



Kingsford Smith School

Board Report

2014

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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

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About our school

Introduction to School

In 2014 Kingsford Smith School (KSS) completed its sixth year of operation and third year with a full Preschool to year 10 cohort. The priority enrolment suburbs for KSS are Higgins and Holt for students in Preschool to Year Five and also include Macgregor, Dunlop and Latham for years 6 – 10.

The school continues to have a strong emphasis on Numeracy and Literacy, the Arts, ICT and empowering students as leaders. A values base and a 'culture of giving' have become features of the school as has the underlying belief that "Everyone Learns".

KSS aims to: engage all students in academically challenging learning; nurture a safe and caring environment; foster collaborative relationships; develop learning pathways so all students can reach their vocational potential; empower students as learners and leaders; and promote a passion for the Arts.

Student Information

Student enrolment

In 2014 there was a total of 922 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	481
Female	441
Indigenous	55
LBOTE	251

Source: Planning and Performance, August 2014

School enrolments have dropped slightly (.016 percent) in 2014 since the school implemented an 'in area' approach to enrolments. Unless there are exceptional circumstances enrolments are only accepted from the priority enrolment suburbs. The school continues to offer programs to meet the needs of the significant number of students with a Language Background Other Than English (LBOTE), many of whom have had refugee status. Our retention rate is high and has resulted in the establishment of an additional Year 10 class.

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	88.4
1	89.3
2	91.9
3	89.4
4	91.3
5	92.7
6	88.4
7	87.3
8	89.3
9	86.9
10	86.3

Source: Planning and Performance, July 2014

Kingsford Smith School has implemented consistent measures to address a slight decrease in student attendance. In 2014 the average attendance rate was 89.2 percent. The school is proactive in addressing non-attendance, drawing on a range of strategies within the school and also outside agencies to support students and families.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100%
Postgraduate	36%

Source: School Data, December 2014

Workforce Composition

The workforce composition of the school in 2014 is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes

all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	26
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	3
School Leader C	10
Teachers	57
TOTAL	99

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There are two indigenous staff members at this school.

Volunteers

The total estimated hours for volunteers in 2014 at Kingsford Smith School was 1330 hours. Volunteers supported Literacy and Numeracy in classrooms, the school breakfast program, working bees, fundraising, P & C activities, music, drama and sporting events. The KSS School Spectacular attracted volunteers who assisted with lighting, sound, costumes and accompaniment. Our partnership with Australian National University has supported the school's Launchpad reading program and our Gifted and Talented forum.

Source: KSS Volunteers excel spreadsheet 2014

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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.

Kingsford Smith School will be validated in 2015. 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 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 63 parents, 34 staff and 130 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 82% of parents and carers, 76% of staff, and 55% of students at this school indicated they were satisfied with the education provided by the school.

As well, in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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.	89
Teachers at this school provide my child with useful feedback about his or her school work.	74
Teachers at this school treat students fairly.	73
This school is well maintained.	84
My child feels safe at this school.	81
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	52
My child likes being at this school.	75
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	81

My child is making good progress at this school.	78
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	75

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	82
My teachers provide me with useful feedback about my school work.	53
Teachers at my school treat students fairly.	42
My school is well maintained.	42
I feel safe at my school.	58
I can talk to my teachers about my concerns.	38
Student behaviour is well managed at my school.	28
I like being at my school.	51
My school looks for ways to improve.	60
My school takes students' opinions seriously.	37
My teachers motivate me to learn.	51
My school gives me opportunities to do interesting things.	57

Source: 2014 School Satisfaction Surveys, September 2014

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.

Professional Learning

In 2014 staff participated in a range of professional learning activities which included a whole school-based TQI accredited program with a focus on 'Visible Learning' as well as externally provided professional learning:

- Principals as Literacy Leaders (PALLs)
- Professional Learning Communities
- Formative and Summative Assessment
- Kath Walker Developmental Curriculum
- The 'Daily 5'
- ACARA workshops focussing on the Arts Draft Curriculum
- Australian National Curriculum Technology

- Reading, Writing and Spelling workshops
- Library Technology
- Essential Skills

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 one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Kingsford Smith School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	41	90	51	124
Mathematics	35	49	39	54

Source: Planning and Performance December 2014

The 2014 PIPS results indicate a higher growth in student outcomes for Reading than Mathematics, similar to the trend in the ACT. The growth in Reading however has not been as great as the growth for the ACT while the growth in Mathematics has been very close to the ACT growth.

Kindergarten students were explicitly taught reading strategies, letter and sound relationships and high frequency words. Vocabulary was built through the use of rich literate texts. Within the Kindergarten cohort there are several students who require substantial support for various reasons.

