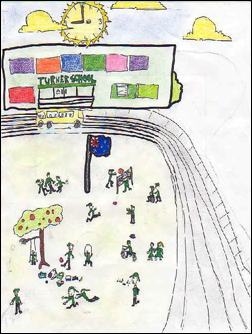


Turner School

Annual School Board Report

2017



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This report supports the work being done in the ACT Education Directorate, as outlined in the ‘*Education Capital: Leading the Nation Strategic Plan 2014-17’*.

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# School Board Chair Report

2017 was a consolidation year for Turner School and the School Board, as it was the first year of our School Plan, where the staff tested how we will meet the targets in each year’s Action Plan. Things are looking good. The year started with the opening of the wonderful outdoor learning spaces adjacent to the 1/2 classrooms on the David St. side of the school, attended by staff and students and representatives of the Legislative Assembly and those who had been instrumental from within the Directorate. The Board extends its thanks and appreciation on behalf of the whole school community to all of those people, and has enjoyed watching the children take advantage of the spaces all year.

We have received very generous family donations in the last year. The Board has ensured this has gone towards musical and public address equipment to enable our students to have access to keyboards, and for the school community to enjoy gatherings in the quad around the stage and to hear well in the hall at assemblies. These donations are very much appreciated, and improve the learning options for our students. With the completion of irrigation around the stage area outside, we enjoyed the opportunity for wonderful outside assemblies at the end of 2017, without the children losing play space while grass was grown for the events.

A major personnel change at the end of 2017 was the ‘retirement’ of our Principal Jo Padgham, and the recruitment of our new Principal Allison Edmonds for 2018. Sadly, the separate deaths of two students during 2017 were difficult for the whole community. The staff provided outstanding support to each other, the students and their families, and the outdoor spaces were much appreciated for gatherings to celebrate our community inside and outside school hours.

Amongst many external achievements for 2017 was the awarding of the ACT New Educator of the Year to Emily Gregory, and recognition for Sam Hardwicke for his work in STEM teaching. This is yet another indication of the excellence of all of our teachers and support staff at Turner School. Again, the Board thanks all the staff for their commitment to the education and care of our young children.

The school fete and a number of working bees saw the school interacting with the local community at various times and the Board thanks the P&C for the excellent organisation of all those events.

Within the school, we saw a successful Artists’ and Writers’ Festival in term 3 - thanks to all the staff and parents and others who contributed to that in various capacities. The Board also saw further interactions with the parent community through Coffee Chat sessions. The Board oversaw a review of after school activities in the Turner spaces, and updated the Hiring Agreements to ensure safety for all students.

As we welcome Allison for 2018, the School Board has high confidence in the continuity of leadership of our school and believes that this annual report amply reflects the reasons for that confidence.

Kirsty Westaway,

Turner School 2017 Board Chair

# School Context

In 2017 the school catered for the needs of over 500 students across the school, from the preschool program where children begin their school journey through to year 6 students who are ready to transition to secondary schooling. Inclusive classrooms, programs and playgrounds are a unique feature of our school and our dedicated and highly skilled team work together for all our students. The Turner SCARFF values form a strong foundation for the community to interact in a positive way. These are: Support, Cooperation, Acceptance, Respect, Friendliness and Fun. Our future focused perspective on contemporary learning ensures that we are supporting our learners to become active and informed citizens who are confidently equipped for a rapidly changing world. Our high level of staff reflective practice and analysis of student achievement is reflected in the ongoing substantive growth in learning for every child.

We have seen a steady sustaining of school enrolment numbers and maintained a consistent student demographic. A third of our students have backgrounds in languages other than English and the school has approximately 50 students who are part of our inclusive special education program.

The teaching teams at Turner are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of teaching strategies to personalise learning for the range of students at the school.

## Student Information

### Student enrolment

In 2017 there were a total of 500 students enrolled at this school.

