



Taylor Primary School Board Report 2015



Front entrance to Taylor Primary School

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.taylorps.act.edu.au>.

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School Board Chair Report

It is the role of the School Board to provide strategic guidance for the School and to effectively oversee and review the School's management. This includes providing key input into the annual School Plan. As Chair of the School Board I subsequently witnessed strong growth in student enrolments and scholastic performance. This growth can largely be attributed to having a clear direction, strong leadership, and a dedicated team of teachers and support staff.

I would also like to acknowledge the contribution of the many volunteers and the great work of the PPA and P&C in engaging the community.

It is the combination and coordination of all of these entities that results in achieving our common goal of enhancing student outcomes.

Introduction to School

Taylor Primary School is a P-6 school located in Kambah. It forms part of the Tuggeranong Network. The school has enjoyed the second year of being back in the original setting following an extensive refurbishment and relocation of the entire school community in 2012-2013. As a school it continues to move forward in a positive direction. Staff stability is high and enrolments are increasing with particular growth in the P-2 setting. As a school we have now established three preschool sessions, two kindergarten classes and three year 1 /2 classes, with plans for an additional kindergarten class in 2016. Our classes in the year 3-6 setting are extremely healthy in number.

The two strategic priorities for 2015 were fundamentally based on improving Literacy and Numeracy outcomes for all students and continuing to build a strong school community culture with an emphasis on inclusivity. New initiatives have been adopted this year with the successful introduction of Chrome Books to access Google Apps for Education and the additional programs of a Bike Program, Fresh Tastes Program P-6, Food and Me Program and No Waste Recycling Initiative.

Our school community continues to grow in support with there being many opportunities for families to connect with the school and to join in the community of the school.

Student enrolment

In 2015 there were a total of 199 students enrolled at this school from kindergarten to year 6. The school also had 68 students in preschool.

Table: 2015 Student Enrolment Breakdown

| Group | Number of Students |
|------------|--------------------|
| Male | 113 |
| Female | 86 |
| Indigenous | 17 |
| LBOTE | 38 |

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

Table: 2015 Attendance rates in Percentages

| Year Level | Attendance Rate % |
|------------|-------------------|
| K | 90.0 |
| 1 | 92.0 |
| 2 | 90.0 |
| 3 | 90.0 |
| 4 | 89.0 |
| 5 | 93.0 |
| 6 | 90.0 |

Source: Planning and Performance, December 2015

In our school newsletter each term we remind parents of the need to provide formal notification of student absences. Teachers notify an executive member when an unexplained absence is more than three days in duration. Parents are contacted for follow-up and required to provide documented evidence for school record keeping.

We report on student absences at the end of each semester for example 'Days absent this semester: 3 days (of a possible 98 days)'.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2015 Qualification of Teaching Staff in Percentages

| Qualifications | % Teaching Staff |
|----------------------------|------------------|
| Certificate/Diploma/Degree | 100 |
| Postgraduate | 21 |

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

At Taylor Primary 21% of staff have postgraduate qualifications. All qualifications are in the area of education.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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.

Table: 2015 Workforce Composition Numbers

| Staff Employment Category | Total |
|--|-------|
| Teaching Staff :Head Count | 19 |
| Teaching Staff :Full time Equivalent Permanent | 16.6 |
| Teaching Staff :Full time Equivalent Temporary | 1 |
| Non-Teaching Staff (Head Count) | 8 |
| Non-Teaching Staff :Full time Equivalent | 6.0 |

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

Due to significant growth in student numbers late in 2014 an additional classroom teacher was employed. This took the number of classes from 9 to 10 mainstream. We also employed 2 teacher Learning Support Assistants (LSA) to assist with additional support provided through the Inclusion Support Program.

Volunteers

During 2015 volunteers from the school community contributed an estimated 1600 hours of their time through their participation in major school events such as, school canteen, community BBQs, coordination of Breakfast Club, regular work in classrooms and the school. The kinds of activities that parents, carers, and other family and community members engaged in were:

- active membership of the P&C, preschool Parent Association and School Board through attendance at meetings and functions
- participation in school culture meetings
- off-site events such as swimming carnivals, athletics carnival, walkathons
- classroom assistance – literacy programs, gross motor program, craft and PE activities, maths groups, re-establishing our school library
- excursions – attendance and support of activities
- sporting events – working as judges and officials at school and district carnivals and coaching and management of sporting teams
- mentoring programs through the local church congregation (Kids Hope, World Vision)

Staff at Taylor Primary value the ongoing support of the school community members who are able to assist with our class programs and special events. We appreciate the contribution that their time and effort makes to the success of our work.

