



Lyons Early Childhood School

Annual School Board Report 2022



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

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Reporting to the community

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

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

School Context

Lyons Early Childhood School is an ACT Education Directorate school located in Woden Valley.

The school offers high quality education and care for children, birth to year 2. Out of School Hours Care is offered for preschool to year 2 students before and after school, as well as vacation care. The model provides families with young children an opportunity to receive care and education in one setting. Early childhood school enrolments in Canberra are not subject to priority enrolment areas. The school accepts enrolments from across ACT.

Three elements form the core of the model for Lyons Early Childhood School. These are high quality learning, integrated service delivery, and family support and participation. Learning and teaching is guided by recent educational and social research around best early childhood practice. Play-based experiences are central to children's learning. Both indoor and outdoor spaces are created and utilised for rich, authentic learning experiences.

Lyons Early Childhood School offers high quality learning experiences aligned to the Early Years Learning Framework (preschool) and Australian Curriculum (kindergarten to year 2). The school builds strong foundations in every child by carefully balancing formal and personalised learning that sparks excitement, inspires creativity and most importantly, brings joy. Because with joy, the best learning happens.

English is taught through an evidence-based instructional framework that brings together oral language and vocabulary, reading, writing, word knowledge, spelling and phonics. The school's systematic numeracy program builds understanding of mathematical concepts and skills while providing rich, hands-on, real-life experiences. The school's approaches to intervention, extension and personalised learning ensures that students are engaged and challenged. Progress is carefully assessed and monitored to ensure that students continually achieve strong academic growth.

The school has a strong commitment to the arts, providing specialised programs in dance, drama and music. During physical education sessions, students refine and strengthen fundamental movement skills through gross motor activities, games and sport.

Science, technology, history and geography are investigated through inquiry-based learning. Knowledge of reconciliation, respect and recognition of First Nations People is embedded through programs and experiences.

A trained teacher librarian collaborates with teachers to develop information literacy and research skills. The school promotes student agency through dedicated personalised learning time during which students pursue individual and collective passions and interests.

The school regularly engages field experts to enhance student learning. Learning programs that support the development of students' social and emotional skills include Friendly Schools Plus and Peaceful Kids. Positive Behaviour for Learning principles underpin practice. The school implements transition practices and procedures for children and families at all stages of schooling – moving to preschool, kindergarten and year 3.

Building relationships is integral to all elements of practice in our Early Childhood School. A Community Coordinator is engaged as part of the leadership team to create stronger relationships that support children reaching their potential in learning. The coordinator leads and delivers initiatives, partnerships and programs designed to effectively engage community, leading to increased learning and wellbeing outcomes for children and their families.

Student Information

Student enrolment

In this reporting period there were a total of 92 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	45
Gender - Female	47
Aboriginal and Torres Strait Islander	0
LBOTE*	33
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: Attendance rates in percentages

Year level	Attendance rate
1	85.0
2	85.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

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

Staff Information

Teacher qualifications

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

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

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 153 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	9.11
Teaching Staff: Full Time Equivalent Temporary	0.20
Non Teaching Staff: Full Time Equivalent	7.51

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 was reviewed in 2022. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff, and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 100.0% of parents and carers and 88.2% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 17 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 give useful feedback	92
Teachers at this school treat students fairly.	100
This school is well maintained.	94
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	94
Students like being at this school.	100

This school looks for ways to improve.	94
This school takes staff opinions seriously.	82
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	94
This school works with parents to support students' learning.	94
Staff get quality feedback on their performance	100
Staff are well supported at this school.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 37 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.	97
Teachers give useful feedback	87
Teachers at this school treat students fairly.	100
This school is well maintained.	97
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	100
Student behaviour is well managed at this school.	92
My child likes being at this school.	97
This school looks for ways to improve.	97
This school takes parents' opinions seriously.	89
Teachers at this school motivate my child to learn.	97
My child is making good progress at this school.	100
My child's learning needs are being met at this school.	100
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.

Table: Lyons Early Childhood School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	56	130	37	56
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-December
Directorate Funding	255931.73
Contributions and Donations	20593.66
Subject Contributions	4260.00
Hire of Facilities	3804.08
External Revenue	0.00
Sale of Assets	0.00
Interest Received	4401.59
Other School Revenue	52298.89
TOTAL INCOME	341289.95
EXPENDITURE	
Utilities and General Overheads	69151.62
Security and Caretaking	0.00
Maintenance	21287.16
Administration	24282.87
Staffing Expenditure	347.73
Communication	5787.25
Assets & Leases	48090.60
General Expenses	28247.89
Educational Resources	110742.17
Subject Consumables	4940.52
Directorate Funded Payments	2841.33
Other Payments	24432.67

TOTAL EXPENDITURE	340151.81
OPERATING RESULT	1138.14
Accumulated Funds	78554.90
BALANCE	79693.04

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
Playground Upgrade	\$80 000	2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Beth Sebesfi,	Faeyaz Fateh,	Monique Stapleton
Community Representative(s):	Dr Suzanne Packer		
Teacher Representative(s):	Amber Kite,	Stuart Rendell	
Student Representative(s):			
Board Chair:	Beth Sebesfi		
Principal:	Robyn Strangward		

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

2022 Board Chair Signature: Beth Sebesfi

Date: 20/ 03/ 2023

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

Principal Signature: Robyn Strangward

Date: 20 / 03 / 2023