



Monash School

MONASH PRIMARY BOARD REPORT 2012



Figure 1: The front entrance to Monash Primary School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is monashps.act.edu.au.

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About our school

Introduction to School

Monash Primary School is in the Tuggeranong Valley and was opened in 1982. In 2012 the school has a population of 464 students in years P-6. The school aims to provide all students with learning experiences that will enable them to develop intellectually, physically, socially and emotionally. Monash School's vision is to create within the school community a caring and supportive environment which will enable students to "touch the earth, reach the sky, challenge the future", and most of all provide students with a high quality education.

The school offers a range of programs to meet this goal including dedicated sports and Japanese teachers, an emphasis on ICT, social and emotional literacy, and extension and learning assistance programs to meet individual student needs. The school also provides two well-resourced Learning Support Units and a Learning Support Centre to enable all students to achieve to the best of their ability.

Student Information

Student enrolment

In 2012 there were a total of 464 students enrolled at this school.

2012 Student Enrolment breakdown

	Number of Students
Male	238
Female	226
Indigenous	14

Student attendance

The following table identifies the attendance rate of students by year level during 2012. 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.

Year Level	Attendance Rate %
OK	92.5
1	93.4
2	94.3
3	93.6
4	92.5
5	91.4
6	88.3

Classroom teachers are required to mark the class roll at the beginning of each school day and following the afternoon break. Any absences are noted according to the required procedures. Extended student absence is followed up by executive and appropriate action taken. Parents and carers are required to sign students in to the school if they arrive late. Parents and carers are required to sign students in and out of the school if they leave during the school day.

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.

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	39

Workforce Composition

In 2012 the workforce composition of the school is highlighted in the following table.

Role	No.
Administrative Officers	10
General Service Officers or Equivalent	1
School Leader A	1
School Leader B	2
School Leader C	1
Teachers *	25
TOTAL	41

Note: This table includes pre-school staffing Source: Human Resource Branch, August census 2012

There are 0 indigenous staff at this school.

Volunteers

Volunteers using their time and expertise to contribute to the learning activities within the classrooms such as preschool activities, investigations, literacy and numeracy activities, assistance in the preparation of teaching and learning materials, listening to student's reading, support for sporting events such as transport, time keeping and record keeping, excursion supervision and support in providing a canteen service 5 days per week.

In excess of 1550 volunteer hours have been contributed in 2012.

School Board

As Chairperson of the Board, it is with pleasure that I present the 2012 Annual Board Report. No annual report can do justice to the story of a school community and its endeavours throughout any one year.

Nevertheless, we are given the opportunity to reflect on the wonderful achievements of the Monash School community, something which can only happen when people are committed to the challenges presented, and to each other.

I would like to thank all of the teachers, administration staff, volunteers, canteen staff and the P&C for the work they have carried out over the past year which has made a difference to the lives of our children.

I would also like to say a big thank you to retiring Principal Jan Walsh on behalf of the Board, and I'm sure, all the Monash parent community. In her time at the school Jan brought a wealth of ideas and provided a strong clear leadership in all facets of the school.

I have greatly enjoyed the last 4 years on the school board, but due to family reasons have decided not to stand again. I wish the incoming parent representatives all the best.

School Review and Development

The ACT Education and Training Directorates *Strategic Plan 2010-2013* provides the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 schools progress towards achieving system and school priorities.

Monash Primary School validated in 2011. A copy of the 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 May 2012 the school undertook a system 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 2012, 76 percent of parents and carers, 96 percent of staff and 88 percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

These results as well as the continual review of school performance across the four domains of schooling: learning and teaching, leading and managing, student environment and community involvement contributed to the development of the school plan. This plan is available on the school website at monashps.act.edu.au.

