



Isabella Plains
Early Childhood School

Isabella Plains Early Childhood School

Annual School Board Report 2018



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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

I would like to start by acknowledging and thanking the outgoing Board Chair and Board representatives for their management of the continued development of performance at IPECS.

The role of the IPECS School Board is to maintain the school's strategic direction through constant review of the Action Plan, the school's annual budget, educational performance and school policies. The Board meets once a term.

2018 was a year of transition for both the IPECS school board and the school itself, both parent representative board positions were newly filled at the beginning of 2018 and the school community bid farewell to its principal, Kate Woods who left for an exciting new opportunity and welcomed Simon Parker to the role of principal.

I would like to thank Kate for leadership and commitment to the school during her time here and also particularly thank Simon for his professionalism and drive which created a seamless transition from one principal to another, both for the Board and the school community as a whole.

During 2018 with support from the Board, IPECS has continued the development of the grounds master plan including the installation of the fence and the upgrading of furniture in unit blocks.

I would like to finish by wishing continued success to IPECS in community involvement and celebrating the 10 years anniversary of IPECS.

Ewan Stewart

IPECS School Board chair

School Context

Isabella Plains Early Childhood School (IPECS) is a birth to 8 school in Tuggeranong that operates under an integrated service delivery model. The school vision and values reflect the viewpoints of all stakeholders, maintain a focus on the core elements of the early childhood school's framework and reflect a commitment to implementing contemporary educational practices and pedagogy that develop the skills and dispositions for 21st century learners.

The core elements of the IPECS service delivery model are high quality learning, integrated service delivery and family support and participation. Children and families in attendance at the school are part of a strong and participative school community who benefit from onsite childcare, before and after school care, vacation care, seamless transitions between service providers, playgroups,

connections with local community groups and rich and diverse learning experiences delivered through a pedagogy of play-based learning. When children finish at IPECS, they transition to their local primary school. The priority enrolment schools for children residing in Isabella Plains are Richardson Primary School, Monash Primary School and Bonython Primary School. We maintain close collaborative partnerships with all schools in the immediate vicinity to support student transitions through the establishment of consistent year level expectations and sharing of information on children’s cognitive, social, emotional, language and physical development.

We offer a holistic program designed to address the five domains of early childhood development (cognitive, social, emotional, physical and language). Specialist teaching areas include sustainability, music and the arts, library, ICT, PE and Spanish. We pride ourselves on our inclusive practices, ensuring that resources, language and displays are diverse and reflective of the members of our community. All members of our community can see themselves reflected in their school environment while also gaining insight into other people’s cultures and ways of being. We place equal emphasis on the value of indoor and outdoor learning environments and are currently working through a grounds masterplan designed to incorporate the natural landforms where possible. At IPECS there is a conscious effort to learn with and through nature in all that we do. We explicitly teach social and emotional learning and use the 7 Cs identified by Bill Claxton as a framework to foster and guide children’s innate curiosity and wonder, to develop children’s grit and commitment and teach them to be assessors of risk to enable them to safely challenge themselves and learn new things.

Student Information

Student enrolment

In 2018 there were a total of 110 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	58
Female	52
Aboriginal and Torres Strait Islander	5
LBOTE*	34

*Language Background Other Than English
Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	90.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	9.60
Teaching Staff: Full Time Equivalent Temporary	0.60
Non Teaching Staff: Full Time Equivalent	8.50

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. 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.

Our school will be reviewed in 2022. A copy of the most recent validation report 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 93% of parents and carers and 96% 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 who agreed with each of the national opinion items at this school.

A total of 27 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.	93
Teachers give useful feedback.	96
Teachers at this school treat students fairly.	93
This school is well maintained.	63
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	78

Students like being at this school.	96
This school looks for ways to improve.	96
This school takes staff opinions seriously.	70
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	93
Staff get quality feedback on their performance	84
Staff are well supported at this school.	70

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 117 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.	92
Teachers give useful feedback.	90
Teachers at this school treat students fairly.	96
This school is well maintained.	89
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	79
My child likes being at this school.	95
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	85
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	91

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Isabella Plains Early Childhood School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	50	119	39	52
ACT	49	124	39	54

Source: Analytics and Evaluation

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	164147.00	123823.75	287970.75
Voluntary contributions	2607.00	565.00	3172.00
Contributions & donations	5636.96	3411.53	9048.49
External income (including community use)	3250.01	2827.71	6077.72
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3417.83	3085.00	6502.83
TOTAL INCOME	179058.80	133712.99	312771.79
EXPENDITURE			
Utilities and general overheads	35416.36	90694.86	126111.22
Cleaning	25323.54	30767.21	56090.75
Security	0.00	200.00	200.00
Maintenance	20425.58	17798.26	38223.84
Administration	16984.27	4026.05	21010.32
Staffing	0.00	0.00	0.00
Communication	7908.49	4554.09	12462.58
Assets	31136.16	44096.78	75232.94
Leases	0.00	0.00	0.00
General office expenditure	10948.00	4039.75	14987.75
Educational	13803.01	7350.38	21153.39
TOTAL EXPENDITURE	161945.41	203527.38	365472.79
OPERATING RESULT	17113.39	-69814.39	-52701.00
Actual Accumulated Funds	200234.08	170234.08	170234.08
Outstanding commitments (minus)	-34021.78	0.00	-34021.78
BALANCE	183325.69	100419.69	83511.30

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Masterplan. This reserve has been created to continue the upgrades to the outdoor learning environment.	\$30 000	End of 2021
Furniture Upgrades to preschool. This reserve has been created to continue the upgrades to the learning area furniture.	\$15 000	End of 2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Ewan Stewart	Ursula Hawkins
Community Representative(s):	Suzanne Vincent	
Teacher Representative(s):	Melissa Moore	Alyssa Owen
Student Representative(s):		
Board Chair:	Ewan Stewart	
Principal:	Simon Parker	

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

Board Chair Signature: Ewan Stewart

Date: 21 / 05 / 2019

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: Simon Parker

Date: 21 / 05 / 2019