Figure 1: Gardens at the front of Evatt Primary School
This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.

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The school website is evattps.act.edu.au.

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Evatt ACT 2617

General Inquiries:

Telephone  (02) 6205 5999
About our school

Introduction to School
Evatt Primary School is located in the Melba Copland schools cluster in the north-west area of the ACT. In the last twelve months, Evatt Primary School has continued to show improvement and growth. Staff have embraced the vision for the school and are continually striving to improve the quality of teaching and learning. In 2012, there were 13 mainstream classes; the preschool is moving to two 15 hour groups in line with the Commonwealth Government requirements for Early Childhood provision, and enrolments in the junior classes were at maximum capacity.

The school celebrates the broad diversity of our students and accommodates individual needs through special education units, integration support programs, differentiated learning including gifted and talented programs and identified targeted intervention including a significant group of children with English as an additional language or dialect (EALD). There is a strong commitment to team planning and ongoing professional learning by all staff. The holistic approach to teaching literacy and numeracy ensures students work in ability groupings that support maximum development.

Evatt’s environmentally friendly community actively promotes sustainable practices across the school. The school also has accreditation in Waste and Water Management and has installed solar panels and water tanks. Every classroom in the school employs this technology to support and enhance teaching and learning. The school offers a before and after school program and senior students are able to participate in the instrumental music program. Evatt provides a safe learning environment. It has a playground area with excellent outdoor facilities including a shaded multi-purpose court. Structured lunchtime activities are in place to cater for students needs during break times, e.g. daily library, dance and sports groups, environmental centre activities all inside attractive fenced grounds.

Student Information

Student enrolment
In 2012 there were a total of 346 students enrolled at this school.

2012 Student Enrolment breakdown

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>198</td>
</tr>
<tr>
<td>Female</td>
<td>148</td>
</tr>
<tr>
<td>Indigenous</td>
<td>8</td>
</tr>
<tr>
<td>LBOTE</td>
<td>53</td>
</tr>
</tbody>
</table>
In 2012, there were 28 students at Evatt who were enrolled in three Special Education Units (two Learning Support Units and one Learning Support Centre.) In addition, a further six students were enrolled in the Integration Support Program, operating in a mainstream class with a Learning Support Assistant. Our population includes students from 24 suburbs, including Evatt, Spence and McKellar, which are the priority enrolment areas.

**Student attendance**
When students are absent from school parents are asked to contact the front office and notify the school of the reason for absence. Written confirmation and medical certificates, where appropriate, are required upon return to school.

If a student’s absence exceeds 2 days and there has been no notification from parents/carers, the school will make contact with the family to ensure the child’s wellbeing.

Extended absences are dealt with in accordance with departmental policy and procedure.

**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>
<thead>
<tr>
<th>Qualifications</th>
<th>% Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>31.8</td>
</tr>
</tbody>
</table>

**Workforce Composition**
In 2012 the workforce composition of the school is highlighted in the following table.

<table>
<thead>
<tr>
<th>Role</th>
<th>NO&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Officers</td>
<td>12</td>
</tr>
<tr>
<td>General Service Officers or Equivalent</td>
<td>2</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>*</td>
</tr>
<tr>
<td>School Leader C</td>
<td>2</td>
</tr>
<tr>
<td>Teachers *</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

*Note:* This table includes pre-school staffing: Source Human Resources, August Census data 2012.

This table shows that the school does not have a Deputy Principal (SLB). While that was true at the time of August census the school does operate with a School Leader B.

There are 0 indigenous staff at this school.
Volunteers
A mixture of parent and community volunteers has worked approximately 100 hours in the
school during 2012.

School Board
In 2012, a new parent member was appointed to the School Board. Five meetings were
held during the year. The Board met termly and an extraordinary meeting in term four was
held to approve the budget for the coming year.

Board members were asked to respond on two occasions to parent concerns. The first was
a concern regarding the traffic situation outside the school daily and secondly regarding the
discontinuation of the School Chaplaincy program. A report was prepared for the Board
regarding the latter issue and an appropriate response was sent to the parent regarding the
latter. There have been no further concerns raised by the parent on that issue. The Board
agreed to survey the parent community again in 2014 regarding any future funding for the
Chaplaincy program. There continues to be ongoing issues regarding the safety of students
on Heydon Crescent.