Professional Learning

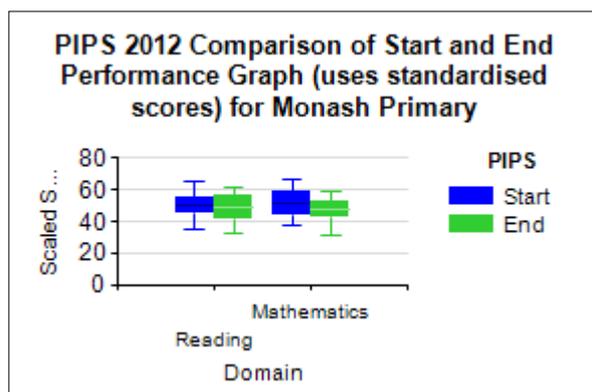
Monash School is committed to providing meaningful and relevant professional development for all staff. As well as specific professional development days a commitment is given to weekly professional learning sessions. Professional learning in the following areas was provided during 2012:

- Walker Learning Approach Preschool to Year 8
- Kids Matter – Component 1
- Middle Years Mental Computation
- Play based Interventions for Students with challenging behaviours
- Building better relationships
- Mandatory reporting
- Athletics
- Diabetes management
- Asthma management
- Epilepsy management
- Anaphylaxis Management
- Code of Professional Conduct
- Protective Behaviours
- Grade Expert
- Assessments and Tool Kits
- Communication and Rich Oral language – supporting classrooms
- National Standards for Teachers
- Trauma-Collaborative Problem Solving
- Walker learning mentoring – Terms 2 and 3

Learning and Assessment

Performance in literacy and numeracy

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.



PIPS 2012 mean raw scores				
	School		ACT	
	Start	End	Start	End
Reading	51	119	52	125
Mathematics	40	51	39	54

The PIPS phonics testing at the start of year resulted in 18% of students achieving a standardised score of over 60 and 20% achieving a score of less than 40. Reading results indicated 16% reaching over 60 as a standardised score and 12% scoring less than 40. The start of year PIPS numeracy testing resulted in 24% of students achieving over 60 as a standardised score in maths and 8% scoring less than 40.

End of year PIPS reading testing resulted in 69% achieving an average standardised score and 12% achieving a score of over 60. Numeracy end of year results were 81% achieving an average standardised score and 3% achieving a score of over 60.

National Assessment Program-Literacy and Numeracy (NAPLAN).

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 2012, 5.80 percent of year 3 students were exempt from testing based on nationally agreed criteria.

Monash Primary 2012 NAPLAN Mean Scores				
	Year 3		Year 5	
	School	ACT	School	ACT
Reading	431	445	488	520
Writing	392	417	473	486
Spelling	425	420	483	500
Grammar & Punctuation	427	440	474	513
Numeracy	411	411	500	505

Source: Performance and Planning December 2012

Progress against School Priorities in 2012

Priority 1

Improve literacy and numeracy outcomes for all students

Targets

- An average 3% improvement in the school NAPLAN means for reading and numeracy results
- 75% of students in each year level to achieve the school reading benchmark
- 95% of students to attend reward play at the end of each term

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing; Student Engagement; Community Engagement

Progress against outcomes and targets

To achieve our priority the school worked across a number of strategies as articulated below.

The formation of the executive team was changed in 2012 to enable executive staff to be in the classrooms and mentoring teaching staff through instructional leadership. Staff were given opportunity to indicate via a coaching form the areas in which they considered they required additional assistance. Some members of the executive team attended the TQI mentoring course and delivered professional development to the entire staff. Each term several staff members were invited to share elements of their classroom practice with the staff at professional learning sessions. These sessions included: using iPads in the classroom; purposeful writing for junior classes; using Cars and Stars for assessment; using educational research projects for differentiation; differentiation in the mainstream classroom for special needs students and 'preschool matters'. Monash School acted as a lead school for Education and Training Directorate (the Directorate) in the area of numeracy and presented units of work at the market day in Term 4.

Develop and build capacity of staff to effectively differentiate through content and pedagogy

During 2012 staff were offered professional learning in the following areas: Walker Learning (including intensive mentoring); Lead school requirements; Middle years mental Computation; Reaching and Teaching all Learners (gifted and talented) and oral language in the classroom. Each term several staff members were invited to share elements of their classroom practice with the staff at professional learning sessions. The relevant sessions for this strategy included: using educational research projects for differentiation, differentiation in the mainstream classroom for special needs students and unpacking gifted and talented teaching at Monash. In term 1 an Individual Learning Plan was developed for each student in the school. These were reviewed at the end of term 2 and used for tracking of student's progress, reporting and discussions with families. In term 1 a special needs audit of each class was completed with classroom teachers consulting in teams with the school counsellor and executive to determine students in their class who required extra assistance or needed extension. Unpacking of 2011 NAPLAN data was carried out with appropriate staff to inform and identify areas of need/strengths and priorities for teaching and curriculum. Following the 2012 NAPLAN results, analysis was carried out to determine future directions for the school projecting into 2013. A You Can Do It mentoring day was held in term 2 which all staff attended to review the current practices in delivery of this program.