Table: 2017 Student enrolment

|  |  |
| --- | --- |
| **Student type** | **Number of students** |
| Male | 265 |
| Female | 235 |
| Aboriginal and Torres Strait Islander | 11 |
| LBOTE\* | 164 |

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

|  |  |
| --- | --- |
| **Year level** | **Attendance rate** |
| K | 93.0 |
| 1 | 95.0 |
| 2 | 94.0 |
| 3 | 94.0 |
| 4 | 93.0 |
| 5 | 93.0 |
| 6 | 92.0 |

Source: Planning and Analytics, December 2017

Attendance is managed by twice daily roll marking and a process where absent student’s families are contacted on the same day by the front office staff. School attendance is supported through personalised contact from the teacher or executive teacher with families when a student have been away for more than 3 consecutive days or consistent absences are noticed over time. Attendance rates have been relatively steady over the past three years.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

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

Table: 2017 Qualification of teaching staff in percentages

|  |  |
| --- | --- |
| **Qualifications** | **Proportion of staff** |
| Certificate/ Diploma/ Degree | 100 |
| Postgraduate | 53 |

Source: Teacher Quality Institute, 16 December 2017

There has been an almost 10% increase in the number of staff completing post graduate study.

### Workforce composition

The 2017 workforce composition of Turner School is highlighted in the following table. The data is taken from the school’s term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

|  |  |
| --- | --- |
| **Staff employment category** | **TOTAL** |
| Teaching Staff: Head Count | 45 |
| Teaching Staff: Full Time Equivalent Permanent | 36.40 |
| Teaching Staff: Full Time Equivalent Temporary | 6.60 |
| Non Teaching Staff: Head Count | 20 |
| Non Teaching Staff: Full Time Equivalent | 16.01 |

Source: This data is from the school’s term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

|  |
| --- |
| There are no Aboriginal and Torres Strait Islander staff members at this school.  During 2017 several staff took Long Service Leave. Two staff members returned from Maternity Leave and two commenced Maternity Leave. The school appointed a permanent ASO2 position in our front office and three permanent Learning Support Assistant positions. One staff member retired. Three School Leaders won positions in other schools across the year and this allowed some of our staff to access higher duties. A new permanent School Leader C was appointed in Term 4. The school continues to support staff in accessing part time work.  In addition to our employed staff, Turner School is significantly supported by volunteers. In 2017 the estimated collective hours of volunteers in the school was approximately 1500 hours. We maintain a volunteer register including hours contributed and Working with Vulnerable People registration numbers. The ‘*class parent contact’* program is moving from strength to strength. The program ensures communication around what type of volunteering would be most supportive and provides an effective platform to recruit a sufficient number of volunteers. The school has a dynamic and active P&C that co-ordinate the weekly lunch orders and community events to support the development of the school’s facilities. In 2017, the P&C established with the school a special garden featuring a mosaic and iron arch in memory of one of its students. The Turner School fete and BBQs run by the P&C bring together many families who donate time and energy to making these community events so successful. |

# School Review and Development

In 2017, the ACT Education Directorate’s Strategic Plan 2014-2017 provided the framework and strategic direction for the school’s Strategic Plan. 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’*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Turner School was reviewed in 2016. A copy of the Review Report can be found on the school website.

## School Satisfaction

Schools 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 2017 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 2017, 94% of parents and carers, 100% of staff, and 88% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

A total of 53 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** | |  | | --- | | Proportion of staff | |
| Teachers at this school expect students to do their best. | 98 |
| 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. | 87 |
| Students feel safe at this school. | 98 |
| Students at this school can talk to their teachers about their concerns. | 98 |
| Parents at this school can talk to teachers about their concerns. | 96 |
| Student behaviour is well managed at this school. | 79 |
| Students like being at this school. | 98 |
| This school looks for ways to improve. | 98 |
| This school takes staff opinions seriously. | 79 |
| Teachers at this school motivate students to learn. | 98 |
| Students’ learning needs are being met at this school. | 96 |
| This school works with parents to support students' learning. | 98 |
| I receive useful feedback about my work at this school. | 85 |
| Staff are well supported at this school. | 81 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 89 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** | |  | | --- | | Proportion of parents and carers | |
| Teachers at this school expect my child to do his or her best. | 91 |
| Teachers at this school provide my child with useful feedback about his/her school work. | 92 |
| Teachers at this school treat students fairly. | 94 |
| This school is well maintained. | 94 |
| My child feels safe at this school. | 91 |
| I can talk to my child’s teachers about my concerns. | 99 |
| Student behaviour is well managed at this school. | 86 |
| My child likes being at this school. | 93 |
| This school looks for ways to improve. | 95 |
| This school takes parents’ opinions seriously. | 90 |
| Teachers at this school motivate my child to learn. | 93 |
| My child is making good progress at this school. | 92 |
| My child's learning needs are being met at this school. | 84 |
| This school works with me to support my child's learning. | 88 |

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 112 students responded to the survey. Please note that not all responders answered every question.