The Board was involved in discussions regarding the next School Plan after the successful
external validation in term three. Board members have been invited to participate again in
the termly review of the Annual Operating Plan.

School Review and Development
The ACT Education and Training Directorate’s Strategic Plan 2010-2013 provides the
framework and strategic direction for the school’s plan. This is supported by the School
Improvement in ACT Public Schools Directions 2010-2013 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 schools progress towards
achieving system and school priorities.

Evatt Primary School was validated in 2012. A copy of the 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 2012 the school
undertook a system 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 2012, 80 percent of parents and carers, 92 percent of staff and 89 percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In term four, following the external validation, a consultant was employed by the school to further identify areas of improvement. This was highly successful; the school was able to clearly identify its strengths and areas for development which ultimately fed into the contents of the next school plan. These results as well as the continual review of school performance across the four domains of schooling: learning and teaching, leading and managing, student environment and community involvement contributed to the development of the school plan. This plan is available on the school website at evattps.act.edu.au

**Professional Learning**

Throughout the year, professional learning for teaching staff was focused on improving the quality of learning and teaching in literacy and numeracy. Staff were encouraged and supported to be more explicit in communicating their intentions for learning to students and what students needed to do to be successful in their work. This professional learning, based on the work of Shirley Clarke was evidenced based and provided a platform for much professional dialogue. Furthermore, each term, professional learning focused on embedding these skills. During the Learning Journey at the end of term three, parents were able to visit classroom and see displays demonstrating and explaining this work.

The Quality Teaching Model formed the backbone of improving classroom environment and incorporated the use of learning intentions and success criteria.

Staff in the special needs units were able to access professional learning aimed at providing strategies for teaching students on the autism spectrum. All staff participated in a workshop run by an occupational therapist. Many staff attended a whole day First Aid course. As a result all members of staff now have a current first aid certificate.

Executive staff attended system wide professional learning throughout the year.
Learning and Assessment

Performance in literacy and numeracy

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.

In 2012, there were two kindergarten teachers. There was a change in staffing from the end of term one. A new educator was appointed as replacement. Students entered kindergarten at Evatt generally on a par with students across the ACT in both numeracy and reading. Analysis shows that whilst at the end of kindergarten, progress in numeracy was close to the ACT benchmark, reading progress was below that of other students in the ACT. Other factors that influenced this less than expected growth was a small proportion of students categorised as early entry, indigenous, learning disabled, EALD and emotional well being issues.

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 2012, 5.13 percent of year 3 students 2.17 percent of year 5 students were exempt from testing based on nationally agreed criteria.
<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>ACT</td>
</tr>
<tr>
<td>Reading</td>
<td>415</td>
</tr>
<tr>
<td>Writing</td>
<td>384</td>
</tr>
<tr>
<td>Spelling</td>
<td>380</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>402</td>
</tr>
<tr>
<td>Numeracy</td>
<td>384</td>
</tr>
</tbody>
</table>

Source: Performance and Planning December 2012

Performance in other areas of the curriculum

Teachers used the inquiry method to engage student learning across all areas of the curriculum. With the implementation of the History and Maths areas of the Australian Curriculum, staff used the achievement standards to assess student work.

At the annual Learning Journey in term three, parents were able to see evidence of progress in all subjects.

Progress against School Priorities in 2012

Priority 1

To use evidence-based practice to improve learning outcomes for all students in writing

Targets

Achieve the NAPLAN predicted score for year 3 students which includes an 8 point loading – Reading- 394 + 28 and Writing- 397 + 28

Achieve the NAPLAN predicted score for year 5 students which includes an 8 point loading – Writing 450 + 26; Reading 466 ± 28

School improvement domains covered with this priority

Teaching and Learning; Leading and Managing, Student Engagement

Progress against outcomes and targets

The school has undertaken a range of actions to bring about improvements in Literacy. Actions included capacity of building of staff through a range of professional learning opportunities including:

- annual professional learning undertaken by all staff on the interpretation and use of NAPLAN (SMART) data and PIPS
• Targeted professional learning in the areas of First Steps Reading and Writing and PM Benchmarking. This professional learning included teacher observations and coaching sessions.

