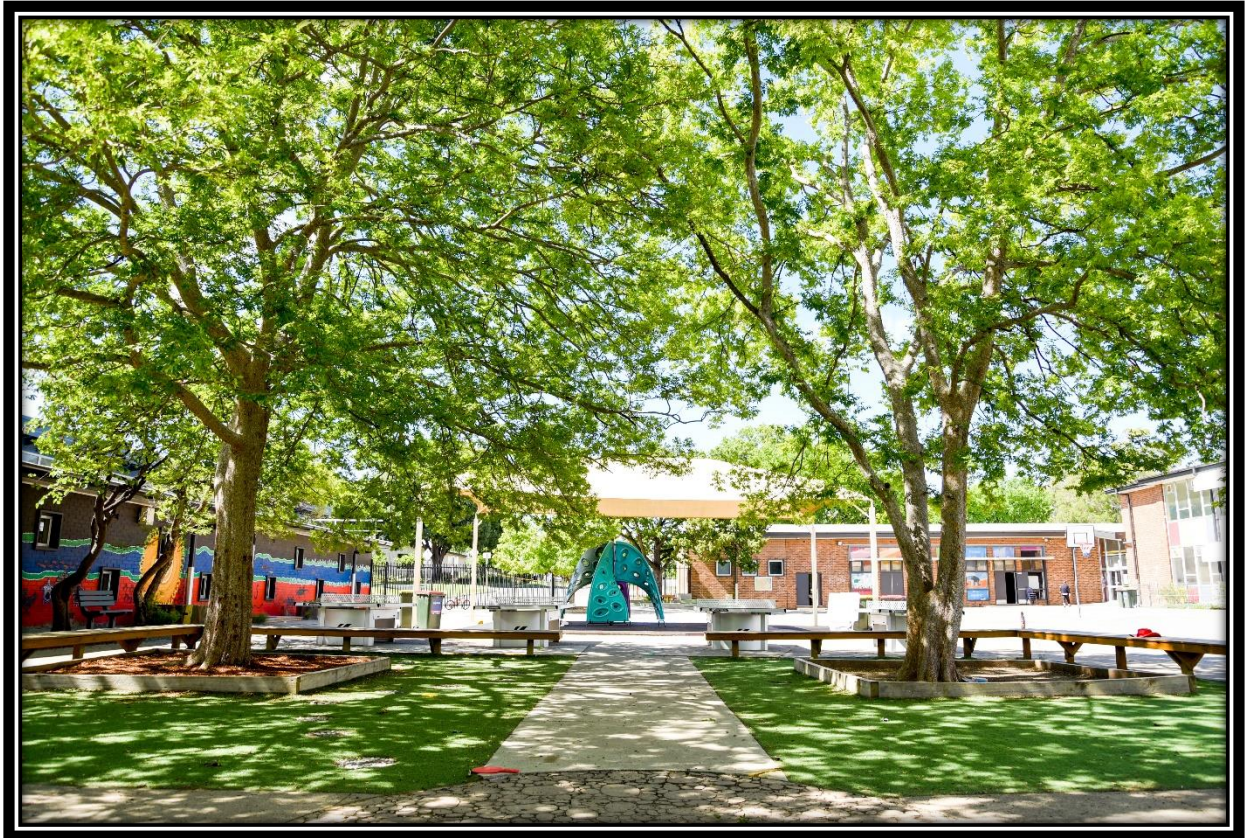




North Ainslie Primary School

Annual School Board Report 2022



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, 2023

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

Contents

Reporting to the community.....	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	6
Financial Summary	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

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

North Ainslie Primary School represents the diverse and rich community of its surrounds with approximately sixty cultural and linguistic groups within the mainstream, Small Group Program and Introductory English Classes (IEC). North Ainslie Primary School is proud to be an International Baccalaureate (IB) World School delivering the Primary Years Programme (IB PYP). Our school is a centre of learning where effort and achievement are celebrated and diversity is embraced within a restorative, respectful environment. North Ainslie continually strives to be an internationally minded community of learners and aims to develop inquiring, knowledgeable and caring young people who will take positive action in the world. Our curriculum framework ensures that students participate in a rigorous, challenging and inspiring program with a high level of student involvement, reflection, agency and voice. North Ainslie uses a transdisciplinary inquiry-based approach to learning across all learning areas and through our units of inquiry in the areas of social sciences, health, technology and science. The school's program of inquiry is carefully planned and evaluated by teachers in collaborative partnerships, and is child centred, both in terms of learning and assessment.

