



NORTH AINSLIE PRIMARY SCHOOL

Annual School Board Report 2017



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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

It has once again been a pleasure to be involved in the School Board in 2017. The Board has observed significant progress throughout the year.

The level of community engagement at our school is worth particular mention. North Ainslie Primary School (NAPS) has a high level of volunteer involvement in a wide range of school activities. The school leadership team is also committed to actively consulting with members of the school community about key decisions. This community commitment to participation is commendable.

Throughout 2017 the NAPS school board was invited to contribute to the Directorate-wide Future of Education conversation. We undertook a significant community consultation providing teachers, students and parents with multiple opportunities to voice their opinions about: what is working; what could be improved in ACT public education; and what they consider makes a successful school. We were able to apply the outcomes of these consultations to not only our feedback to the Future of Education conversations but also to our school action plan and the board's strategic priority planning.

The board undertook a review of the assessment and reporting procedures in conjunction with the school executive. Other procedures and policies are due to be reviewed and revised in 2018.

Upgrades to the buildings and physical environment of the school have been a budgetary priority in 2017 and will continue to be so in coming years; the challenges of maintaining and upgrading an old school are significant and we are pleased to see the improvements to staff and student comfort and sustainability.

There has been a concerted effort to offer increased and improved extra-curricular activities and this has contributed to the overall enjoyment, wellbeing and positivity of our student community.

The Board is prepared for another big year in 2018:

Capacity and growing student numbers will be the school's biggest challenge in coming years; 2018 will see both school review and IB review and these will be significant bodies of work for the executive – the board looks forward to contributing to the reviews and to supporting the executive. We start 2018 with a healthy budget and plans for increased school improvement and legacy projects, especially in regards to celebrating the school's 60th anniversary.

Many people have contributed to making 2017 a success at NAPS. It is humbling to observe the amount of energy and enthusiasm applied to building a strong and positive school environment by so many members of the school community, including parents, volunteers, staff and students. I wish to personally thank my colleagues on the School Board for their contribution in 2017 and look forward to North Ainslie Primary School continuing to build an exceptional school in 2018 and into the future. I have completed two terms as parent representative on the school board and have been Chair of the board for the last 3 years. It has been a privilege to contribute to the governance of such a wonderful school and to represent the parents of our outstanding community.

Emma McMahon
Board Chair, North Ainslie Primary School

School Context

North Ainslie Primary School represents the diverse and rich community of its surrounds with approximately sixty cultural and linguistic groups within the mainstream, Autism Specific Learning Support Unit (LSUA) and Introductory English Classes (IEC). In 2017 the English as an Additional Language or Dialect (EAL/D) component of our mainstream classes remained steady at thirty three percent whilst two percent of students came from Aboriginal and Torres Strait Islander backgrounds. There were 27 mainstream classes in the school: four preschool, four kindergarten, eight multi-age year 1/2, six multi-age year 3/4 and five multi-age year 5/6 classes. Our LSUA can cater for six students. The Northside Primary Introductory English Centre (NPIEC), for students who have recently arrived from overseas and for whom English is not their first language, had three classes for students in kindergarten to year 6. Students study at the NPIEC for approximately two terms and then transfer to our mainstream classes or their neighbourhood school. As enrolment intakes and exits happen each term for this part of the school they fluctuate throughout the year. In February 2017 these three classes had a total of 44 students and in August 2017 they had 39 students.

Student Information

Student enrolment

In 2017 there were a total of 567 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	322
Female	245
Aboriginal and Torres Strait Islander	13
LBOTE*	186

*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	95.0
1	94.0
2	92.0
3	92.0
4	93.0
5	91.0
6	92.0

Source: Planning and Analytics, December 2017

The school has an attendance policy which promotes regular school attendance and outlines the joint responsibility of parents and teachers to encourage and help students to attend school regularly. Parents are required to notify the school by phone or in writing if a child is absent.

Student attendance is carefully monitored by classroom teachers and executive staff. The front office is notified each morning of students who have not arrived at school. Parents and carers are then rung to confirm the reason for non-attendance, for example illness. When individual student absences are highlighted as significantly high, the parents/carers are contacted by a member of the school leadership team to establish steps the school can take in partnership with the family to address the non-attendance. At times, it is necessary to engage families with agency support.

The average attendance rate remained steady at 93%, the same as for 2016.

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	45

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of North Ainslie Primary 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	46
Teaching Staff: Full Time Equivalent Permanent	32.60
Teaching Staff: Full Time Equivalent Temporary	8.80
Non Teaching Staff: Head Count	12
Non Teaching Staff: Full Time Equivalent	9.94

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 are no Aboriginal and Torres Strait Islander staff members 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.