The school has developed consistent planning documentation including comprehensive scope and sequence documents based on The Australian Curriculum for its implemented content areas and Every Chance to Learn – A Curriculum Framework for ACT Schools – Preschool to Year 10 for the areas not yet covered by the Australian Curriculum. This has been supported by the development of a program check list to support ongoing coaching and to guide professional pathway goal development and annual professional conversations.

The introduction of a data tracker has allowed for information gained from these programs and others such as: PM Benchmarks; Criterion Referenced Assessment tool for writing; BEE (Brain, Ears and Eyes) spelling; and Performance Indicators in Primary Schools (PIPS) to be collected. The implementation of these tools and the data tracking has been supported by assessment maps and schedules for different year levels to ensure consistency of testing and input of data. The data is used to identify learning needs of students. In the future, further professional learning and coaching will focus on translation of the data into targeted teaching programs. At the beginning of term four, all teachers met with a member of the executive to discuss the progress of every child in reading across the school.

*Strengthen coaching model across the school to further build teacher capacity in literacy planning and teaching. ACHIEVED*

Strategic decisions were made at the end of 2011 with regard to the teaching load of the Executive staff. They were given a non-teaching load to facilitate the coaching model across the school to drive improvement. All Executive members of staff have been responsible for a reading group from the start of the year. Together with the field officer they have maintained this approach rigorously throughout the year. As a result, there has been tremendous growth in our reading results for year 5.

<table>
<thead>
<tr>
<th></th>
<th>2011 Average Scaled Score Growth</th>
<th>2012 Average Scaled Score Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Growth in State (All Students)</td>
<td>Scaled Score</td>
</tr>
<tr>
<td></td>
<td>81.2</td>
<td></td>
</tr>
<tr>
<td>YEAR 5</td>
<td>ACT Belconnen (All Students)</td>
<td>84.3</td>
</tr>
<tr>
<td></td>
<td>School (All Students)</td>
<td>90.8</td>
</tr>
</tbody>
</table>
An analysis of these results could indicate that these results are about real growth in teacher capacity as opposed to the effect of the relevant cohort. It is anticipated that next year’s results will more accurately reflect the effect of this focus on improving the quality of guided reading using the coaching approach as capacity increases.

The school’s NAPLAN results indicate that results for 2012 were within the target range in reading and writing for 2012, considering the confidence intervals.

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th></th>
<th>WRITING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>394 ± 28</td>
<td>415.3</td>
<td>397±28</td>
<td>384.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>466 ± 28</td>
<td>475.2</td>
<td>450 ±26</td>
<td>440.9</td>
</tr>
</tbody>
</table>

Source: SMART Data September 2012

Student growth in reading for year 5 was 99.9 scaled score points, which was above the State average by 20.5 points and Belconnen by 17 points. Student growth in grammar and punctuation for year 5 was 103.4 points which was above the State average by 25.4 points and Belconnen by 26.2 points. Spelling results indicate less growth and behind the State average by 6.6 points and behind the Belconnen average by 1.4 points. This indicates that measures we have begun to improve student outcomes are beginning to show impact. Whilst there has been good growth our results indicate that we need to maintain the momentum if we are to reach the Directorate targets for ACT Schools for 2013.

The Literacy and Numeracy Field Officer surveyed the staff earlier in the year to ascertain the direction of support needed for classroom teachers. Staff were able to identify areas of needed support – for some this meant Guided Writing, for others it was embed the delivery of the BEE Spelling program. The use of the coaching model will continue into 2013.

Kindergarten and end of year PiPs results were disappointing. All students made progress; however there was a significant increase in the number students making less than expected growth for reading. Early Years and executive staff are involved in an analysis of the reasons behind these results and these actions will form part of the next School and Annual Operating Plan.