The end of year school scores represent a level of success in the delivery of learning and provide the Early Years learning team with valuable information for future teaching and learning. In 2015 teachers will be implementing the Daily Five into the literacy block to strengthen the focus on reading strategies and skills.

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 2014, 4.40 % of year 3 students, 3.20 % of year 5 students, 2.10 % of year 7 students and 1.10 % of year 9 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 to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Kingsford Smith School 2014 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	404	440	502	523	515	569	563	600
Writing	374	405	435	474	487	524	512	559
Spelling	396	413	476	502	525	554	557	591
Grammar & Punctuation	403	441	491	520	507	566	539	591
Numeracy	386	415	473	499	503	559	548	598

Source: Performance and Planning December 2014

Performance in other areas of the curriculum

Kingsford Smith School students achieved positive outcomes in all Key Learning Areas in 2014. Examples of these outcomes include:

- students achieved in top 2% in International Mathematics Olympiad
- high level performances in a range of sporting areas including a student selected for the Australian Girls Waterpolo team
- KSS choirs (Music Education Program – MEP and years 3-8 choir) performed nationally and at state and local community events
- school bands achieved gold and silver awards at Canberra Eisteddfod and the ACT School Bands Festival
- The KSS Spectacular attracted a capacity audience and impressive written feedback
- The Jets Sport and Community Service student group participated in state fundraising and sporting events

Progress against School Priorities in 2014

Priority 1

Build positive relationships and successful communication between the school and its community and within the school.

Targets

By the end of 2014

- 10% increase in positive response to the 2014 Satisfaction Survey questions relating to communication within the school.

- 10% increase in positive response to the 2014 Staff Satisfaction Survey questions relating to communication within the school

Directorate Priority areas covered with this priority

- Business Innovation and Improvement

Progress

In the third year of our Strategic Plan the school continued to action five strategies within this priority:

- Develop school/preschool communication policies and guidelines
- Examine current school/preschool reporting policies and practices
- Promote school/preschool partnerships
- Work with key parent and community bodies to develop a range of activities targeted at engaging the community
- Examine opportunities for the development of partnerships with the broader school/preschool community

In **developing school/preschool communication policies and guidelines** the school actioned the following:

- A Communication Policy was implemented clarifying all the forms of communication used by the school and ways for the community to access these.
- The school App saw a significant increase in the number of users with many students logging on. Messages were sent informing the community of meetings, class and whole school events, calendar changes, excursion updates, achievements and highlights and critical incidents. User feedback was very positive with the suggestion that the school make even greater use of this application.
- The Kingsford Smith School (KSS) newsflier and newsletter, can be accessed from the KSS website and a reminder email with a link is sent to all parents.
- Class email communication with parents and carers who are online is sent from teachers to accelerate the communication process.

Our second strategy was to **examine current school/preschool reporting policies and practices**. To achieve outcomes for this strategy we have actioned:

- Audit of current drives
- Priority order for current drive folders and files
- Consultation with staff
- Trial of the new 'G' Drive model
- Installation of 'Accellerus' as a reporting tool school-wide

Within our strategy to **promote home – school/preschool partnerships** we were able to achieve the following outcomes for this strategy:

- Morning and afternoon teas continued to bring community members into the school and the annual Welcome Back BBQ and Funfair saw an increase in participation of over 20%.
- Koori Pre excursions and family activities continued to be a feature with an increase in family attendance. Families assisted with an upgrade of the internal learning environment and have made positive comment on their sense of belonging and connection with the school and its community.

In **working with key parent and community bodies to develop a range of activities targeted at engaging the community** we were able to achieve the following outcomes for this strategy:

- 2014 saw the introduction of the Kingsford Smith School (KSS) Kids Read afterschool reading program. Up to thirty students and parents remained at school to share in afternoon tea and enjoy reading together. This program will continue in 2015, expanding into the older year levels.
- Our links with the Australian National University (ANU) and the University of Canberra (UC) have resulted in a number of students from both tertiary institutions tutoring KSS students in reading as part of our Launchpad program and in the Homework Hangar and senior Homework club in a range of learning areas.

Our fifth strategy was to **examine opportunities for the development of partnerships with the broader school/preschool community**. The outcome of this work resulted in:

- The JETS Elite Sports and Service to Community program continued to develop with the inclusion of students from the upper primary grades. A number of additional sponsors came on board and students reciprocated through their involvement with community fundraising events.
- A second Parenting Expo held at the Kippax Centre.