Develop a whole school approach to the teaching of literacy and numeracy

Professional learning was held in Scootle; Middle Years Mental Computation; Quality Teaching; Mathematics; Reaching and Teaching all learners and GradeXpert. Each term several staff members were invited to share elements of their classroom practice with the staff at professional learning sessions. These sessions included: using iPads in the classroom; purposeful writing for junior classes; using Cars and Stars for assessment; using educational research projects for differentiation; differentiation in the mainstream classroom for special needs students and 'preschool matters'. Systems to update the reading benchmark data wall were reviewed. This has been an invaluable resource for teaching staff to track individual students and to have an awareness of the 'bigger picture'. GradeXpert was established and accessed for the recording of appropriate assessment data across all year levels. Access to this data was then an integral component of the reporting process. During term 2 the executive team visited several schools in the Parramatta district of Sydney to explore the possibilities of Monash School engaging in Open Learning environments. The executive were impressed with this pedagogy and felt that it would meld appropriately with the Walker Learning philosophy. A trial of the system in a 1/2 unit of the school was implemented in term 3. The relevant staff visited schools in Sydney prior to commencing the trial. The staff involved in the trial have undertaken continuous evaluation and presented

their findings to staff in term 3. They presented their findings to the School Board and to a P&C meeting in term 4. Families have also been informed via the school website, Facebook and the school newsletter.

Develop a whole school approach to planning, programming and assessment practices

In term 1 of 2012 each teacher was given an assessment folder that contained information about the assessments required throughout the year and the timeline for required assessment and reporting. These folders were revised in term 4 to reflect the modifications required projecting into 2013. Rubrics were formulated to assist with moderation of students' work. There was collaboration with other schools in the network for moderation of student's work and this was very successful for all parties. Specific professional learning was provided in Assessment practices; Quality teaching; Middle Years Mental Computation and Walker Learning. GradeXpert has been established for all staff to access and record student data and inform them in their reporting processes. Modifications have been made to planning documentation in anticipation of 2013 to reflect the alignment of the Australian Curriculum, Walker Learning Approach and Open Learning Environments. In term 3 an intensive IT literacy program, Reading Doctor, commenced for selected year 1 and 2 students. Evaluation of the program indicated that outcomes were very successful with participants increasing reading levels dramatically.

Utilise Walker Learning Approach to provide effective child-centred learning to meet individual needs

All staff attended a one day conference with Shona Bass and Karen Mann from Walker Learning in the January stand-down period. Extensive mentoring was also undertaken in Term 2 and 3 for all members of the teaching staff. Feedback was provided following the mentoring sessions. The Principal and the Deputy Principal met with the executive staff from Walker Learning in Term 4 to discuss future directions and implementation. The Walker Learning organisation presented to the Principal and the Deputy Principal an award for 'Visionary and Effective Leadership' in acknowledgment of their work in leading change in a whole school philosophy enhancing student engagement and personalised learning.

Develop partnerships with families and community in the education of their children

Relationship building is a high priority for Monash School. Staff were given professional learning opportunities in a range of areas aimed at increasing relationships with community including: Play-based interventions; Building better relationships; Mandatory reporting; Kids Matter; Protective behaviours; Trauma in children and Indigenous games. Professional learning was also carried out in medical conditions that may affect students within our school eg. epilepsy, asthma, anaphylaxis and diabetes management. In term 1 of 2012 a Kids Matter committee was formed comprising executive staff, teaching staff, school counsellor and a parent representative. The committee has met four times throughout the year to discuss relevant issues. In term 3 a Kids Matter parent survey was carried out to determine how parents viewed the communication and access processes within the school to