*Introduce and embed the use of Learning Intentions and Success criteria into everyday teaching practice. ACHIEVED*

Learning Intentions and Success Criteria are displayed widely around the school. Focused lesson observations by peers and executive demonstrate that staff have become more competent in using this as an effective way of improving learning. Prior to the term three Learning Journey, parents were given information via the newsletter about learning intentions and success criteria. The learning journey provided an opportunity for parents to see firsthand the impact on their child/ren’s learning of this very specific targeted approach to raising expectations and driving improvement. All adults around the school articulate the
learning intentions and support children in their understanding of what they need to do to be successful learners. Corridor displays show evidence of learning intentions and success criteria with a specific focus on writing. The displays identify clear steps to success in various text forms e.g. social purposes for writing. The school improvement team, using a variety of evidence, judged that the capacity of teachers to use learning intentions and success criteria was embedded and to revisit as professional learning next year, especially with new staff members joining the team.

Further embed the use of First Steps Writing into daily literacy planning and teaching  
ACHIEVED

Targeted professional learning is considered to be a major factor in driving improvement. Teaching teams now use the content descriptors and elaborations from the Australian Curriculum English as a starting point for their planning. First Steps Writing second edition (and Reading) is used as the main resource for planning learning sequences. The school has ensured that all current classroom teachers are trained in First Steps Writing.

In term 2 this year the senior team began using a planning template for English that is directly linked to First Steps. Teams choose the social purpose for writing to support their Integrated Inquiry unit. The Criterion Referenced Tool (CRT) which is linked to First Steps, is used as a pre assessment tool, and then again to provide summative assessment of student progress in the particular social purpose. All Teachers use the Criterion Reference Tool to moderate their writing samples across the network.

Introduce Writer’s Notebook across the school. CARRY FORWARD TO NEXT YEAR.

Writer’s Notebook has been introduced into two classrooms on a trial basis. These will be used as model classes for 2013, to further introduce it across the school.

Priority 2

To use evidence-based practice to improve learning outcomes for all students in numeracy

Targets

Year 3 students meet or exceed NAPLAN numeracy target of 379 ± 26

Year 5 matched students meet or exceed NAPLAN numeracy target of 460 ± 24

School improvement domains covered with this priority

Learning and Teaching, Leading and Managing

Progress against outcomes and targets

The school’s 2012 NAPLAN results indicate that they were within the target range considering the confidence intervals range in numeracy.
NUMERACY

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>379 ± 26</td>
<td>384.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>460 ± 24</td>
<td>454.9</td>
</tr>
</tbody>
</table>

However, numeracy results indicate less growth and behind the state average by 1.7 points and behind the Belconnen average by 2.5 points. Results indicate that we need to increase the momentum if we are to reach the Directorate targets for ACT Schools for 2013.

In numeracy at year 3, the percentage of students (excluding students exempt from the test) who were below National Minimum Standard was 6% and for year 5, 10% as shown in the table below. Proficient standard refers to the top two bands reported for the year level.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Domain</th>
<th>%At or Above NMS (excluding Exempt)</th>
<th>%Above NMS (excluding Exempt)</th>
<th>% Proficient (excluding Exempt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>Numeracy</td>
<td>94</td>
<td>71</td>
<td>23</td>
</tr>
<tr>
<td>05</td>
<td>Numeracy</td>
<td>90</td>
<td>59</td>
<td>17</td>
</tr>
</tbody>
</table>

MNS=National Minimum Standard

Source: Performance and Planning September 2012

Strengthen coaching model across the school to further build teacher capacity in numeracy planning and teaching. PARTIALLY ACHIEVED

A GAP analysis was undertaken at the end of semester one to determine progress. At that point, staff felt that the coaching model was not as successful in numeracy as it was in literacy. Therefore additional coaching was undertaken in semester two. Cover was provided for staff to observe one member of staff who is a Middle Years Mental Computation (MYMC) trainer. The addition of specific professional learning for MYMC strategies was included in semester two Professional learning (PL) sessions. Staff commented on the value of these sessions in improving their capacity to teach numeracy. This will be complemented in 2013 with targeted high quality PL at the start of term one and embedded across the year. It is hoped that the greater emphasis on numeracy in the coming years will demonstrate strong growth as there has been in reading.
*Introduce and embed the use of Learning Intentions and Success criteria into everyday teaching practice. ACHIEVED*

The External Validation team commended the school for the way in which they have embraced the use of learning intentions and success criteria in the classrooms to assist students with an understanding of their learning. Examples have been provided to parents on corridor walls during Learning Journeys to demonstrate how the learning intentions and success criteria are used to improve student work.