North Ainslie Primary School will be reviewed in 2018. 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 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, 84% of parents and carers, 94% of staff, and 92% of students 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 35 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.	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.	66
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	91
Students like being at this school.	94
This school looks for ways to improve.	94
This school takes staff opinions seriously.	91
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	74
Staff are well supported at this school.	94

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 106 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.	91
Teachers at this school provide my child with useful feedback about his/her school work.	84
Teachers at this school treat students fairly.	91
This school is well maintained.	83
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	84
My child likes being at this school.	90
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	86
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	84

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 119 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	90
Teachers at my school treat students fairly.	87
My school is well maintained.	81
I feel safe at my school.	84
I can talk to my teachers about my concerns.	68
Student behaviour is well managed at my school.	69
I like being at my school.	82
My school looks for ways to improve.	92
My school takes students' opinions seriously.	74
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	90

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: North Ainslie Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	51	136	40	55
ACT	51	124	39	55

Source: Planning and Analytics

NAPLAN

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

In 2017, 7.00 % of year 3 students and 8.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

Table: North Ainslie Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	476	442	557	517
Writing	431	412	482	475
Spelling	429	411	508	494
Grammar & Punctuation	475	441	526	503
Numeracy	435	417	512	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

North Ainslie Primary School continued its focus on the use of Inquiry across all learning areas as part of its International Baccalaureate (IB), Primary Years Programme (PYP). Teachers once again participated in a range of professional learning opportunities through the local ACT PYP Network with inquiry as a focus. This year we also engaged in additional professional learning through the IB with the school identifying different areas for the junior and senior schools. In preschool to year 2, the staff spent two days exploring the use of play and investigations in our developmental curriculum. Teachers then identified how this would work in preschool, kindergarten and years 1/2 and designed Essential Agreements on implementing opportunities for meaningful developmental learning across these year groups. Teachers in years 3-6 identified Flip Teaching as an area for development and participated in two days of face to face learning, whilst trialling ideas in an online platform. Student Led Conferences and the Year 6 Exhibition once again highlighted the use of inquiry to drive student voice in their learning. With the introduction of the Google Suite, teachers also used technology to enhance the learning in their classrooms, through the creation of Google Classrooms which were used for both school and home learning.

The Arts was once again a focus for the school with the implementation of a specialist program in music for students from kindergarten to year 6 which added to the rich visual arts learning already in place in the school. The end of 2017 celebrations included an Art Exhibition and Concert highlighting the success of both programs and the teaching of art in all classrooms. Students had access to technology and produced media in various forms, and these were shared with the community at the Year 6 Exhibition, Student Led Conferences and during school assemblies. Teachers once again worked with the Australian National University (ANU) Music Education Program with students visiting community organisations as part of their outreach program. The year 5 and 6 bands performed at school assemblies throughout the year and at public functions. Many students from years 1 to 6 had their visual art included in the annual Limelight Art Showcase and students from kindergarten to year 6 had regular dance lessons across the year. Preschool students worked with Rocking Horse music celebrating their learning with parents through an arts open afternoon.

The Healthy Eating Hub (HEHub) program was also enhanced with the appointment of two part-time teachers to run lessons using the PE and Health Curriculum as their basis. Pulling from the Personal and Community Health areas of the Australian Curriculum the PACH Program focused on teaching students about a healthy lifestyle through the growing and cooking of food. Access to the HEHub was still available during recess and lunch time and it became a popular lunch time club. The school was one of the first schools to graduate from the Fresh Tastes program, celebrating the commitment of the school to a healthy lifestyle. North Ainslie also became a Ride and Walk to School member and held several events over the course of the year, including Ride2School Day and the Winter Walk.

As part of our commitment to ensuring all children have the opportunity to be leaders in the school, we implemented the Peer Support Program with students in year 6 taking multi age groups and teaching them as part of our Social and Emotional Learning Program. Peer Support ran for a term with all students from K-6 participating. Leadership opportunities were available to years 5 and 6 students through the Student Leaders program, Sporting Captains, and assisting in the canteen. Leadership and the taking of action was demonstrated by students from across all year levels through the setting up, and running, of fundraising stalls at the Big Green Garage Sale (BGGGS) and the School's Multicultural Fiesta.

Students participated in the Australian Maths Challenge, and ICAS competitions continued to be well accessed by students. The Rostrum public speaking competition was held across the school from kindergarten to year 6, with one of our students reaching the quarter finals. Students continued to participate in a wide range of sporting clinics and carnivals and students in our IEC and years 1/2 trialled a new PE program focusing on physical literacy. North Ainslie students represented in several inter schools sporting teams and represented at district sporting carnivals.

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	375570.98	240934.56	616505.54
Voluntary contributions	1304.00	770.00	2074.00
Contributions & donations	2700.98	701.80	3402.78
Subject contributions	19527.00	490.00	20017.00
External income (including community use)	6333.54	8057.82	14391.36
Proceeds from sale of assets	602.63	0.00	602.63
Bank Interest	9421.10	9687.04	19108.14
TOTAL INCOME	415460.23	260641.22	676101.45
EXPENDITURE			
Utilities and general overheads	37195.24	49967.30	87162.54
Cleaning	48204.30	42445.90	90650.20
Security	893.00	1999.58	2892.58
Maintenance	62764.16	110169.55	172933.71
Administration	10928.53	11429.83	22358.36
Staffing	0.00	71400.00	71400.00
Communication	9296.59	3609.24	12905.83
Assets	46555.67	61383.91	107939.58
Leases	0.00	0.00	0.00
General office expenditure	1183.86	11443.92	12627.78
Educational	34578.51	39778.03	74356.54
Subject consumables	7666.59	2302.06	9968.65
TOTAL EXPENDITURE	259266.45	405929.32	665195.77
OPERATING RESULT	156193.78	-145288.10	10905.68
Actual Accumulated Funds	307296.21	346432.26	346432.26
Outstanding commitments (minus)	-1371.11	0.00	-1371.11
BALANCE	462118.88	201144.16	355966.83