These actions in 2014 resulted in the following progress against our two identified targets for this priority:

1. Following the return of the Satisfaction Survey results 2014, a comparative study was made with the results from 2013. Our 2014 results show that while we were not able to reach our target of a ten percent improvement in student responses to items related to communication, there was a slight improvement in relation to 'I can talk to my teachers about my concerns' and 'My school takes students' opinions seriously.

Table: Student Satisfaction related to Communication

Communication Item	2013	2014
My teachers provide me with useful feedback about my school work.	56	53

I can talk to my teachers about my concerns.	37	38
My school takes students' opinions seriously.	32	37

Source: Planning and Performance September 2014

- In regard to the staff targets there was a decline on all items linked to communication. The school will continue to focus on this in 2015.

Table: Teaching Staff Satisfaction related to Communication

Communication Item	2013	2014
There is effective communication between teachers and executive staff.	69	40
There is effective communication between teachers and their supervisor.	80	72
There is effective communication amongst all staff.	65	44
Communication between this school and parents is effective.	71	56
There is effective communication between teachers and parents.	80	60

Source: Planning and Performance September 2014

Priority 2

Improved literacy outcomes for Kingsford Smith Students

Targets

By the end of 2014:

reach the Directorate targets for reading in years 3, 5, 7 and 9 at Kingsford Smith School.

Directorate Priority areas covered with this priority

- Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with families and the community

Progress

A number of specific strategies to improve literacy learning were identified in the annual school operating plan and successfully implemented throughout the year. The strategies the school focussed on were to:

- Develop a 'whole school/preschool' approach to pedagogy, planning and programs
- Continue to build a collaborative approach through the linking of Collaborative Classrooms Phase Two with the Quality Teaching model and strategic priorities.

The work in these strategies included:

- Strengthening teacher pedagogy from P-6 in reading through the participation in the Directorate initiative Principals as Literacy Leaders (PALLs). This program provided teachers with opportunities to attend professional development from international

literacy leaders including David Hornsby, Debbie Miller and Chris Topfer. From this program K-5 teachers reviewed existing practice and moved to the development and implementation of a 'Reading Workshop' model as a major component of our daily Literacy block. The 'Readers Workshop' now encapsulates the 'Daily Five' basics of 'read to self', 'read to someone', 'listen to reading', 'work on words' and 'work on writing' as core elements. This program has significantly increased the amount of time students are practising the art of reading and provides for individualised student conferencing and goal setting. Comparative data from term 1 to term 4 has shown significant improvement in students' reading benchmark levels. Year 3 data shows an increase of 13% of students achieving at or above PM Benchmark as per Education and Training Directorate guidelines and year 5 a 12% increase.

- The years 6 to 10 Professional Learning Teams have focussed on delivering the teaching of reading across the curriculum. The Teacher Quality Institute (TQI) Accredited Professional Learning has been provided to all teachers on the teaching of reading to promote and support a literacy focus in all classes. To support this approach the Literacy Field Officer has initiated the establishment of a KSS designated literacy/reading room where students and teachers can engage in independent, supported and supervised reading in small and large groups.
- Following feedback from teachers and further research the primary spelling program was modified to place a greater emphasis on word study including etymology, word families and meaning.
- This year saw the KSS inaugural reading challenge with students and staff aiming to increase the time spent reading each day. Not only did reading time increase but the teacher librarian observed a corresponding increase in library borrowing.
- Through extensive consultation with teaching teams, students and the parent community the existing homework policy was evaluated and reviewed. A greater emphasis was placed on reading and the revision of class work. Weekly afternoon homework club, facilitated by Kingsford Smith teachers in partnership with ANU students, was extended to include upper primary students. A reviewed primary homework schedule has resulted in homework going out on a Thursday and being returned on the following Tuesday to allow more flexibility for already busy households.
- 'LaunchPad' was established in mid-2013 as a joint partnership initiative between Kingsford Smith School (KSS) and the Australian National University (ANU) to engage identified students in the reading process and to build confidence and enjoyment in reading. The program took a 3 pronged approach and included:
 - providing identified students with reading support delivered by trained staff

- providing all Aboriginal and Torres Strait Islander students in Years K to 5 with biweekly reading support
 - providing a selection of students with the opportunity to engage in reading with ANU students mentors.
- In 2014 this program has been underpinned by an action research model. The aim of the action research was to improve reading and comprehension skills with an emphasis on reading rate though biweekly one to one instruction from trained staff. From this initiative all Aboriginal and Torres Strait Islander students have demonstrated a significant improvement in reading rate and comprehension skills. Feedback also indicates that all students have greater confidence and enjoyment in reading.