Additionally, the numeracy team have collected samples of good learning intentions and success criteria and these have been placed on the school’s internal G: drive.

Across the year, each term staff have engaged in ongoing PL with a focus of learning intentions and success criteria to increase teacher capacity. In the next plan, there will be less focus on explicit professional learning, but the expectation will remain as staff become more adept at using this tool.

*Embed the use of a balanced numeracy program across the school. PARTIALLY ACHIEVED*

Throughout the year, staff in the numeracy team have engaged in dialogue regarding the structure of balanced numeracy plan. The team surveyed all teachers regarding issues around ability grouping for number, the development of a scope and sequence chart using the Australian Curriculum and the development of procedures for using formative assessment more regularly to gather evidence. Decisions have been made that provide the framework for the future. As this improvement plan has been developed by staff, it is anticipated that there will be a lasting impact on the implementation of numeracy improvement plans for the future. This will be further developed in January when staff will participate in workshops that use “I can...” statements, and rich assessment tasks developed by the Belconnen Network Numeracy team. Further MYMC workshops are planned for 2013 to further embed teacher capacity.

*Use data to inform numeracy teaching and learning programs. ONGOING*

Staff are increasingly able to track progress, record on school wide tracking systems and analyse external data to make decisions. The focus for 2103 will be to translate this information into individual targets for students. The development of the new structure for g: drive should enable staff to store data in a more efficient way.

*Priority 3*

To promote our key features and to strategically build relationships within the community that support’s the school’s vision.
Targets

School vision reflects the work of the school; increase relationships with the broader community by 10%

School improvement domains covered with this priority

Learning and Teaching, Leading and Managing, Community Engagement

Progress against outcomes and targets

*Develop a clear vision with input from all stakeholders. ONGOING*

The School has collected data using a range of tools to inform the school’s vision that is relevant for the present and future. These included School Satisfaction Survey, Self-Assessment Matrix, Student Wellbeing Survey and an external survey undertaken by Quality Learning Australia. The school now has a clear view of the wishes of all stakeholders. This information will inform the next school plan.

Listed below are the top ten areas, in ranked order, that parents indicated as areas for development.

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are prepared for high school, competent in the required areas</td>
</tr>
<tr>
<td>I am kept well informed of my child’s progress</td>
</tr>
<tr>
<td>Communication processes are effective</td>
</tr>
<tr>
<td>Opportunities are offered to extend and support each student</td>
</tr>
<tr>
<td>My child is well challenged in his/her learning</td>
</tr>
<tr>
<td>There is regular dialogue with teachers</td>
</tr>
<tr>
<td>I get the information I need</td>
</tr>
<tr>
<td>Students set goals for their learning and know how they are going</td>
</tr>
<tr>
<td>I am provided strategies to support my child’s learning</td>
</tr>
<tr>
<td>Students cover the basics in literacy and numeracy</td>
</tr>
</tbody>
</table>

*Promote the school’s key features regularly. ONGOING*

School satisfaction data results indicated that students’ and parents’ perception that student achievements are publicly celebrated are consistently high with results above the ACT average for all P-6 schools. Consistently high results have also been achieved in the staff, student and parent satisfaction surveys with respect to knowing the school values.
The school has made a large effort to increase parent and community involvement through both the P&C and Board. Both have been included in decision making processes around issues such as the schools values and school uniform changes.

Of particular note was the school’s inclusion of members of the Board at the beginning of the year staff planning day in 2012 and the commencement of parent learning sessions. These are now held annually in the areas of reading, mathematics and BEE spelling. Regular items are included in the school’s newsletter to continue the focus on building a learning community.

Student achievement is acknowledged in the school newsletter each week in the areas of: citizenship; consistent application at school; personal external achievements by students; and sporting prowess.

*Increase community partnerships. ACHIEVED*

Efforts were made to increase the number of community partnerships. A number of new partnerships were created through the course of the year e.g. Bunnings, Evatt IGA, Rotary, Returned Services League, Belconnen Community Services, and more recently local police run Blue Light Discos. However this does not reflect the true number as through the P & C, with encouragement from the School, tremendous support has been acquired through a wide range of sources in fund raising efforts.