Professional Learning

The school provided a variety of professional learning opportunities for teachers during 2016, with an emphasis on improving the teaching of writing through the North/Gungahlin Writing Project. All staff members, and regular relief teachers, participated in whole school professional learning at the beginning of the year on writing with other schools from the network. Other professional learning accessed as a whole staff was through the ACT PYP Network and through the International Baccalaureate professional learning worldwide programs. New teachers all had mentoring in the PYP and executive and teaching staff participated in continued learning on coaching models. Members of the Wellbeing Committee had targeted professional learning in order to lead the KidsMatter journey. Based on other priorities identified for the school for 2017, teachers also attended Professional Learning on Music, Oliver (Library Management System) and Gifted and Talented Education. Relief for staff attending professional learning was covered using CRS days or through internal relief with the professional learning paid for separately. Beginning Teacher Support Days were used for the purposes of providing extra support for report writing, to observe other teachers and to attend targeted professional learning. Teachers in their first year of teaching also received additional release for planning and working with their mentor. All teachers across the school received extra release each week for participation in Professional Learning Communities and Collaborative Planning which was also paid for through CRS. At the end of each term, all teachers received another additional three hours of release from face to face teaching to engage in team planning for the following term. Much of this was covered internally through the specialist and leadership team with an additional three days each term coming from CRS. Teachers also attended professional learning during weekends and stand down on music and Google Apps for Education.

The average professional learning expenditure at the school level per full time equivalent teacher was \$1045.00.

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. Voluntary Contributions are placed into the school's Library Fund and \$19,196.00 was received in 2017.

Reserves

Name and Purpose	Amount	Expected Completion
<p>2018 Curriculum Development</p> <ul style="list-style-type: none"> Oral Language Program to be phased in from 2018 as part of the North/Gungahlin project to further enhance student outcomes, particularly in English 	\$5,000	12/2018
<p>2018 Teacher Development</p> <ul style="list-style-type: none"> Professional Learning for teachers in the use of the Oral Language Program (January) and ongoing support as part of the North/Gungahlin project to further enhance student outcomes, particularly in English 	\$5,000	12/2018
<p>2018 Instructional Leadership</p> <ul style="list-style-type: none"> Ongoing professional learning for the leadership team and development of a coaching and mentoring program for team leaders and teachers to further develop the school's distributive leadership approach and the ability of all staff to improve student outcomes 	\$5,000	12/2018
<p>2018 ICT</p> <ul style="list-style-type: none"> Continued upgrades to Interactive Whiteboards to replace boards that no longer work or are out of warranty and building upon the school's ICT plan to purchase additional iPads and Chromebooks to further develop all students' ICT skills and the learn anywhere approach 	\$50,000	06/2018
<p>2018 Facility Upgrades</p> <ul style="list-style-type: none"> Proposed upgrades to the school hall which has not been updated in many years. The school turns 60 in 2018 so the upgrades will become part of the school's celebrations 	\$60,000	01/2019
<p>2019 Curriculum Development</p> <ul style="list-style-type: none"> Development of programs for use in furthering developing inquiry maths and transdisciplinary learning in units of inquiry to enhance student outcomes 	\$5,000	12/2019
<p>2019 Teacher Development</p> <ul style="list-style-type: none"> Professional learning for teachers in the use of inquiry in maths and unit of inquiry to further enhance student outcomes, particularly in maths and other key learning areas of the curriculum, professional learning from the International Baccalaureate 	\$15,000	12/2019

<p>2019 Instructional Leadership</p> <ul style="list-style-type: none"> Ongoing professional learning for the leadership team and development of a coaching and mentoring program for team leaders and teachers to further develop the school's distributive leadership approach and the ability of all staff to improve student outcomes 	<p>\$5,000</p>	<p>12/2019</p>
<p>2019 ICT</p> <ul style="list-style-type: none"> Continued upgrades to Interactive Whiteboards to replace boards that no longer work or are out of warranty and building upon the school's ICT plan to purchase additional iPads and Chromebooks to further develop all students' ICT skills and the learn anywhere approach 	<p>\$50,000</p>	<p>12/2019</p>

Endorsement Page

Members of the School Board

Parent Representative(s): Emma McMahon, Amanda Galbraith, Sue Webeck.
Teacher Representative(s): Simone Hobday, Travis Thurston. |
Board Chair: Emma McMahon
Principal: Tania Collis

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

Board Chair Signature: _____ Date: ____ / ____ / ____

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: _____ Date: ____ / ____ / ____