The combined actions of these strategies resulted in the Directorate reading targets being achieved across all year levels in 2014 when considering confidence levels. The following table identifies the school mean and the mean score targets for the 2014 cohort of students in reading. The data indicates that years 3, 7 and 9 2014 mean scores were within the target range when taking into consideration the confidence level. The year 5 school reading mean was significantly above the Directorate target when taking into account the confidence intervals.

Table: NAPLAN Mean Scores and ACT Directorate Targets

<i>Year Level</i>	<i>Test Domain</i>	<i>School Mean</i>	<i>Target</i>
Year 3	Reading	404.4	406 ± 20
Year 5	Reading	501.5	477 ± 16
Year 7	Reading	515.3	523 ± 12
Year 9	Reading	562.5	562 ± 18

Source: SMART Data November, 2014; Planning and Performance

Priority 3

Improved numeracy outcomes for Kingsford Smith Students.

Targets

By the end of 2014:

reach the Directorate targets for numeracy in years 3,5,7 and 9 at Kingsford Smith School.

Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.

Progress

The key strategies in this priority were to:

- build and develop a shared vision for the teaching of numeracy at Kingsford Smith School and
- continue to build a collaborative approach through the linking of Collaborative Classrooms Phase Two with the Quality Teaching model and strategic priorities.

The key actions within these strategies include:

- The year 6-10 Professional Learning Teams (PLTs) worked collaboratively across the curriculum in both explicit and embedded instruction. The emphasis has been on improving number sense and the language of mathematics. The year 6 and 7 PLTs applied a 'Response to Intervention' approach with year 6 classes participating in 'CATCH' groups to re-learn core material not understood or to extend and enrich. The Numeracy coordinator supported teachers through mentoring, resourcing and strengthening professional knowledge and pedagogy.
- Over the year, teachers in K-5 have had a strong focus on improving student outcomes in mathematics with an emphasis on problem-solving and mathematical language, an area identified through the analysis of NAPLAN data. The target was to provide students with quality teaching practice that delivers deeper conceptual understanding. Included in this review was an appraisal of assessment practices. The review first looked at existing teacher practices to identify current best practices within the school. Teachers across the team visited schools in the region to compare approaches. Further evaluation and research identified a comprehensive program 'enVisionMaths'. "enVisionMATHS" is a topic-driven teaching and learning program aligned to the Australian Curriculum and delivered through both digital and print mediums. The program supports students at all levels of conceptual development and caters to individual learning styles. The program was trialled in term 3 and progressively implemented through term 4 with full implementation across years K to 5 to take place at the beginning of 2015.
- Pre and post staff surveys measured changes in levels of knowledge, skills and understandings relating to PLCs.

In relation to the set target for this priority the following table identifies the school mean and the ACT Directorate targets for the 2014 cohort of students in numeracy. The data indicates the years 3, 5, and 9 numeracy means met the performance targets for 2014, considering the confidence intervals. At year 7 the school mean for numeracy was slightly below the target range when taking into consideration the confidence intervals.

Table: NAPLAN Mean Scores and ACT Directorate Targets

<i>Year Level</i>	<i>Test Domain</i>	<i>School Mean</i>	<i>Target</i>
Year 3	Numeracy	385.9	376 ± 16
Year 5	Numeracy	473.4	467 ± 14
Year 7	Numeracy	504.1	518 ± 12
Year 9	Numeracy	549.8	566 ± 18

Source: SMART Data November, 2014 and Planning and Performance, 2014

Priority 4

Provide educational preschool programs that meet the needs of students, families and the community

Targets

By the end of 2014 achieve:

- At standard or above in all National Quality Standards Areas

Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community,

Progress

The key strategies in this priority were to:

- Create professional learning opportunities for staff to develop their knowledge and understanding of the Early Learning Framework and Development Curriculum and
- Review preschool policies, programs, procedures and practices and align with national regulations.

The key actions within these strategies were as follows:

- Preschool educators were provided with the opportunity to attend a variety of professional learning events targeted towards developing their understanding and knowledge of the assessment rating process, the National Quality Standards (NQS) and best practice in Preschool.
- A Quality Improvement Plan (QIP) will be implemented in 2015 to support our continuous cycle of improvement. The QIP will support and run alongside the SMART goals set by the team at a school level and support the NQS links.
- Educators have begun to share a common language for improvement in Preschool. The shared professional learning across the team has built capacity in pedagogy, assessment and improved student outcomes.
- Having the opportunity to release both educators from each preschool room at the same time this semester has been of huge benefit to the improvement of processes and procedures in preschool. Educators have engaged in quality reflection on practice and student achievement.
- Recycling procedures were clearly documented and implemented in preschool

Our target is to achieve NQS standard or exceeding. Currently KSS Preschool has not been scheduled for the next assessment. The team is confident that their achievements in 2014 have strengthened the practice and environment that assessors will observe on the next visit.

