School Context

Lyons Early Childhood School is located in the Woden Valley area of Canberra. The school offers high quality education and care for birth to 8 children in a safe and secure environment. Our school offers integrating services including long day care, before and after school care and vacation care as well as preschool to year 2 education.

Three elements form the core of the model for our school. They are: high quality learning, integrated service delivery and family support and participation.

All children in the school actively engage in play based learning that supports their academic, social and emotional development. We have an explicit daily focus on the teaching of literacy and numeracy. Our school has a strong focus on community and our School Board and P & C work closely with the school and Woden Community Services, who provide child care services at the school. In 2019 we developed a Lyons Early Childhood School System Map and share a school vision, values, purpose and graduate profile.

We focus on ensuring that our transition processes are well communicated, resources are focused on ensuring that our families feel connected and supported when their child moves between rooms, year levels and to other schools and that students feel a sense of belonging, identity and agency.

Student Information

Student enrolment

In this reporting period there were a total of 70 students enrolled at this school.

Table: Student enrolment

| Student type | Number of students |
|---------------------------------------|--------------------|
| Male | 45 |
| Female | 25 |
| Aboriginal and Torres Strait Islander | 7 |
| LBOTE* | 24 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

| Year level | Attendance rate |
|------------|-----------------|
| 1 | 88.0 |
| 2 | 87.0 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

| Staff employment category | TOTAL |
|--|-------|
| Teaching Staff: Full Time Equivalent Permanent | 5.12 |
| Teaching Staff: Full Time Equivalent Temporary | 1.40 |
| Non Teaching Staff: Full Time Equivalent | 9.49 |

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate’s Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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’*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2017. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 75% of parents and carers and 67% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 6 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 | |
|--|-----|
| Parents at this school can talk to teachers about their concerns. | 86 |
| Staff are well supported at this school. | 57 |
| Staff get quality feedback on their performance. | 75 |
| Student behaviour is well managed at this school. | 57 |
| Students at this school can talk to their teachers about their concerns. | 100 |
| Students feel safe at this school. | 57 |
| Students like being at this school. | 86 |
| Students' learning needs are being met at this school. | 57 |
| Teachers at this school expect students to do their best. | 71 |
| Teachers at this school motivate students to learn. | 71 |
| Teachers at this school treat students fairly. | 57 |
| Teachers give useful feedback. | 75 |
| This school is well maintained. | 86 |
| This school looks for ways to improve. | 100 |
| This school takes staff opinions seriously. | 71 |
| This school works with parents to support students' learning. | 71 |
| Teachers give useful feedback. | 75 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 32 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 | |
|--|----|
| I can talk to my child's teachers about my concerns. | 91 |
| My child feels safe at this school. | 78 |
| My child is making good progress at this school. | 69 |
| My child likes being at this school. | 81 |
| My child's learning needs are being met at this school. | 66 |
| Student behaviour is well managed at this school. | 47 |
| Teachers at this school expect my child to do his or her best. | 75 |
| Teachers at this school give useful feedback. | 61 |
| Teachers at this school motivate my child to learn. | 78 |
| Teachers at this school treat students fairly. | 81 |
| This school is well maintained. | 81 |
| This school looks for ways to improve. | 91 |
| This school takes parents' opinions seriously. | 66 |
| This school works with me to support my child's learning. | 63 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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. Below are the results for this school for the current reporting period.

Table: Lyons Early Childhood School PIPS 2019 mean raw scores

| Agency | Reading start | Reading end | Mathematics start | Mathematics end |
|--------|---------------|-------------|-------------------|-----------------|
| School | 62 | 119 | 42 | 55 |
| ACT | 49 | 123 | 39 | 55 |

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

| INCOME | January-June | July-December | January-December |
|---|---------------------|----------------------|-------------------------|
| Self-management funds | 169958.07 | 104934.34 | 274892.41 |
| Voluntary contributions | 10520.00 | 650.00 | 11170.00 |
| Contributions & donations | 2810.00 | 1350.00 | 4160.00 |
| Subject contributions | 6504.55 | 2911.81 | 9416.36 |
| External income (including community use) | 1099.17 | 11828.20 | 12927.37 |
| Proceeds from sale of assets | 0.00 | 0.00 | 0.00 |
| Bank Interest | 3189.43 | 2812.50 | 6001.93 |
| TOTAL INCOME | 194081.22 | 124486.85 | 318568.07 |
| EXPENDITURE | | | |
| Utilities and general overheads | 34845.83 | 48880.95 | 83726.78 |
| Cleaning | 18304.62 | 17832.73 | 36137.35 |
| Security | 6628.18 | 429.67 | 7057.85 |
| Maintenance | 25968.70 | 14547.61 | 40516.31 |
| Administration | 3499.66 | 4717.53 | 8217.19 |
| Staffing | 0.00 | 6875.00 | 6875.00 |
| Communication | 5881.26 | 2638.86 | 8520.12 |
| Assets | 11567.11 | 16775.08 | 28342.19 |
| General office expenditure | 10714.61 | 7936.83 | 18651.44 |
| Educational | 5821.63 | 17787.63 | 23609.26 |
| Subject consumables | 0.00 | 0.00 | 0.00 |
| TOTAL EXPENDITURE | 123231.60 | 138421.89 | 261653.49 |
| OPERATING RESULT | 70849.62 | -13935.04 | 56914.58 |
| Actual Accumulated Funds | 72468.40 | 68363.29 | 68363.29 |
| Outstanding commitments (minus) | -1809.03 | 0.00 | -1809.03 |
| BALANCE | 141508.99 | 54428.25 | 123468.84 |

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 this reporting period.

Reserves

| Name and Purpose | Amount | Expected Completion |
|--|------------------|---------------------|
| <p>Playground Improvements 2021 The money has been set aside to improve the playground by incorporating elements of a nature play playground.</p> <p>The focus on developing the outdoor learning environment will support student wellbeing providing further opportunities to develop students' socialisation, problem solving, creativity and confidence.</p> | <p>\$130 000</p> | <p>2021</p> |

Endorsement Page

Members of the School Board

| | | | |
|-------------------------------------|------------------|-------------------|----------------|
| Parent Representative(s): | Amy Williams | Monique Stapleton | Georgina Binks |
| Community Representative(s): | Dr Sue Packer AM | | |
| Teacher Representative(s): | Stuart Rendell | Nicole Doherty | |
| Student Representative(s): | | | |
| Board Chair: | Amy Williams | | |
| Principal: | Robyn Strangward | | |

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

Board Chair Signature: Amy Williams

Date: 14 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Robyn Strangward

Date: 17 / 06 / 2020