Parent Satisfaction survey results indicate that the school remains above the system average for the two key areas of community partnerships being valued and for celebration of student achievements.

**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 Early Years team have identified the following *areas of strength* and have collated evidence in anticipation of accreditation in 2013.

1.1  The Early Years Learning framework (EYLF) forms the foundation of the curriculum to enhance each child’s learning and development.

1.1.1 Curriculum decision making contributes to each child’s learning and development outcomes
1.1.2 The program is grounded in each child’s current knowledge, ideas, culture, abilities and interests.

1.1.3 The program and its routines are organised to maximise opportunities for learning.

1.1.4 All programs and each child’s progress are available to families.

1.1.5 Every child is supported to participate in the program, through the delivery of engaging curriculum and the provision of additional adult support if and when required.

1.1.6 Each child’s agency is supported

1.2 The educators are intentional and purposeful in their decisions and actions to provide a sound educational program

1.2.1 Educators use a wide variety of strategies to collect, document and organise information gathered to assess student learning

1.2.2 Educators respond to student ideas and interests and play. They use intentional teaching to scaffold and extend each child’s learning

1.2.3 Lead educator makes considered and careful reflections of all students’ learning and makes adjustments as necessary

**Areas for development** include:

1.1 Maintaining current levels of achievement into the future

1.2.3 Providing opportunities for all educators on site to reflect together on learning to enhance program

**Children’s health and safety**

The Early Years team have identified the following **areas of strength** and have collated evidence in anticipation of accreditation in 2013.

2.1 Each child’s health is promoted through; educators being aware of specific health needs of children through information provided by families directly or through enrolment information.

2.1.2 Each child’s comfort is provided for; the program provides opportunity for rest, relaxation or sleep as required.

2.1.3 Equipment is cleaned and well maintained. Children are explicitly taught how to self-manage hand washing and toileting hygiene practices.

2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness. All educators at the preschool site are first aid trained, including with new Asthma management procedures. First aid procedures are followed.

2.2 The program includes the promotion of healthy eating and incorporates daily physical activity. (Includes 2.2.1)

2.2.2 Physical activity is provided for both spontaneous and planned experiences each day. This year preschool children have learned to skip with a rope individually and in a group.

2.3.1 Student teacher ratios are maintained at all times.

2.3.2 Grounds and buildings are maintained to ensure safety; educators do a daily visual check to maintain safety. Hazards are reported to Business manager (BM) and
Building Services Officer (BSO) as soon as possible for rectification. Risk assessments are done for any off site activity.

2.3.3 Emergency procedures are clearly marked, practised with children.
2.3.4 Educators roles and responsibilities to respond to every child at risk of abuse or neglect are revisited yearly.

Areas for development include:

2.1.3 Cleaning of equipment needs to be mapped and records of when it occurs kept.
2.1.4 Staff to use a record keeping system to keep track of first aid incidences in the preschool.

Relationships with children
The Early Years team have identified the following areas of strength and have collated evidence in anticipation of accreditation in 2013.

5.1 All educators build respectful and equitable relationships with all children.
5.2 Each child is supported to build and maintain relationships with others. Explicit in the program are opportunities to learn how to self-manage own behaviour and respond to others’.

Staffing arrangements
Areas of strength are:

4.1 All ratios are maintained at all times
4.2 All educators comply with the code of conduct

Leadership and management
Areas of strength are:

7.1 Leadership actively promotes a positive culture and works to build a professional learning community.
7.1.2 Induction of educators is ongoing and revisited
7.1.3 The preschool has been able to maintain continuity of staff
7.1.5 All adults working with children are fit and proper
7.2 The preschool actively seeks out to continually improve its program and seeks regular feedback from all stakeholders to achieve this
7.2.2 Educators are supervised and monitored and professional growth and improvement is expected
7.2.3 The preschool uses self-assessment and quality improvement processes to gain continual improvement
7.3.1 Records and information are stored securely in the educator’s office, within a locked storage system, confidential student records are housed within the school’s front office, as part of whole school records management
7.3.3 All breaches, complaints are addressed and reported to relevant authorities, starting with the leadership and management of the school (including 7.3.4)

Areas for development include:
7.3.2 Administrative systems are being established and need to continue to be refined