In 2022, twenty five percent of mainstream students were LBOTE (Language Background Other Than English) whilst two percent of our students came from Aboriginal and Torres Strait Islander backgrounds. There were 32 mainstream classes in the school:

- | | |
|---------------------|----------------|
| • four preschool | • four year 3 |
| • four kindergarten | • four year 4 |
| • four year 1 | • three year 5 |
| • five year 2 | • four year 6 |

As part of the ACT Education Directorate's inclusive practices, the school moved from an Autism Specific Learning Support Unit to two Small Group Programs which can cater for up to 8 students in each class. The Northside Primary Introductory English Centre (NPIEC) was not in operation for the first three terms (due to the Covid-19 Pandemic and its impact on immigration) but opened in term 4 with one class. It continued to cater for students who have recently arrived from overseas and for whom English is not their first language. In 2022, students studied at the school for the entire term and were able to stay on in 2023 to complete their standard two terms.

The school sets high expectations for all students and ensures they are engaged in their learning by providing opportunities for them to negotiate the curriculum. We aim to instil a passion for lifelong learning, enabling all students to be the best they can be as they confidently look to the future.

Student Information

Student enrolment

In this reporting period there were a total of 594 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	312
Gender - Female	282
Aboriginal and Torres Strait Islander	14
LBOTE*	146
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	89.0
2	86.0
3	85.0
4	88.0
5	88.0
6	87.0

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	33.14
Teaching Staff: Full Time Equivalent Temporary	7.70
Non Teaching Staff: Full Time Equivalent	15.86

Source: ACT Education Directorate, People and Performance Branch

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 2018. 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, 71.6% of parents and carers, 87.5% of staff, and 66.1% of students 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 40 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	
This school looks for ways to improve.	88
This school takes staff opinions seriously.	68
Teachers at this school motivate students to learn.	88
Students' learning needs are being met at this school.	73
This school works with parents to support students' learning.	85
Staff get quality feedback on their performance	50
Staff are well supported at this school.	65
Teachers at this school expect students to do their best.	95
Teachers give useful feedback	82
Teachers at this school treat students fairly.	93
This school is well maintained.	48
Students feel safe at this school.	80
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	85
Student behaviour is well managed at this school.	68
Students like being at this school.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 102 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.	75
Teachers give useful feedback	63
Teachers at this school treat students fairly.	74
This school is well maintained.	52
My child feels safe at this school.	84
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	52
My child likes being at this school.	83
This school looks for ways to improve.	61
This school takes parents' opinions seriously.	53
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	73
My child's learning needs are being met at this school.	66
This school works with me to support my child's learning.	53

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 224 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students* in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	84
Teachers give useful feedback	60
Teachers at my school treat students fairly.	66
My school is well maintained.	47
I feel safe at this school	55
I can talk to my teachers about my concerns.	45
Student behaviour is well managed at my school.	35
I like being at my school.	54
My school looks for ways to improve.	66
Staff takes students' concerns seriously	52
My teachers motivate me to learn.	74
My school gives me opportunities to do interesting things.	64

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: North Ainslie Primary School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	65	125	42	56
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

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 this reporting period, no students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	483	450	538	522
Writing	449	427	477	492
Spelling	427	420	518	510
Grammar & Punctuation	465	439	506	503
Numeracy	427	409	502	496

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	382575.66
Contributions and Donations	52731.90
Subject Contributions	12390.00
Hire of Facilities	32359.30
External Revenue	194.87
Sale of Assets	0.00
Interest Received	9483.92
Other School Revenue	17018.92
TOTAL INCOME	506754.57
EXPENDITURE	
Utilities and General Overheads	105195.81
Security and Caretaking	3501.40
Maintenance	80736.25
Administration	16363.52
Staffing Expenditure	0.00
Communication	5485.74
Assets & Leases	210919.90
General Expenses	39495.92
Educational Resources	57333.46
Subject Consumables	8231.58
Directorate Funded Payments	18097.91
Other Payments	24864.12
TOTAL EXPENDITURE	570225.61
OPERATING RESULT	-63471.04
Accumulated Funds	278113.33
BALANCE	214642.29

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.

North Ainslie Primary School has a Library Trust Fund. All voluntary contributions are paid into this fund and were used to support the operation of the school's library.

Reserves

Name and Purpose	Amount	Expected Completion
2023 Teacher Development <i>IB PYP Professional Development</i>	20,000	2023
2023 Facility Upgrade <i>Future upgrade projects within the school to meet the needs of staff and students.</i>	40,000	2023
2024 Staff Development <i>Allocation for staff professional development</i>	10,000	2024
2024 Facility Upgrade <i>Small upgrade projects within the school to meet the needs of staff and students.</i>	20,000	2024
2024 IT Equipment <i>Long term IT plan – ongoing funds set aside to replace any faulty or broken Interactive Flat Panels</i>	10,000	2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Sue Webeck,	Steven Sancbergs	Jia Lui.
Teacher Representative(s):	Sharon Moloney,	Yara Jerious.	
Community Representative(s):	Daniel Carr.		
Board Chair:	Sue Webeck		
Principal:	Tania Collis		

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

2022 Board Chair Signature: *Sue Webeck*

Date: April, 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: *Tania Collis*

Date: April, 2023