determine future directions. Several family information sessions were held in 2012. A session was presented by Sexual Health and Family Planning ACT (SHPFAC) on sexual education for children in primary schools. There were also parent sessions on Kids Matter and Open Learning during the year. In May the DVD produced by the school to explain mathematical strategies to parents was launched. The launch was well attended by families and the DVD and accompanying resource pack was well received with purchases of both being made by families and other schools throughout the year. Each term the senior school has held a Learning Expo at which students present their educational research projects. These have been well attended by families and very positive feedback to the Expos has been received. In term 2 the junior school held a learning journey for families to observe and participate in the discovery learning program. Each classroom has established a parent communication board to inform families of the program and learning intentions of each class. The school website is under review but constantly updated. During the year the School opened a Facebook page and a Twitter account accessible to Monash families. In addition, a weekly newsletter is emailed to each family household. A Parent Information Board has been established near the literacy and numeracy resource room to inform parents of current strategies and activities in literacy, numeracy and social skills. This board is constantly updated and there are resources available for parents to take. A system to track high absenteeism has been established with families contacted if there is an excessive amount of unexplained absenteeism. In term 4 a family event was held to celebrate the end of year with a Bushwahzee performance.

Comments against targets:

1. An average 3% improvement in the school NAPLAN means for reading and numeracy results

The improvement in NAPLAN results at Monash School was varied. The 2012 year 3 in particular showed improvement across the board. The 2012 year 5 demonstrated improvement in numeracy but a decrease in reading. This is shown in the next table.

NAPLAN Mean Scores 2011-2012						
	Year 3			Year 5		
	2011	2012	Improvement	2011	2012	Improvement
Reading	430.5	431.2	stable	510.1	488.0	-5%
Numeracy	399.7	411.0	3%	481.4	500.4	4%

2. 75% of students in each year level to achieve the school reading benchmark

Whilst students in years 3 – 6 exceeded the school reading benchmark target it is clear that there is a large proportion of students in kindergarten and years 1 & 2 below

benchmark reading levels. A major implication of this data is that more Professional Development in First Steps Reading Strategies will be required in 2013.

Year level	Benchmark	% achieved
Kindergarten	5	49
Year 1	13	39
Year 2	18	50
Year 3	20	76
Year 4	21	80
Year 5	24	89
Year 6	26	96

3. 95% of students to attend reward play at the end of each term

Each term the following percentage of students were included in reward play:

Term 1 – 98%; Term 2 – 97%; Term 3 – 95%

This achieved the set target of 95% of students attending reward play. This indicates a high level of student engagement at the school and reduced behavioural management issues.

Priority 2

Develop a school environment that builds awareness, knowledge, skills, values and motivation to live sustainably

Targets

- Reduce electricity costs to meet the ACT public schools average consumption of 480kw per year
- Increase the level of recycling so that the output of waste is reduced

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing; Student Engagement; Community Engagement

Progress against outcomes and targets

The following strategies and actions were put in place to achieve the priority.

Develop processes that will embed sustainable practices into planning and programming to support learning outcomes for students

The kitchen/garden program commenced in term 2 and involves rotations of groups of students identified as having low levels of literacy and numeracy achievements. In addition, every class group has been rotated through the kitchen cooking class. Each class has also had the opportunity to plant out an area of the vegetable garden giving students ownership

of the garden beds. There are several clubs that also give students an additional opportunity to access the kitchen and gardens. In term 4 produce was sold from the garden to the school community which raised funds that could be re-directed into the program.

Develop and build capacity of staff and students to engage in best practice community education for sustainability

All classes undertake recycling processes, including scrap food to feed the chickens. The kitchen/garden program strengthens opportunities to enable students to engage in sustainable education and to assist staff to include these aspects in their programming. Excursions were undertaken by various year levels to enhance the environmental education of students. These included: preschool, kindergarten and year 5 all visited Tidbinbilla; year 1 and 2 visited CSIRO and the Botanic Gardens; years 3 and 4 visited the Australian Institute of Sport (AIS) and preschool visited the National Museum.

Utilise Walker Learning Approach to provide effective child-centred learning to meet individual needs

Educational research projects were linked to environmental issues in the senior school as student's interests reflected this pathway. In the junior school many activities were introduced to students through investigations that reflected sustainable practices and environmental issues.

Develop partnerships with families and community in the education of their children

A mosaic has been started by parents of the school to adorn the front area of the school. One side is completed and the other side is well underway. Parents have worked with teachers and students to achieve this goal. Despite concerted efforts, a partnership with Goodwin residents was unsuccessful and other avenues for community partnerships are being explored for 2013.