**Physical environment**

Identified *areas of strength:*

3.1 The building is appropriate for the operation of the service.
   3.1.1 All equipment and spaces are suitable for their purposes.
   3.1.2 Premises, furniture and equipment are safe, clean and well maintained. Educators visually check and report any issues to BM and BSO for rectification.
   3.1.3 Facilities allow flexible use and interaction between indoor and outdoor use.
3.2 The environment is inclusive, all children, and their needs are met through the play opportunities.
   3.2.1 Indoor and outdoor environments mirror each other and provide rich learning experience.
   3.2.2 Resources and materials are sufficient and organised and implemented to allow for multiple users.
3.3 Students access environment centre program fortnightly. Evatt is a sustainable school, part of whole school ethos.

*Areas for development* include:

3.2.2 Ongoing staged renewal of equipment needs to be developed.

**Collaborative partnerships with families and communities**

Identified *areas of strength:*

6.1 Respectful and supportive relationships with families are sought and maintained. Families are actively encouraged to be involved in and contribute to the program.
6.2 Families are support in their parenting role and their values and beliefs about child rearing are respected by all educators. Educators discuss family belief systems with families.
   6.2.1 Family expertise is recognised and they share in decision making about learning and wellbeing.
   6.2.2 Current information is available to families about community services.
6.3.2 Continuity of learning and transitions for children are supported very well to next stage within the school.
6.3.3 Inclusion and support assistance is facilitated for any child who requires it.

*Areas for development:*

6.3.2 Transitions to other settings may need to be enhanced.
6.3.4 Build relationships with the broader local community.
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 $280.00.

Voluntary contributions
This school received $5,980.00 in voluntary contributions in 2012. 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 2012.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Hall Refurbishment</td>
<td>$20,000</td>
<td>12/2015</td>
</tr>
<tr>
<td>2 School Upgrade</td>
<td>$10,000</td>
<td>12/2015</td>
</tr>
</tbody>
</table>

*The School Board has agreed to allocate funds over a two year period to refurbish the hall. We plan to use the money to purchase a drop down screen, projector and equipment to be used for assemblies and concerts.*

<table>
<thead>
<tr>
<th>Financial Summary</th>
<th>31-Dec-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>Self management funds</td>
<td>$274,552</td>
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<tr>
<td>Voluntary contributions</td>
<td>$5,980.00</td>
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<tr>
<td>Contributions &amp; donations</td>
<td>$16,166</td>
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<tr>
<td>Subject contributions</td>
<td>$2,077.41</td>
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<tr>
<td>External income (including community use)</td>
<td>$14,399.11</td>
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<tr>
<td>Proceeds from sale of assets</td>
<td>$2,090.90</td>
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<tr>
<td>Bank interest</td>
<td>$4,128.64</td>
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<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>$319,393</td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
</tr>
<tr>
<td>Utilities and general overheads</td>
<td>$84,128.73</td>
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<tr>
<td>Cleaning</td>
<td>$66,236.06</td>
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<tr>
<td>Security</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Mandatory Maintenance</td>
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<tr>
<td>Administration</td>
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<td>Staffing</td>
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<td>Communication</td>
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<td>Assets</td>
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<tr>
<td>Leases</td>
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<td>General office expenditure</td>
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<td>Educational</td>
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<td>Subject consumables</td>
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<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
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<tr>
<td><strong>OPERATING RESULT</strong></td>
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<tr>
<td>Actual Accumulated Funds</td>
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<tr>
<td>Outstanding commitments (mi)</td>
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</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td>42006.92</td>
</tr>
</tbody>
</table>
Endorsement Page

I declare that the Evatt 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-
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) 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-
   a) be present when the board considers the issue or
   b) 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: Ngaio Buck
Community Representative: Michelle Armstrong
Teacher Representative: Phil Andrews
Student Representative: n/a
Board Chair: Adam McEvoy
Principal: Susan Skinner

Board Chair Signature: ___________________________ Date: 66.08.2013
Principal Signature: ___________________________ Date: 06.03.2013

I have sighted this Annual School Board Report and verified the data contained in the report.

School Network Leader: Ms Anne Huard

Signature: ___________________________ Date: 13/3/13

Evatt Primary School –Annual School Board Report 2012