We also acknowledge that the active participation of parents and carers in education enhances the engagement of students in their school programs and is a direct benefit of that voluntary work.

The estimated number of hours in which volunteers have worked in the school during 2015 was 1600.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2018. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 100% of parents and carers, 96% of staff, and 84% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 23 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

| Item | (%) |
|--|-----|
| Teachers at this school expect students to do their best. | 100 |
| Teachers at this school provide students with useful feedback about their school work. | 96 |
| Teachers at this school treat students fairly. | 96 |
| This school is well maintained. | 100 |
| 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. | 96 |
| Student behaviour is well managed at this school. | 100 |
| Students like being at this school. | 96 |
| This school looks for ways to improve. | 96 |
| This school takes staff opinions seriously. | 91 |
| Teachers at this school motivate students to learn. | 100 |
| Students' learning needs are being met at this school. | 91 |
| This school works with parents to support students' learning. | 96 |

| Item | (%) |
|---|-----|
| I receive useful feedback about my work at this school. | 78 |
| Staff are well supported at this school. | 91 |

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 27 number of parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

| Item | (%) |
|---|-----|
| Teachers at this school expect my child to do his or her best. | 100 |
| Teachers at this school provide my child with useful feedback about his or her school work. | 93 |
| Teachers at this school treat students fairly. | 93 |
| This school is well maintained. | 100 |
| My child feels safe at this school. | 100 |
| I can talk to my child's teachers about my concerns. | 100 |
| Student behaviour is well managed at this school. | 93 |
| My child likes being at this school. | 96 |
| This school looks for ways to improve. | 96 |
| This school takes parents' opinions seriously. | 96 |
| Teachers at this school motivate my child to learn. | 100 |
| My child is making good progress at this school. | 93 |
| My child's learning needs are being met at this school. | 93 |
| This school works with me to support my child's learning. | 100 |

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 44 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

| Item | (%) |
|---|-----|
| My teachers expect me to do my best. | 98 |
| My teachers provide me with useful feedback about my school work. | 84 |
| Teachers at my school treat students fairly. | 84 |
| My school is well maintained. | 86 |
| I feel safe at my school. | 81 |
| I can talk to my teachers about my concerns. | 63 |
| Student behaviour is well managed at my school. | 56 |
| I like being at my school. | 91 |

| Item | (%) |
|--|-----|
| My school looks for ways to improve. | 83 |
| My school takes students' opinions seriously. | 83 |
| My teachers motivate me to learn. | 91 |
| My school gives me opportunities to do interesting things. | 88 |

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Taylor Primary School 2015 NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 360 | 443 | 468 | 521 |
| Writing | 321 | 420 | 419 | 486 |
| Spelling | 312 | 410 | 447 | 500 |
| Grammar & Punctuation | 349 | 441 | 433 | 516 |
| Numeracy | 328 | 410 | 449 | 502 |

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in other areas of the curriculum

At Taylor Primary students have the opportunity to participate in a range of specialist areas of the curriculum. Specialist teachers delivered programs in the area of Information Literacy skills as well as LOTE (Italian). Taylor Primary continued with its ICT program. The successful implementation of one to one devices across the senior school has seen the Google platform a focus for teaching and learning. Students in the junior accessed a minimum of 1 hour a week in the newly built flexi-learning lab and had the opportunity to utilise the school iPad and lap tops in their everyday learning.

The specialist programs provided students with a range of experiences that rounded out the key curriculum areas that were already being delivered by classroom teachers. Specialist teachers planned collaboratively with classroom teachers to create links between the mainstream classroom and the programs they offered. Specialist subjects were rich, highly engaging programs for students. These curriculum areas were reported on in the general school reports for parents.

Progress against School Priorities in 2015

Methodology in evaluating progress

The School Improvement Team is in the beginning stages of developing a whole school approach to the rigorous collection of a broad data set and the analysis of this set. Assessment schedules are set against the areas of Literacy and Numeracy and teachers are supported in the administration of assessment, collection of data and then analysis of the data. In the K-2 sector of the school the effective use of the analysed data is obvious. The next stage for our school is to embed this across our upper primary. Our data set was extended in the upper primary this year as a direct result of successful practice observed in the K-2 team.

Collected data is shared at team levels and the next step for us is to ensure the continued monitoring of data at a more than beginning of year /end of year stage. Data collected and analysed for the purposes of this process were shared mostly with the School Improvement Team. There were areas in the collection of data, especially in Literacy assessment and data where the sharing led to a trigger for in-depth discussions of teaching practices and school processes.

Our data sources for the purpose of this self assessment were school based and system based (PIPS, NAPLAN and School Satisfaction Survey).