Undertake improvements to indoor and outdoor learning environments to improve student outcomes

Many improvements to indoor and outdoor environments were made during 2012. One unit of classrooms was completely repainted internally. That unit and one other were also recarpeted. The kitchen area was established in one of the art areas of a unit. The school obtained a Health grant to assist in financing this project but it was a massive undertaking requiring commitment from the school and the P&C to achieve the final outcome. A sizeable donation was also received by Harris Scarfe via a parent of the school to enable the initial equipment allocation for the kitchen. A very successful kitchen opening was held in Term 3 with a large representation from the media. This gave excellent publicity for the school in newspapers and television reports including The Canberra Weekly, The Chronicle, ABC News, Stateline and Healthfacts. The vegetable gardens were relocated to outside of the kitchen and crops planted by each class in the school. The chicken coop was extended and students rostered to care for the chickens. The area directly outside the library was covered

with synthetic turf to enable the area to be accessed as an outdoor learning area by students. An outdoor chess area was also established using opposing coloured pavers. The library area was relocated in Term 4 to the multi-purpose building. This has created a 'state of the art' resource area as well as allowing the vacated space to be accessed by classes in 2013.

Comments against targets:

1. Reduce electricity costs to meet the ACT public schools average consumption of 480kw per year

Electricity bills at Monash School reduced by an average of 8% over the 2012 school year compared to the payments made in 2011.

The average consumption (daily) was 882kwh which is still well above the target of 480kwh.

2. Increase the level of recycling so that the output of waste is reduced

During 2012 the number of recycling bins being emptied at the school has increased from 2011. The school now has 9 red recycling bins, 11 blue paper bins and 4.5 cubic litre cardboard/paper recycling bin. The waste bins in the classrooms have been reduced to a smaller size indicating that the level of waste at the school has reduced.

Priority 3

Ensure that provisions are made for the preschool to provide quality early childhood education in accordance with National Standards

Targets

To achieve the highest ranking in the National Standards ratings

75% of children to move from Monash preschool to Monash kindergarten in 2013

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing; Student Engagement; Community Engagement

Progress against outcomes and targets

Develop an authentic approach to planning, programming and assessment that aligns with the National Standards

The Early Years Learning Framework principles are used in the programming and planning by teachers at preschool. Preschool staff have been undertaking professional learning in EYLF through the university course they are undertaking to upgrade their qualifications to include early childhood. During the year preschool staff shared aspects of their program

with the entire school staff to develop an understanding of professional roles throughout the school.

Utilise Walker Learning Approach to provide effective child-centred learning to meet individual needs

All staff attended a one day conference with Shona Bass and Karen Mann from Walker Learning in the January stand-down period. Extensive mentoring was also undertaken in term 2 and 3 for all members of the teaching staff. Feedback is provided following the mentoring sessions. In the preschool many concepts were introduced to students through activities that reflected sustainable practices and environmental issues.

Develop partnerships with families and community in the education of their children

At the beginning of 2012 a preschool sub-committee was formed under the auspices of the Monash School P&C. The sub-committee assists in the management of the preschool by fundraising and communicating with families. In Semester 1 of 2012 a reporting system was established for preschool. The report combines a developmental checklist with a written comment from the preschool teacher. After the first report was sent out families were asked to provide feedback. The feedback was extremely positive with families commenting favourably on receiving a report and on the actual format. In term 4 families are provided with a comprehensive portfolio of work which includes anecdotal observations and photos of their children. A kindergarten orientation night was held in term 2 for parents to familiarise themselves with the kindergarten program at Monash School. In Term 4 the Principal and the Deputy Principal met with individual families whose children were enrolled for kindergarten in 2013. Written information was provided in the revised family handbook. Children attending Monash kindergarten in 2013 were involved in a transition program during term 4. Classes held end of year celebrations with their families where they demonstrated some of the work they had done during the year.

Ensure that criteria is met to achieve and maintain a high ranking under the National Standards

At the end of 2011 preschool staff and the school executive met and completed the self assessment tool. In 2012 a regular weekly meeting was established with the preschool teachers and the deputy principal. Each week evaluation of the self assessment tool was done and appropriate actions determined. Actions included developing a preschool philosophy, completing a family handbook, developing a reporting system, developing a first aid form, establishing procedures for cleaning and doing daily safety checks, changing hand washing procedures (including replacing hand towels with paper towels) and collating current information and policies into an accessible folder for staff and parents to access. Appropriate signage as required is displayed at the preschool.