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

|  |  |  |
| --- | --- | --- |
| **National opinion item** | |  | | --- | | Proportion of students | |
| My teachers expect me to do my best. | 96 |
| My teachers provide me with useful feedback about my school work. | 83 |
| Teachers at my school treat students fairly. | 80 |
| My school is well maintained. | 85 |
| I feel safe at my school. | 87 |
| I can talk to my teachers about my concerns. | 68 |
| Student behaviour is well managed at my school. | 76 |
| I like being at my school. | 85 |
| My school looks for ways to improve. | 94 |
| My school takes students’ opinions seriously. | 74 |
| My teachers motivate me to learn. | 95 |
| My school gives me opportunities to do interesting things. | 93 |

Source: 2017 School Satisfaction Surveys, August/September 2017

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

At the end of 2016 the school used school climate survey results to target improvements to the way the school effectively communicates with families and connects students to the wider community. This year we have seen significant improvement in this perception where the number of families indicating ‘Excellent’ increased by 11%. Moving forward into 2018 we aim to further improve this through targeting family and student learning connections and actions toward this are highlighted in our Annual Action Plan.

**School and Family Connections:** *Concerning the degree to which parents/carers feel the school effectively communicates with families and links students and families to the wider community*.

Source of this data was drawn from an analysis of the School Climate Survey comparing 2016 results to 2017 results.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

# Learning and Assessment

## Performance in Literacy and Numeracy

### Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

***Table: Turner School PIPS 2017 mean raw scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agency** | **Reading start** | **Reading end** | **Mathematics start** | **Mathematics end** |
| **School** | 53 | 133 | 38 | 58 |
| **ACT** | 51 | 124 | 39 | 55 |

Source: Planning and Analytics

### 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 2017, 7.00 % of year 3 students and 9.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with 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 2017 mean scores achieved by our students compared to the ACT.

***Table: Turner School 2017 NAPLAN Mean Scores***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test Domain** | **Year 3 School** | **Year 3 ACT** | **Year 5 School** | **Year 5 ACT** |
| **Reading** | 475 | 442 | 591 | 517 |
| **Writing** | 424 | 412 | 502 | 475 |
| **Spelling** | 426 | 411 | 531 | 494 |
| **Grammar & Punctuation** | 466 | 441 | 567 | 503 |
| **Numeracy** | 421 | 417 | 531 | 496 |

Source: Planning and Analytics

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

## Performance in Other Areas of the Curriculum

During 2017 our students continued to learn and stretch their thinking. Students demonstrated substantive growth in their learning across all learning areas. The continuing focus on 21st Century learning ensured that students were becoming leaders in their own learning through building an understanding of learning assets and dispositions: self-managers who are resilient, responsible and reflective; researchers who are curious, courageous and resourceful; thinkers who are open-minded, flexible and persistent; communicators who are confident, responsive and respectful; and collaborators who are empathic, compassionate and reliable. Students deepened their understandings around what they were learning and why they were learning it; and how they could learn it with an understanding of how they would know they had achieved their target. Teachers continued to build their expert capability in this area and evidence of achievement was demonstrated through year group Team Action Plans/Goals, Professional Learning Communities, Learning Walks (collaborative teacher observations), coaching and individualised Professional Development Plans.

The bi-annual Artists’ & Writers’ Festival that in 2017 was based on the book “A Child of Books” provided opportunity for students showcase their artistic and writing achievement. The festival commenced with a create-a-thon where the school was transformed as each class created corridor installations of pages from the book. Over two weeks, students had opportunity to visit national institutions, engage with artists, illustrators and authors and spend time listening to community members who read stories in different languages. Parents were invited into team events and spent time creating characters and writing poetry with their children. A school museum of books was a much visited installation.