The focus for 2015 will be to streamline goals, to develop a clear action plan and to continue to grow the professional knowledge of all Preschool staff including educators, executive and assistants.

Preschool Unit- Quality Improvement

The National Quality Framework, which has been agreed by the Council of Australian Governments (COAG), has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

The preschool offers a strong developmental play based program. It is student interest driven and guided by observations and reflections on each student's development. Parents can easily access information about the program and their child and provide input to support program development and learning.

Children's health and safety

The preschool aims to meet the health and safety needs of each child. Educators are aware of policies and procedures and have ready access to relevant medical information. Clear communication with families regarding children's health supports student wellbeing. Safety concerns are noted and acted upon in a timely manner.

Relationships with children

The preschool embraces the whole school approach to respectful relationships. Relationships have been strengthened between children and educators with the introduction of more targeted observation and recordkeeping and an increase in opportunities for one on one and small group conversations. These have enabled educators to better tailor learning opportunities to children's interests and needs. The collaborative approach ensures children have rich opportunities to work together and learn from each other.

Staffing arrangements

All teachers have early childhood qualifications and all preschool assistants have Certificate 3 in Child Services. There is a blend of new and experienced educators and peer coaching is supported by targeted professional learning. Educators work collaboratively and affirm, challenge, support and learn from each other.

Leadership and management

The preschool philosophy has been developed in partnership with families and reflects that of the whole school. Educators work as part of a Professional Learning Community with a focus on improving outcomes through collaborative evidence based practice.

Physical environment

2014 has seen an upgrade of the preschool indoor learning environment. Educators conducted extensive research into other settings with successful flexible learning environments and worked closely with parents and students to develop a plan. The result is three preschool rooms with new and child centered furniture that caters for all learning styles and opportunities.

Collaborative partnerships with families and communities

Working bees, morning teas and information sessions have been a feature of the preschool throughout 2014. Strong communication with families is supported by both electronic and hard copy methods. A parent resource library has been established and relevant reference books have been purchased for parents and family use.

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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 351.00. Teachers completed an average of 6 days (per teacher) of professional learning in 2014 and all teachers completed the TQI mandatory PL requirements of accredited and teacher identified PL.

Voluntary contributions

This school received \$3980.00 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Financial Summary	
31-Dec-14	
INCOME	
Self management funds	816420
Voluntary contributions	3980
Contributions & donations	0
Subject contributions	2179
External income (including community use)	17732
Proceeds from sale of assets	0
Bank Interest	33295
TOTAL INCOME	873606
EXPENDITURE	
Utilities and general overheads	202696
Cleaning	185417.97
Security	1009
Maintenance	279551
Mandatory Maintenance	0
Administration	107086.03
Staffing	-1814
Communication	20894
Assets	17729
Leases	0
General office expenditure	65589
Educational	117114
Subject consumables	0
TOTAL EXPENDITURE	995272
OPERATING RESULT	-121666
Actual Accumulated Funds	340254
Outstanding commitments (mir	-1822
BALANCE	216766

Reserves

Name and purpose	Amount	Expected Completion
Shared Cost/Signage.	25000.00	2015
BRTSC Belconnen Regional Trade School	61498.00	2016
<p>School Bus</p> <p>The school bus was purchased in 2012. The remaining funds in reserves will be utilised to purchase a shed to accommodate the bus.</p>	10000.00	Dec 2015
<p>School Presentation Physical environment</p> <p>This reserve has been used to upgrade the learning spaces to cater for the increased primary enrolments.</p>	18000.00	Dec 2016
<p>Shared cost/ WAP's</p> <p>This reserve has been set aside for the installation of mapped WAPS across the school.</p>	42000.00	2015
<p>Staff</p> <p>This reserve was established to support student learning.</p>	184751.24	Dec 2017

Endorsement Page

I declare that the Kingsford Smith 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: LAUREL RODRIGUES
Community Representative ALISON LAWRENCE
Teacher Representative NGHÍ PERRIM MARGARET GUMMOW
Student Representative: LAYAL DIA MARY YU
Board Chair: IAN CARTER
Principal: CATHERINE LE BRUN

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 2014.

Principal Signature:  **Date:** 20/2/15

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

Board Chair Signature:  **Date:** 20/2/15