Priority

The first priority identified for our school is an ongoing one. Improving Literacy and Numeracy results for all students was considered a fundamental priority for 2015.

Targets

By the end of 2015:

- 85% of students K-2 are at PM Reading Benchmark level or above for their relevant year level
- achieve the ETD reading and numeracy targets for years 3 and 5 students which includes a loading for improvement for year 3 Reading (394 ± 36) and Numeracy (374 ± 28), year 5 Reading (479 ± 36); Numeracy (470 ± 26)
- 85% of students years 3-6 achieving stanine level 4 and above in PAT Reading Tests
- 85% of students years 3-6 achieving stanine level 4 and above in PAT Maths Tests
- 85% of students years 3-6 achieve expected growth or better in NAPLAN Reading
- 85% of students achieve expected growth or better in NAPLAN numeracy
- Increase the proportion of students achieving expected growth or better in PIPS Reading from 69% in 2014 to 72% in 2015
- Increase the proportion of students achieving expected growth or better in PIPS Maths from 76% in 2014 to 79% in 2015.

Progress

Three main strategies were implemented as a means of achieving this priority:

- Key Improvement Strategy 1- Build an expert teacher team by improving teacher knowledge and skills in teaching literacy and numeracy through coaching, mentoring and professional learning
- Key Improvement Strategy 2- Develop a culture of the analysis and discussion of data
- Key Improvement Strategy 3 - Build parent and community engagement and skill in literacy learning.

The school Improvement Team including the Field Officer has continued to promote a culture of coaching. After many years of developing routines and practices around coaching and mentoring teachers are reflective of their individual practice and will seek out the support and guidance of colleagues for specific skills or content.

Targeted coaching programs have also been established in delivering appropriate assessment and the analysis of data. This in particular is connected to the continued use of the Response to Intervention Model. Having used this RTI model for the second year, teacher capacity has grown in the use of the Pre-Lit and Mini-Lit resource. The use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a strongly embedded area of practice K-2 with teachers in conjunction with the Field Officer committed to the continued use of it as a source of data. DIBELS results were even used this year to consider classing and grouping for 2016.

The use of the Reading Tutor Program has not been introduced to the middle school and will become an ongoing focus for 2016. Our Preschool Teaching Team also identified in their Professional Pathways Team Goal, the need for a greater use of Big Books and rich literature in the preschool to support their continued practices around the teaching of early literacy skills associated with Pre-Lit. This goal was met by all early childhood educators.

Targeted coaching programs were a focus area with the implementation of Chrome Books across Years 3-6. All students, Years 3-6 have access to a device (Chrome Book or Netbook) provided by school resources with a 1:1 ratio. Chrome books are being used extensively in Years 5-6 across all areas of the curriculum and in particular within Literacy and Numeracy. As a new initiative considerable time has been placed on coaching teachers, sending them to appropriate professional learning and teaching side by side in the classroom. Anecdotal evidence indicates at this stage that student engagement has increased significantly in literacy especially with reluctant writers. Student time on task has also increased with the use of Chrome books, with a greater proportion of students now completing (submitting) tasks than previously through more traditional means. It is envisaged that with continued use of this platform student engagement with literacy in particular will continue to increase.

Establishing an agreed understanding of expectations around planning, teaching and assessment of reading has been an ongoing focus area in 2015. The element of greatest success has been in the use of data collection around reading. With the RTI model in use, DIBELS continues to be used as an efficient and informative sample of data that allows for effective grouping and effective measure of progress of students. PAT Reading Assessment for Years 3-6 has once again provided teachers with informative data that is used to inform programming, including the differentiation of student programs. Teachers have gained confidence in using this tool as a means of measuring student progress and have partnered this with the use of data collected from DIBELS (used for the first time in the upper primary this year). Data analysed from DIBELS partnered with PAT Reading Assessment now provides teachers with a much broader range of data to analyse and then use to inform practice.

Further professional learning focusing on the Response to Intervention Model was highlighted for 2015 but was deferred until 2016. Staff stability ensured continuity in this area for this year. It will, due to staff changes necessitate programmed professional learning for new staff next year.

Numeracy as a focus area will continue as an ongoing priority for 2016. Formal expectations exist around assessment schedules for numeracy and CMIT as a framework is used extensively K-2. Our Field Officer is now also a trained CMIT Facilitator in this professional learning area and has coached individual staff members in this and the use of PAT Maths Assessment. A whole school resource has not been sourced, with individual teams continuing to use their own preferred and grade appropriate resources.

