



Isabella Plains
Early Childhood School

Isabella Plains Early Childhood School

Annual School Board Report 2020



This page is intentionally left blank.

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

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2021

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community1

Summary of School Board activity1

School Context2

Student Information2

Student enrolment2

Student attendance**Error! Bookmark not defined.**

Supporting attendance and managing non-attendance3

Staff Information3

Teacher qualifications3

Workforce composition3

School Review and Development4

School Satisfaction4

Overall Satisfaction4

Learning and Assessment5

Performance in Literacy and Numeracy5

Early years assessment5

NAPLAN6

Outcomes for College Students**Error! Bookmark not defined.**

Post School Destination**Error! Bookmark not defined.**

Financial Summary7

Voluntary Contributions8

Reserves8

Endorsement Page9

Members of the School Board9

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.

Summary of School Board activity

I write this summary shortly after just having finished listening to the Chief Minister's announcement on the 7 day snap lockdown in August 2021. It puts in stark reality how difficulty this year has been for schools and students across the world. As an incoming chair I did not even have a face to face meeting with the board until almost 8 months into my term. It did however clearly highlight to me as well as most parents the immense amount of work and dedication that teachers and school staff put into our children's learning. The difficulties faced in this last year between home learning, cancelled or minimal excursions (or incursions), drastically reduced amounts of fundraising activities for the P&C, on top of the ongoing general level of stress and anxiety for everyone has been extraordinary. I know personally and have heard echoed from many parents, the concerns this pandemic will have on our children in the long term. My five year old should not be having concerns and regularly asking me if any more sick people have come to Canberra yet and if that means he can't go to school anymore. These issues felt all the more compounded at IPECS with its focus on early childhood and a large cohort of children fitting within the vulnerable category.

Through all of this however a guiding light has been the amazing professionalism, dedication and expertise of the staff at IPECS. Led by the amazing leadership team of Simon Barker and Katie Brown. They managed to both ensure that all students felt engaged, had the support and materials they needed to learn, and most importantly felt safe. I want to give my profound thanks to all of the teachers, I cannot imagine the stress they must have gone through, and yet the students only ever saw smiling happy faces, eager to help them through the day.

There have been a great deal of positive steps made in this year regardless of Covid or its impacts. A lot of discussion around road safety and improvements to the school crossing, improvements to the school grounds, planning for a huge new adventure playground in the kindergarten area. There is constant review of the school learning plan to ensure we are meeting the targets required. A huge focus has been put on reading, and that has been evident everywhere throughout the school.

I would lastly like to thank the outgoing board chair Ewan Stewart for his support and his ongoing presence as a member during 2020, to Communities at Work for their close partnership and membership at the board level, and teachers Simon, Katie, Aimee and Erika for donating their time and expertise to the board over the year

Shannon Pickles
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. We are a place of learning where all young children thrive and belong. 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 this reporting period there were a total of 104 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	54
Gender - Female	50
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	6
LBOTE**	29

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	6.12
Teaching Staff: Full Time Equivalent Temporary	4.60

Non Teaching Staff: Full Time Equivalent	9.63
--	------

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.

Our school will be reviewed in 2022.

School Satisfaction

Schools use a range 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 94% 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, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

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	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	89
Staff get quality feedback on their performance.	82
Student behaviour is well managed at this school.	82
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	100

Students like being at this school.	100
Students' learning needs are being met at this school.	89
Teachers at this school expect students to do their best.	96
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	96
Teachers give useful feedback.	96
This school is well maintained.	93
This school looks for ways to improve.	96
This school takes staff opinions seriously.	82
This school works with parents to support students' learning.	96

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 62 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.	97
My child is making good progress at this school.	89
My child likes being at this school.	97
My child's learning needs are being met at this school.	91
Student behaviour is well managed at this school.	83
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	81
Teachers at this school motivate my child to learn.	92
Teachers at this school treat students fairly.	91
This school is well maintained.	97
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	87
This school works with me to support my child's learning.	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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 BASE 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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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.

INCOME	January-June	July-December	January-December
Self-management funds	98948.83	98948.84	197897.67
Voluntary contributions	1297.00	70.00	1367.00
Contributions & donations	496.41	2776.09	3272.50
Subject contributions	0.00	0.00	0.00
External income (including community use)	190.91	6843.22	7034.13
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1317.09	1161.04	2478.13
TOTAL INCOME	102250.24	109799.19	212049.43
EXPENDITURE			
Utilities and general overheads	47450.09	47845.56	95295.65
Cleaning	0.00	0.00	0.00
Security	0.00	0.00	0.00
Maintenance	9558.68	32980.12	42538.80
Administration	5003.55	7152.59	12156.14
Staffing	0.00	0.00	0.00
Communication	5760.07	4055.03	9815.10
Assets	8675.00	3878.92	12553.92
Leases	0.00	0.00	0.00
General office expenditure	5689.77	7550.39	13240.16
Educational	3663.73	12070.59	15734.32
Subject consumables	0.00	0.00	0.00
Other Payments	0.00	2990.00	2990.00
Directorate Funded Payments	0.00	1488.14	1488.14
TOTAL EXPENDITURE	85800.89	120011.34	205812.23
OPERATING RESULT	16449.35	10212.15	26661.5
Actual Accumulated Funds (31.12.20)	148503.31	148503.31	297006.62
Outstanding commitments (minus)	-8712.55	0.00	0.00
BALANCE	139790.76	158715.46	298506.22

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
Master Plan – upgrading of outdoor spaces as per the Master Plan	\$20 000	Preschool upgrades to be partially completed in 2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Shannon Pickles	Ewan Stewart
Community Representative(s):	Samantha Willey	
Teacher Representative(s):	Aimee Hunter	Erica Teding
Student Representative(s):	N/A	
Board Chair:	Shannon Pickles	
Principal:	Simon Barker	

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

2020 Board Chair Signature: Shannon Pickles

Date: 01/11/2021

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 Barker

Date: 09/08/2021