



Isabella Plains  
Early Childhood School

# Isabella Plains Early Childhood School

## Annual School Board Report 2021



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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

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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

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The irony is not lost on me that last year I was writing the board summary report as a snap lock down was announced, and this year I am writing this summary as a snap week of remote learning for half of the school has been announced. Both due to the ongoing impacts of covid on our schools, teaching staff and educational systems.

Being a parent is really tricky lately .... Having to carefully balance leave just in case we need it for the next thing to come along, in how much detail to explain to kids the impacts and practicality of a pandemic, let alone explaining why they need so many needles right now to keep safe.

Luckily kids are resilient, more so than us most of the time, I think! Just yesterday I saw a couple of boys racing past excitedly sharing whether or not 'covid' had come to visit their house yet, as it means you get to stay at home and play more computer games!

Again, our teachers have worn the massive brunt of this challenge. More so than almost any other sector they have had to not only keep the smiling happy face firmly on, tried to ensure amazing learning outcomes and a safe space for our children, but they have done this in an environment of being always short staffed and stressed, always feeling guilty about being sick or having to take leave, and not even being allowed to sit together for lunch to chill out and chat. For those that aren't aware up until only around a month ago teachers were 'cohorted', which means they could not even leave their own building during breaks to try and prevent spread of illness.

I can only say thanks to everyone in the amazing staffing team, and the leadership of Simon. On that note it was lovely to welcome the bright and bubbly Annie as our new permanent deputy principal this year. Her presence and amazing skills in the early childhood sector have been a very welcome addition to the team.

It's important to try and think of the wins however over the last year. Great new facilities such as the adventure playground, new sensory rooms (including an inside trampoline!!), new video conferencing equipment for the P&C, and some cool looking new T-Shirt with local aboriginal artwork.

All we can do is hope that the new year will continue to bring new wins and excitement, and maybe slightly less of the frustration and challenges we have seen in the last two.

Shannon Pickles  
IPECS Board Chair

## School Context

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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 111 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	59
Gender - Female	52
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	8
LBOTE**	28

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

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.

\*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	93.0
2	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, 135 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	9.31
Teaching Staff: Full Time Equivalent Temporary	1.80
Non Teaching Staff: Full Time Equivalent	10.50

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, 82.4% of parents and carers and 100.0% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.



Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 19 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 get quality feedback on their performance.	62
Student behaviour is well managed at this school.	68
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	95
Teachers give useful feedback.	100
This school is well maintained.	53
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 51 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	
My child feels safe at this school.	90
My child is making good progress at this school.	64
Student behaviour is well managed at this school.	81
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	79
Teachers give useful feedback.	79
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	89
This school is well maintained.	90
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	64
This school works with me to support my child's learning.	73

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### 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: Isabella Plains Early Childhood School BASE 2021 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	60	103	41	57
ACT	58	125	38	56

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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	215404.64
Contributions and Donations	5457.09
Subject Contributions	160.00
Hire of Facilities	0.00
External Revenue	2491.34
Sale of Assets	0.00
Interest Received	1887.23
Other School Revenue	13091.89
<b>TOTAL INCOME</b>	<b>238492.19</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	75853.91
Security and Caretaking	832.29
Maintenance	43287.97
Administration	12505.07
Staffing Expenditure	703.64
Communication	9200.73
Assets & Leases	49343.91
General Expenses	15160.40
Educational Resources	23660.48
Subject Consumables	455.68
Directorate Funded Payments	12971.47
Other Payments	19500.65
<b>TOTAL EXPENDITURE</b>	<b>263476.20</b>
<b>OPERATING RESULT</b>	<b>-24984.01</b>
Accumulated Funds	135467.74
<b>BALANCE</b>	<b>110483.73</b>

## 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 completed in 2022

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Shannon Pickles,	Joanne Clarke
<b>Community Representative(s):</b>	Hanan Aguleh	
<b>Teacher Representative(s):</b>	Rose Donnelly	Erica Teding
<b>Student Representative(s):</b>	N/A	
<b>Board Chair:</b>	Shannon Pickles	
<b>Principal:</b>	Simon Barker	

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

2021 Board Chair Signature:      Shannon Pickles      Date: 20/06/22

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: 20 / 06 / 2022