The Preschool Team participated in the National Quality Standards Assessment and Ranking process this year. They were provided with considerable feedback around planning and assessment and will now enter the mentoring phase of this process with CPRU.

An overall event that has shaped and will continue to shape the mentoring practices at Taylor Primary was the participation of three key teachers (deputy, field officer and emerging leader) in the Tuggeranong Deputy Network PLC *Mentor Matters*. Professional learning around building capacity of emerging leaders to effectively mentor beginning teachers was a key focus area of this PLC. Skills, knowledge and resources from this PLC have already been transferred into practice at Taylor Primary and will be ongoing.

The final key improvement strategy building parent and community engagement in Literacy has been a great success for our school. A literacy workshop for adults was facilitated early Term 1. Over thirty adults attended and they were provided with a collection of resources and were able to select books to take home to their child and keep as gifts from our school. Individual teachers, including our two specialist teachers (Support Class Language and Learning Support Class) have also personalized the literacy resources shared with families to meet individual student needs. The number of adults volunteering in classrooms during literacy block has been noticeably increased. There are also three additional volunteers in the school who do not have a student connection at Taylor Primary but who volunteer their time on a weekly basis to work with children on their literacy skills. One volunteer will also be trained as a Mini-Lit tutor next year after expressing a keen interest and obvious skill in this area.

There has been a mixed degree of success in reaching our overall targets for 2015. Targets set to measure growth in reading (PM Reading Targets and DIBELS Targets) remain aspirational in some areas.

- For PM Benchmarks levels, Kinder and year 2 were very close in achieving the set target (78% for both year groups) whereas year 1 sit at 61% of students being above benchmark level. In contrast to this, year 1 passed their DIBELS target of 75% reaching 77%.
- Targets set for DIBELS in year 3 and 4 were not reached by considerable means although ETD Targets set for NAPLAN were reached within confidence levels in all areas for all year groups except year 3 Numeracy. The expected growth in NAPLAN Reading and Numeracy were also not met.
- Expected growth in Reading and Maths, for PIPS were both met quite successfully – with Maths being 41% above expected growth of 50%.

Improving Literacy and Numeracy results for all students will remain an ongoing focus for our School Improvement Team and teachers. We are proud of our accomplishments in continuing to build a community of expert teachers and know that considerable gain has been made in not only our teacher practice but also in the willingness of teachers to mentor and share practice. The use of data especially in reading has improved, it is truly a part of the regular routine of every teacher, and serves several purposes in particular to inform teacher programming to meet the needs of students. Our focus area of Numeracy has not reached the same success in meeting targets as Literacy and this will inform our planning for the 2016 Annual Action Plan.

Strategic Priority 2: Provide a Safe, Supportive and Inclusive School Culture

Targets

By the end of 2015:

- The proportion of students in school satisfaction survey results who agree or strongly agree:
 - I feel safe at school rises to 75% from 71% in 2014
 - I like being at school rises to 83% from 78% in 2014

- My school gives me opportunities to do interesting things rises to 75% from 69% from in 2014

School developed survey indicates 90% of students understand the school developed values, 'We are Taylor KIDS!'

- The proportion of parents in school satisfaction survey results who agree or strongly agree:
 - their child feels safe at school increases to 90% from 88% in 2014
 - the school treats students fairly remains at 90% as in 2014
 - the management of student behaviour is effective rises to 95% from 91% in 2014.

Progress

This identified priority is an area where great progress has been achieved for our community. Two main strategies were implemented as a means of achieving this priority:

- Key Improvement Strategy 1: Embed a social skills and values program across the school
- Key Improvement Strategy 2: Build and sustain a culture of inclusivity.

Friendly Schools and Families Plus has remained our social emotional literacy program across the school. This program is well resourced for teachers and links closely to our Values Program 'Taylor Kids'. The FSF+ program holds a dedicated timetable space for every year group. Teachers across their units plan together and share the explicit teaching of this program. The school values program has a strong emphasis on inclusivity. The acronym which students are easily able to articulate features the following values:

K- kind and caring, I –inclusive and fair, D- determined and motivated and S –safe and sensible. These are more than just catch phrases but explicitly taught values linked whenever possible to celebrate positive behaviours and to also act as teachable moments in restorative practice situations.

The key actions listed in each strategic priority have helped to build a community that is a positive example of school culture. Student Wellbeing is a major focus area and will continue as a priority next year. Although a community survey was not created and distributed our School Satisfaction Survey data combined with community feedback provide a strong indication that our community is a safe, supportive and inclusive community.

Our considerable actions working to build a positive school culture has been rewarding to the whole school community. Taylor Primary is a school of choice for families in Kambah with growing enrolments, increased participation in parent associations and committees and a strong sense of identity of what it means to be a 'Taylor Kid'.