Student engagement with Digital Literacies increased over the year through the use of Google Apps in years 3-6. The school was a lead learning facilitator as part of the Gungahlin/North schools cluster Digital Literacies Project. Through this initiative, students developed their skills in coding and expressing learning through a growth mindset (needed for creative learning). They maximised their engagement of 21st Century learning though developing a ‘maker mindset’ culture. The maker mindset culture enhanced learning achievement through students developing their skills in inquiry, creativity, flexibility, critical thinking, risk taking through innovation and through building learning resilience and persistence.

In the Arts areas our performance groups including choirs, brass band, recorders and dance participated in a range of events including the Directorate’s Step into the Limelight Gala Performance and the Inner North Cluster of Schools Spectacular event. In the area of Visual Arts our students represented the school in the Limelight Art Exhibition held at the School of Art.

Chess continues to be a highly valued opportunity at Turner and in 2017 our representative teams were high achievers winning the 2017 Australian Primary Girls School Teams Chess Champions in Sydney. Three of our Tournament of Minds teams represented the ACT at the Nationals and our school’s rostrum finalist represented us at the regional finals.

Sustaining a culture of high achieving all-rounders, students stood out in swimming, athletics and representative sports at Zone, ACT and National Level. Three Turner students represented the ACT at a national level. Student leadership skills were strengthened through a sustained (since 2016) involvement of students nominating for school captains, sports captains and Green rangers.

Further achievements against our school improvement and performance priorities can be found in our Annual Action Plan Report 2017.

# 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-June** | **July-December** | **January-December** |
| Self-management funds | 310267.00 | 299929.52 | 610196.52 |
| Voluntary contributions | 10570.00 | 3390.00 | 13960.00 |
| Contributions & donations | 16001.00 | 4276.00 | 20277.00 |
| Subject contributions | 131.60 | 0.00 | 131.60 |
| External income (including community use) | 11243.63 | 16911.37 | 28155.00 |
| Proceeds from sale of assets | 3580.09 | 0.00 | 3580.09 |
| Bank Interest | 5250.54 | 5463.92 | 10714.46 |
| **TOTAL INCOME** | 357043.86 | 329970.81 | 687014.67 |
| **EXPENDITURE** |  |  |  |
| Utilities and general overheads | 50779.48 | 116189.25 | 166968.73 |
| Cleaning | 71393.62 | 70054.56 | 141448.18 |
| Security | 692.32 | 398.45 | 1090.77 |
| Maintenance | 52456.24 | 52419.25 | 104875.49 |
| Administration | 26605.79 | 19052.97 | 45658.76 |
| Staffing | 0.00 | 0.00 | 0.00 |
| Communication | 8015.96 | 4086.17 | 12102.13 |
| Assets | 50458.93 | 21616.07 | 72075.00 |
| Leases | 0.00 | 0.00 | 0.00 |
| General office expenditure | 7185.84 | 8065.78 | 15251.62 |
| Educational | 34860.67 | 42755.02 | 77615.69 |
| **TOTAL EXPENDITURE** | 302448.85 | 334637.52 | 637086.37 |
| **OPERATING RESULT** | 54595.01 | -4666.71 | 49928.30 |
| **Actual** Accumulated Funds | 243162.94 | 203939.14 | 251939.14 |
| Outstanding commitments (minus) | 0.00 | 0.00 | 0.00 |
| **BALANCE** | 297757.95 | 199272.43 | 301867.44 |

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was $1060 per full time teacher.

Professional Learning (PL) continues to be a privileged underpinning at Turner School as it is central to improving student achievement. This year we began Action Learning Sets as part of the professional learning plan. Staff were allocated an additional 45mins each week to meet in small groups to research and collaboratively improve teaching practice in an identified area to impact student learning. Action learning goals reflected priorities from the strategic plan. An Action Learning Fair was held each semester so that teams could share their expertise across the school in their area of learning.

Providing opportunities for high quality learning for staff at school was a strategy to sustain Turner’s rich professional learning culture. Linking with our second strategic priority, international leader in 21st Century Learning and Pedagogies, Lee Crocket worked with our 5/6 team and teaching coaches for a day. Kath Murdoch (leading expert in Inquiry) continued to build the inquiry practice at the school with 2 visits across the year with a 1 ½ day visit mid-year, working alongside teachers in the classroom and providing feedback. In supporting our Digital Literacies focus, staff attended professional learning presented by Bruce Fuda and Craig Smith. Leading into the Artists and Writers festival, Harry Laing worked with the senior classes and presented PL for all staff to deepen our efficacy as teachers of writing.