Comments against targets:

1. To achieve the highest ranking in the National Standards ratings

Monash preschool is yet to undertake the rating process.

2. 75% of children to move from Monash preschool to Monash kindergarten in 2013

In 2013, 53% of the kindergarten cohort will be students from Monash Preschool. This is below the anticipated target of 75%.

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

In addition to the Early Years Learning Framework, the preschool staff employ the principles of the Walker Learning Approach (WLA) in their programming and planning. Programming is ongoing and fluid and considers children's individual interests. Each day focus children are selected and staff complete anecdotal observations on every child. Formal reporting is carried out twice a year. Portfolios of children's work, including observations and photos, are presented to each family at the end of the preschool year.

Children's health and safety

Children with medical needs and/or allergies have notifications posted for easy visual access for all people at the preschool. The first aid officers for the school are identified. A change has been made to hand washing procedures with the hand towels replaced by paper towels. A daily safety check of the playground area is completed.

Relationships with children

Respectful relationships are a high priority at Monash preschool. Families provide information at the start of the year about their child's needs and staff work collaboratively with families to ensure that children feel safe and secure with their needs met. Each day several children are made the 'focus' children of each class and this ensures that the teacher spends special time with those children and completes specific observations on them. Children's interests form the centre of the planning process so that they will be engaged and have ownership of their environments.

Staffing arrangements

The appropriate staff ratio is maintained and staff, including release staff, have the appropriate qualifications under the NQS. All staff, including assistants, are allocated release time for the purpose of programming and planning.

Leadership and management

Each week the preschool teachers meet with the deputy principal to discuss matters pertaining to the NQS as well as other matters that are relevant to the operation of the preschool and the preschool program. Preschool staff attend professional learning team meetings, staff meetings and professional development.

Physical environment

The indoor learning spaces at preschool are child-focussed and centred around children's interests. There are spaces created for different focus areas within the classroom. Dramatic play areas are changed regularly to also reflect the children's interests. The outdoor learning space is used to provide further opportunities for discovering, investigation and exploration.

Collaborative partnerships with families and communities

At the beginning of 2012 a preschool sub-committee was formed under the auspices of the Monash School P&C. The sub-committee assists in the management of the preschool by fundraising and communicating with other families. In 2012 a reporting system was established for preschool. The report combines a developmental checklist with a written comment from the preschool teacher. In Term 4 the Principal and the Deputy Principal met with individual families whose children were enrolled for kindergarten in 2013. Children and their families attending Monash kindergarten in 2013 were involved in a transition program during Term 4.

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 \$230.00.

Voluntary contributions

This school received \$14, 660 in voluntary contributions in 2012. 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 2012.

Reserves

Name and purpose		Expected Completion
iPads and accessories	\$20,000	March 2013
Acoustics for the Multi Purpose Building	\$25,000	April 2013

Financial Summary	
31-Dec-12	
INCOME	
Self management funds	351230
Voluntary contributions	14659
Contributions & donations	14282
Subject contributions	19214
External income (including community use)	34936
Proceeds from sale of assets	0
Bank Interest	8607
TOTAL INCOME	442928
EXPENDITURE	
Utilities and general overheads	100310
Cleaning	93764
Security	893
Maintenance	41787
Mandatory Maintenance	0
Administration	6934
Staffing	0
Communication	12304
Assets	41462
Leases	5426
General office expenditure	26913
Educational	21620
Subject consumables	22979
TOTAL EXPENDITURE	374392
OPERATING RESULT	68536
Actual Accumulated Funds	113935
Outstanding commitments (mir	6330
BALANCE	176141

Endorsement Page

I declare that the Monash 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-
- 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: Ewan Stewart, Patricia Butron, Mark McLean, Dan Curtis

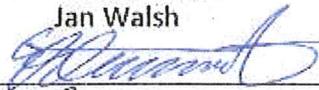
Community Representative Teri Hobbs

Teacher Representative Sharon Swift, Melissa Moore

Student Representative: Nil

Board Chair: Ewan Stewart

Principal: Jan Walsh

Board Chair Signature: 

Date: 21/2/13

Principal Signature: 

Date: 21/2/2013

I have sighted this Annual School Board Report and verified the data contained in the report.

School Network Leader: Mr Stephen Gwilliam

Signature: 

Date: 27.2.13