As we move forward plans have been made to make adjustments to the key actions and measures of our School Strategic Plan and a strategic priority has been added focusing on preschool.

The School Satisfaction Survey results for 2015 were used as a means of setting targets that could be accurately measured. Key questions were highlighted where it was hoped that responses from students and parents would indicate that overall Taylor Primary was a school where students felt safe, supported and included. 86% of students indicated that they felt safe at school, an increase from 71% in 2014, with a target being set of 85%. 91% of students also responded that they like being at school which was also a considerable increase from 78% in 2014. Students also indicated that they were given opportunities to participate in interesting things, with a 91% response rate, increasing from 69% in the previous survey year. Parents also responded in a similarly positive way. 100% of parent respondents indicated that their child feels safe at school and 93% indicated that students were treated fairly. Both results indicating an increase from the previous year. There was a nominal increase from 2014 results around student behaviour and the effective management of it, and although the target of 100% was not reached the School Improvement Team is satisfied that considerable gains have been made this year and last year. It is to be noted that recorded incidents of student behaviour in MAZE and in our own school based records have also reduced considerably this year.

A school developed survey was to be created and distributed to students to measure the level of student understanding around the school values program 'We are Taylor Kids'. This was not completed and will become an action for early next year when the PLC Working Party focusing on student well-being is established. This working party will also revisit our curriculum work focusing on inclusivity.

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.

| Financial Summary | | | |
|---|------------------|------------------|---------------------|
| INCOME | January to June | July to December | January to December |
| Self management funds | 124162.00 | 131543.00 | 255705.00 |
| Voluntary contributions | 985.00 | 1310.00 | 2295.00 |
| Contributions & donations | 4870.00 | 0.00 | 4870.00 |
| Subject contributions | 30.00 | 0.00 | 30.00 |
| External income (including community use) | 5372.45 | 12515.98 | 17888.43 |
| Bank Interest | 3247.21 | 3166.97 | 6414.18 |
| TOTAL INCOME | 138666.66 | 148535.95 | 287202.61 |
| EXPENDITURE | | | |
| Utilities and general overheads | 49757.10 | 48966.46 | 98723.56 |
| Cleaning | 36723.01 | 39107.70 | 75830.71 |
| Security | 400.90 | 477.27 | 878.17 |
| Maintenance | 5993.40 | 10044.72 | 16038.12 |
| Administration | 3041.51 | 1310.61 | 4352.12 |
| Staffing | 11280.00 | 0.00 | 11280.00 |
| Communication | 1514.84 | 2727.22 | 4242.06 |
| Assets | 1270.00 | 0.00 | 1270.00 |
| General office expenditure | 10423.65 | 11453.85 | 21877.50 |
| Educational | 11088.85 | 8752.26 | 19841.11 |
| TOTAL EXPENDITURE | 131493.26 | 122840.09 | 254333.35 |
| OPERATING RESULT | 7173.40 | 25695.86 | 32869.26 |
| Actual Accumulated Funds | 105534.10 | 103227.32 | 103227.32 |
| Outstanding commitments (minus) | -5706.39 | 0.00 | -5706.39 |
| BALANCE | 107001.11 | 128923.18 | 130390.19 |

Professional learning

- Teacher professional learning funds (6001-PL-00) \$409 .09
- Principal professional learning funds (6001-PL-00) \$2,814.20

- School funds allocated to professional learning (3760-TEA-00) \$2353.43
- Travel costs associated with professional learning (3761-TRV-00) \$0
- CRS Days that have a B code- Used for Beginning Teacher Support) 21 Days
- CRS Days that have a D code – Used for CRS days related to teacher PL other than CRS days for Beginning Teacher Support 25 Days
- Estimated days that have been used as in-built relief for staff attending professional learning. 30 Days

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 200

Voluntary contributions

These 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 2015.

Reserves

| Name and purpose | Amount | Expected Completion |
|------------------|--------|---------------------|
| N/A | \$0 | |

Endorsement Page

I declare that the Taylor Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

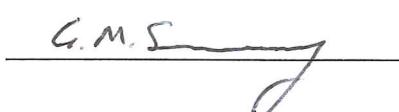
MEMBERS OF THE SCHOOL BOARD

Parent Representative: Steven Pendrich, Gerard Sweeney
 Community Representative Jo Lewis,
 Teacher Representative Amy Clark, Lee- Anne Turvey, <<Insert Name>>
 Board Chair: Louise Newey
 Principal: Simon Smith

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature:  Date: 20/5/2016

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

Board Chair Signature:  Date: 24/5/16