Staff continued to access professional learning in a balance of school and own time and a significant number of staff engaged in various learning at a national level. Staff attended curriculum and moderation PL including: EALD, writing, Indonesian and Google Apps for Education. Staff attended state and national conferences including: ALEA/AATE, EduTech and Arts up Front Conference.

It is our practice to harness the expertise in our school and collaboratively learn from each other. Teaching coaches had a literacy and numeracy focus and implemented coaching cycles across the year. In each cycle they worked with up to 8 teachers ensuring that all staff were coached during the year in order to build collective capacity. Teachers presented to each other at staff meetings about various curriculum, assessment and practice across the year and a highlight was the PL presented by two teachers in each year group team around monitoring and tracking students’ development in the 5 learning assets.

Our inclusive practices for students with a disability and learning differences was enhanced by the learning of our small group teachers and learning assistants. Learning Support Assistants updated their first aid and across Term 1 engaged in wellbeing workshops and PL about how to manage and understand trauma impacts and complex and challenging behaviours. All staff completed the TEAM TEACH professional learning to update capability in managing complex challenging behaviours.

Our office staff attended professional learning in the new School Administrative System which will be rolled out for enrolment, roll procedures and record management in 2018. One office staff member was promoted to leading this roll out across the ACT as a result of this learning.

The leadership team remained current with educational research and attended a lecture by Finnish education expert Pasi Sahlberg, participated in workshops by Kings College London’s leading expert, Guy Claxton and the Principal started the ACT Directorate’s Cultural Integrity course. We had one executive team member complete the Aspiring Leaders course.

Our teaching staff are recognised for their contribution to the learning of teachers across the ACT system and through presenting current effective practice and research at a National Level. We had two staff members present ‘Maths through Inquiry’ for ACT Southside primary staff and at the Canberra Maths Day conference; and four staff members lead workshops at the national Maths biannual conference. Three of our team presented at the Directorate’s Student Engagement Conference (maths focus) and the leadership team shared their curriculum implementation expertise at the Directorate’s Leadership Forum. The Principal, Deputy and Disability Education Executive teacher presented at the National Australian Literacy Education Association in Tasmania. As Turner is a lead learner facilitator in Gungahlin/Northside cluster project for Digital Literacies our staff has had regular opportunities to share our developing expertise in 21st Century Learning and it was a highlight that our Digital Literacies coach attended a special program with senior secondary school students in NASA USA.

We further built our profile as an exemplary school and regularly hosted visits from fellow ACT Directorate staff and visiting staff from school across Australia in order to model and share impact of effective practice. We had a Deputy Principal visit from Tasmania who observed literacy lessons taught by our literacy coaches and had three teachers from Hobart spend time to see Turner in action with a focus on writing.

## 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 2017.

## Reserves

|  |  |  |
| --- | --- | --- |
| Name and Purpose | Amount | Expected Completion |
| School Upgrade   1. Creating 21st Century learning spaces 2. To maximising learning engagement through flexible learning spaces and promoting the classroom as a second teacher. Aligning physical environment with currrent research identifying positive impact on student acheivement. | $10,000 | 2018 |
| Variation days (V days)   1. Offset costs asssociated with prioritising professional learning for staff. 2. Enhance educational outcomes of students through active research and reflective practice of staff. | $8,000 | 2018 |
| Container   1. Additional storage space for building environment. 2. Keeping learning spaces clear. | $5,000 | 2018 |

# Endorsement Page

## Members of the School Board

|  |  |  |  |
| --- | --- | --- | --- |
| Parent Representative(s): | Kirsten Westaway, | Aarthi Ayyar-Biddle, | James Turvey. |
| Community Representative(s): | John Talbot. |  |  |
| Teacher Representative(s): | Emily Gregory, | Helen Middleton. | Robyn Watson |
| Student Representative(s): |  |  |  |
| Board Chair: | Kirsten Westaway |  |  |
| Principal: | Jo Padgham (2017) | Allison Edmonds (2018) |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Board Chair Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ |

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 2017.

|  |  |  |  |
| --- | --- | --- | --- |
| Principal Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ |