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The school website is: www.ainslies.act.edu.au.

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Ainslie School
Donaldson Street
BRADDOCK ACT 2602

General Inquiries
Telephone: (02) 6205 6322
SCHOOL PROFILE

INTRODUCTION TO SCHOOL

Ainslie School was established in 1927 and was the first school built with federal funding. Its building and grounds have been placed on the ACT and Australian heritage register. The priority enrolment areas are Reid, Braddon, parts of the city area and the adjacent parts of Ainslie. This area includes a wide demographic range from government housing to heritage-listed homes.

The school has a strong focus on literacy and numeracy and has a unique relationship with the ANU School of Music for its school wide music program. Japanese is the language other than English and the school has a special sister school relationship in Nara, Japan.

STUDENT INFORMATION

Student enrolment

Preschool to Year 6

Males: 199  Females: 228  Total: 427

Ainslie School continues to have a relatively large group of students whose first language is not English. Over 69 students fall into this category P-6. Many of them do not require intensive English support and approximately 28 of them receive additional support in the classroom and in small groups.

Ainslie had 16 students P-6 who identified as Indigenous in 2008.

Student attendance

The average attendance for students this year was 93.00 percent of school days.

STAFF INFORMATION

Teacher qualifications

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

The proportion of teaching staff with certificates/degrees/diplomas and postgraduate qualifications 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>6%</td>
</tr>
</tbody>
</table>

Teacher retention

Teaching staff employed and promoted in ACT public schools since 1999 are subject to mobility provisions. Under these provisions, teaching staff are required to transfer to another workplace after a given period of time.

The proportion of staff retained from last year is approximately 85 percent.

Staff attendance

In 2008, average staff attendance was 96.44 percent of school days.

VOLUNTEER INFORMATION

Ainslie School is very fortunate to have high levels of support from the community. Parents, carers, grand parents, retirees and others associated with community groups all give volunteers hours to enrich and support our programs. Over the 2008 year our recorded volunteer hours totaled 2388 which is a record for our school. Areas included: library (602), canteen (444), driving to music outreach sessions (52), supporting the Japanese program (504), classroom support ranging from reading and news groups to Sport/PE help to art and science help (486), chess (200).
ABOUT OUR SCHOOL

SCHOOL REVIEW AND DEVELOPMENT

The ACT Department of Education and Training Strategic Plan 2006-09 provides the framework and strategic direction for the school's plan. This is supported by the School Excellence Initiative which is the overarching framework for achieving high standards in student learning, innovation and best practice in ACT public schools. The School Improvement Framework supports schools in striving towards school excellence.

All ACT public schools participate in a cycle of school review and development. A key component of this process is the use of data to inform the school plan.

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 2007 the school undertook a system survey to gain an understanding of its satisfaction levels at that time. Results from that survey indicated that 86 percent of parents and carers, 90 percent of staff, and 79 percent of students (year 5 and above) indicated they were satisfied or highly satisfied with the school.

These results as well as the continual review of school performance across the four domains of schooling (teaching and learning, student environment, leadership and management and community involvement) contributed to the development of the school plan. This plan is available on the school website at www.ainslies.act.edu.au.

PROFESSIONAL LEARNING

Our teaching staff continued their focus on professional learning in 2008 and collaboratively planned a layered approach to undertaking professional learning throughout the year. The whole school goals linked to the priorities in the school plan and all met our system priorities. Staff undertook significant professional learning to enable the school to achieve each goal.

Goal: Improve teaching and learning through a staff focus on the Quality Teaching Framework (QTF) within the implementation of the curriculum Every Chance to Learn (ECTL).

All staff participated in a Quality Teaching introductory session by Janet Davy at the start of the year. This was followed by professional learning sessions in staff and team meetings each term and with the school's mentor in the once a term mentor meetings that used the QT framework to reflect on practice. The executive team had additional professional learning around QT both at the school level and with the cluster. Small groups, whole teams and the executive team also participated in and in some cases led professional learning in ECTL sessions, after school expos, and Saturday conferences. The principal and deputy principal attended National Curriculum forums both in the ACT and interstate over the year.

Goal: Improve student outcomes in writing with a focus on the needs of the following groups: boys, ESL, Indigenous, students with special needs.

All staff participated in the First Steps New Edition Writing course in 2008. In keeping with our layered approach to professional learning, we had one day of the course at the start of the year and then an after school session in each of terms 1, 2 and 3. Having two Ainslie staff as First Steps facilitators meant our staff was supported with implementing the strategies and practices throughout the whole year. The whole staff also participated in a day’s workshop in April by Tasmanian expert Christine Topfer on writing and spelling. A number of staff attended three separate conferences, workshops, seminars with a focus on Indigenous literacy. One third of the staff attended a weekend workshop focusing on literacy and two staff attended the National English and Literacy conference in Adelaide. The senior team again focused on cooperative reading and attended a workshop on this and a Thinking Spelling workshop. Staff from the junior team attended a workshop with Therapy ACT to support writing, particularly students finding the physical act of writing a challenge.
Goal: Further develop our understandings of assessment for learning in numeracy to improve student outcomes.

All staff attended the start of year workshop by Australian Catholic University Maths and Science lecturer Dr Sue Wilson on Assessment for Learning and Rich Tasks. During the terms that followed the teachers leading Numeracy in the school attended workshops on multiplicative thinking, writing a numeracy plan, understanding NAPLAN and the system numeracy coordinator’s workshops. The numeracy team led the team and staff meetings each term that focused on Rich Tasks, specifically the planning, implementing, analysing and then taking action to plan for individual student needs.

The staff identified in the Ainslie school plan a need for ongoing whole staff professional learning around student welfare. In 2008 all staff began the year with Di Boswell presenting a workshop on the Conflict Cycle and how to de-escalate students not managing their behaviour. In addition various staff participated in professional development related to Protective Behaviours PD and others in Circle Time and Play Promoting Environments.

All staff P-6 also undertook ongoing professional learning and coaching in Fundamental Motor Skills from Karen Burton.

All staff undertook tailored professional learning to support their individual goals. This included workshops, conferences, and seminars focusing on Individual Learning Plans, Gifted and Talented education, early childhood curriculum, languages, library, sensory learning, a big range of ICT courses to suit different needs and a broad range of Arts PD. Three staff undertook the semester long Music in Primary and Secondary Schools (MIPSS) making at least 1/3 of the staff now trained in MIPSS.

**LEARNING AND ASSESSMENT**

**Performance in Literacy and Numeracy**

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, grammar and punctuation, and numeracy.

The following information shows the percentage of students at this school achieving at or above the national minimum standard in the five domains across literacy and numeracy.

The following information indicates the percentage of students who were exempt from NAPLAN based on nationally agreed criteria.

In 2008 1.61 percent of year 3 students at this school were exempt from NAPLAN based on nationally agreed criteria.

In 2008 of 0.00 percent year 5 students at this school were exempt from NAPLAN based on nationally agreed criteria.

The 2008 NAPLAN results show a very wide range with our highest achieving students amongst the best in the ACT.

In reading, year 3 students performed above the territory average mean score and year 5 students were close to the territory average. Year 5 students who sat a previous system assessment at Ainslie School in year 3 (in 2006) showed better than territory average growth in reading.
Student results are also reported against six achievement bands. The results of students at Ainslie School who performed in the top two achievement bands for year 3 compared favourably with the territory in reading, spelling, writing and numeracy. The percentage of year 5 students in the top two achievement bands was better than the system in grammar and writing and close to the system in reading, and numeracy.

These results validate the 2007 whole school goal related to improving reading for all students. At Ainslie programs such as Reading Recovery in year 1, Guided Reading in the early years classes and Cooperative Reading in the senior years classes, has had an impact on student results with better than system growth for our lower achieving students.

Areas identified for development in 2009 and beyond, for which whole school goals have been identified, include writing, (including explicitly teaching grammar and punctuation) and numeracy and ensuring our programs are challenging our higher performing students.
DOMAINS OF SCHOOLING

TEACHING AND LEARNING

TEACHING PRACTICE
Teaching practice at Ainslie is highly regarded across the ACT as demonstrated by the number of teachers and educators from other schools and states who ask to visit the school to observe teachers and classrooms and discuss practice.

In October 2008 a focus group of parents, another of senior students and all the teaching staff undertook a snapshot review of practices at Ainslie School. In the domain of Teaching and Learning, in particular the area of teacher professionalism and practice, all three groups rated practice as “achieving or excelling”. In the area of high expectations for student achievement, all three groups also rated Ainslie practice as “achieving or excelling”.

The Ainslie School partner documents Beliefs and Understandings of Teaching and Learning and the practices that support them continue to guide all teaching and learning in the school. Both documents were reviewed, analysed and refined at the beginning of the year and again at the end of the year. They were used to guide planning and practice and to support new staff in understanding and taking on the successful practices in place at Ainslie.

Professional learning is a focus for the staff and staff and team meetings are structured to support professional conversations, sharing of practice and sharing of current research and readings on exemplary teaching practice. A feature of 2008 was the professional reflection every teacher undertook with the school’s educational mentor who was engaged to work with teams to continually improve teaching and learning. Staff continued the 2007 practice of using the materials, reflective questions and narratives describing successful practice from the Standards for the Teaching of English Language and Literacy (STELLA).

At the start of 2008 the whole staff took on another framework to support their reflection and improvement of their practice. The Quality Teaching Framework (QTF) has been introduced into the ACT as the essential pedagogy to underpin the new ACT Curriculum, Every chance to learn (ECTL). Our school mentor supported teachers in the ongoing mentor meetings in 2008 with both the STELLA and Quality Teaching frameworks, thus giving teachers a common language to talk about their practice as well as providing expectations and aspirations for their practice.

CURRICULUM WORK
With the amalgamation of our two off site preschools into Ainslie School, many conversations have occurred this year around play based learning and developmental curriculum to ensure our preschool – year 2 (P-2) area provides a seamless transition for our children as they move through the school.

Staff at Ainslie continued in their implementation of the ACT’s new curriculum ECTL. In keeping with our 2008 school plan goal around curriculum, staff focused their curriculum renewal work on English and literacy, maths and numeracy and in further developing our Ainslie School Inquiry Framework. A team of teachers led each of these areas and worked closely with departmental staff as well as external educational critical friends and mentors. These teams led the whole staff to develop and implement a renewed curriculum. Documentation in each of these areas is ongoing and draft work done in 2008 will be built on in 2009. All our documentation now reflects the P-6 nature of our school.

Throughout the year our Inquiry Framework took shape. We focused on five organizers each with key concepts to ensure a balance of content and learning areas is attained each year. This ensures our students are working through the essential content as outlined in ECTL. This Inquiry Framework is on the school website. Staff are supported with inquiry planning with end of term in school planning meetings at each year level. Staff comment that these are highly valued.
The school’s literacy and numeracy plans reached their completion in 2008 and work has begun on new school based literacy and numeracy priorities and this will continue in 2009 in line with the department’s new literacy and numeracy strategy.

Following our successful year of professional learning, tracking of students and working towards school targets in writing, staff have documented whole school approaches and practices in writing and spelling.
DOMAINS OF SCHOOLING

STUDENT ENVIRONMENT

In October 2008 a focus group of parents, another of senior students and all the teaching staff undertook a snapshot review of practices at Ainslie School. In the area of Student Environment all three groups rated the Student focus areas of meeting the needs of students, giving students the opportunity to succeed at the ‘achieving and excelling’ level. The student group also rated the school as ‘achieving and excelling’ in the student participation in decision making and governance’ characteristic.

In 2008 at Ainslie we once again worked hard to give students, enriching experiences, support and empowerment. The following events and practices supported our students throughout the year:

- Voices of Ainslie singing at the National Apology 13 February 2008
- student participation in and the Murray Darling Basin environment project Special Forever including the national launch in February of the anthology at Ainslie School by the Minister for Climate Change Senator Penny Wong
- Harmony Day assembly and focus in February
- reconciliation Week focus in May with the school being awarded a 2008 Australian Education Union Reconciliation award
- active Student Representative Council with two groups of members, one for each semester
- Universal Children’s Day focus and assembly in October
- ANZAC Day and Remembrance Day assemblies and focus
- school captain group active in school life, particularly with the large number of national events and VIP visits to our school in 2008
- senior students trained in leadership and involved in peer support groups, playground leaders, canteen helpers, cross-age tutors
- peer support groups (K-6 mixed groupings) specifically teaching social skills in 2008
- buddy classes at times throughout the year

- Market Day
- The Word Rocks On Reading and Writing Festival
- involvement by students in the fete
- SRC fundraising for charities
- maintenance of the Ainslie traditions and protocols at assemblies and events
- Capital Kids Capital Leaders leadership forum
- library monitors
- sports leaders
- involvement in special focus groups to give student voice and direction: Playground committee, School Improvement focus group, Youth Summit looking at futures options and giving feedback to government
- weekly class meetings
- congratulations boards with student and school community achievements
- recognition of student achievements through assemblies
- assemblies and class meetings with a safety focus
- frequent revisiting of Ainslie’s rules of Care, Consideration and Safety and the Don’t Obey Bullies (DOB) policy and practices
- raffle ticket rewards- class incentives and celebrations
- a range of sporting clinics provided by local organisations
- Ainslie teams in cricket, soccer, basketball, rugby
- high level of participation in Primary School Sport Association events
- high level participation in the Opening ceremony of the 2008 Pacific School Games and 3 students selected to compete
- camps for students in Yrs 3, 4, 5, and 6
- yoga, specialist PE and tennis for our preschoolers
- a rich program of excursions, activities, inquiries and specialist visitors for the preschool children.
LEADERSHIP AND MANAGEMENT

In October 2008 a focus group of parents and all the teaching staff undertook a snapshot review of practices at Ainslie School. In the Leadership and Management areas of strategic vision and school management staff and parents rated the school as ‘achieving and excelling’.

SCHOOL MANAGEMENT

The amalgamation of the Baker Gardens and Reid Preschools into Ainslie School in 2008 added both opportunities and complexity to the overall management of the school. We immediately took over management of the major upgrade that had begun at the Baker Gardens site and began planning for the major upgrade of the Reid site.

The Baker Gardens building and grounds had a number of improvements over 2008, including external painting, new floor treatments, internal joinery and major grounds work. 2009 will see further work internally and with grounds. The Baker Gardens Parent Association added to the upgrade with grounds enhancements and a tank project which will be completed in 2009.

The Reid upgrade was of a scale that meant the temporary closing of it and relocating of the preschool program to the Donaldson St K-6 site for the whole of term 4 2008 while work was done. This was managed very successfully for staff, children and the families of the preschoolers.

At the K-6 site on Donaldson St, with the building upgrade completed previously, funds were set aside for the purchase of Interactive whiteboards. Three were fitted in late 2007 with plans for more in 2009. The spaces in the classrooms at Ainslie provide a challenge for these IWBs and special sizes and fittings were made by the selected company.

The school improvement process was again overseen by the School Board, which this year included preschool parent representation. There were regular reports to the board on progress against the school plan and the monitoring of school priorities was thorough. Improved practices and documentation for evacuation and lockdown are areas to note for 2008.

The executive team in 2008 had a combined goal of managing data more effectively and this lead to a number of systems for managing the information teachers kept on the progress of students.

All staff members have a role on various committees and many areas across the school are lead by non-executive staff as well as executive staff.

School communication processes and practices continue to be rated as successful and effective by staff and families.
DOMAINS OF SCHOOLING

COMMUNITY INVOLVEMENT

In October 2008 a focus group of parents and all the teaching staff undertook a snapshot review of practices at Ainslie School. In the Community Involvement domain all groups rated the school as ‘achieving or excelling’ in the areas of effective communication between school and home and positive promotion of government schooling. Examples of successful community engagement in 2008 sited in this section of the review were the very successful dad’s breakfast, reading picnic, our Outreach visits to aged care facilities and our Learning Journeys.

The amalgamation with our two preschool communities presented a very positive opportunity for community involvement. The year began with a forum facilitated by our School Board community representative that explored possibilities for effective relations between the P&C and the two Preschool Parent Associations and each with the School Board.

The relationships became closer over the year and culminated in working together at the very successful whole school fete in November and in a joint Preschool BBQ and Art show held on the K-6 site. Both Preschool Parent Associations and the school staff worked together to create a paper outlining a way forward for amalgamation of the three parent associations over 2009 and beyond.

The K-6 P&C continued to work successfully and a great deal of work was done by the P&C to better define the roles and relationships of the various subcommittees of the P&C. The school fete as always was a very prominent demonstration of the dynamic and inclusive parent community at the school.

Our school continued its relationship with the ANU School of Music in 2008 and visiting staff supported our music program both with in-class music lessons and choirs and with the strings tuition made available for families.

Many successes for our school were achieved in 2008 and we celebrated these successes within the school with our congratulations boards, assemblies, the newsletter “Altiora” and with the broader community through prominent media coverage of our participation in significant events including singing at the National Apology.

Our Student Representative Council (SRC) continues its links with supporting others in need and crisis locally and globally gave generously to groups such as UNICEF, Stewart House and Children’s Medical Research.

Following our school’s role in the National Apology in February, Ainslie School’s Indigenous parent and carer and staff group met to create a Reconciliation Action Plan (RAP). We were one of the first schools in Australia to complete a RAP. Through a consultative process a vision statement was agreed upon. This statement is now framed and hangs in our school foyer.

In 2008 the school worked more closely with the North Canberra Cluster. Meetings were held with parents of Indigenous students in the surrounding schools. Together we have begun the conversation to lead to a community agreement that defines how we work as schools and families to improve the education pathways for our Indigenous children. This will be a continuing community focus in 2009.

Parents on the three parent associations and the School Board all maximized opportunities to apply for additional resources through various grant processes. While not always successful with applications, they continue to look for opportunities for community support of student learning.

Parents, staff and students are keen for more involvement in sustainability projects and look forward to 2009 opportunities.

In 2008, a Schools as Communities Worker was appointed to Ainslie School. She attends 1 ½ days every week and is a part of the school’s special needs team. She runs a weekly Parent Hub and works closely with the school counsellor. Late in the year she supported a small group of students with a social skills program. This additional resource is an asset to our school and will continue to be in 2009.
FINANCE REPORT

The school has provided the Department 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 full time equivalent teacher on professional learning was $2830.

Voluntary contributions

This school received $12050 in voluntary contributions in 2008. These funds were used in 2008 to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2008. Some families also paid their 2009 contribution in the 2008 year and this is rolled over to the next budget.

<table>
<thead>
<tr>
<th>Financial Summary</th>
<th>31 December 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>Self management funds</td>
<td>$271,077.81</td>
</tr>
<tr>
<td>Voluntary contributions</td>
<td>$14,070.00</td>
</tr>
<tr>
<td>Contributions &amp; donations</td>
<td>$16,473.78</td>
</tr>
<tr>
<td>SUBJECT CONTRIBUTIONS</td>
<td></td>
</tr>
<tr>
<td>External income (including community use)</td>
<td>$11,077.33</td>
</tr>
<tr>
<td>Proceeds from sale of assets</td>
<td></td>
</tr>
<tr>
<td>Bank interest</td>
<td>$12,574.53</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>$325,273.45</td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
</tr>
<tr>
<td>Utilities and general overheads</td>
<td>$67,929.56</td>
</tr>
<tr>
<td>Cleaning</td>
<td>$68,901.73</td>
</tr>
<tr>
<td>Security</td>
<td>$2,213.18</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$33,476.19</td>
</tr>
<tr>
<td>Mandatory maintenance</td>
<td>$3,748.99</td>
</tr>
<tr>
<td>Administration</td>
<td>$13,557.84</td>
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<tr>
<td>Staffing</td>
<td></td>
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<tr>
<td>Communication</td>
<td>$6,122.52</td>
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<tr>
<td>Assets</td>
<td>$26,887.62</td>
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<tr>
<td>Leases</td>
<td>$8,758.24</td>
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<tr>
<td>General office expenditure</td>
<td>$17,673.17</td>
</tr>
<tr>
<td>Educational</td>
<td>$54,024.41</td>
</tr>
<tr>
<td>Subject consumables</td>
<td></td>
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<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td>$303,293.45</td>
</tr>
<tr>
<td><strong>OPERATING RESULT</strong></td>
<td>$21,980.00</td>
</tr>
<tr>
<td>Actual Accumulated funds</td>
<td>$79,179.82</td>
</tr>
<tr>
<td>Outstanding commitments</td>
<td>$16,501.40</td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td>$84,658.42</td>
</tr>
</tbody>
</table>

2008 Annual School Board Report
Ainslie School
## Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrigation/grounds: The ovals and heritage trees that surround the oval are in need of some form of effective irrigation.</td>
<td>$15 000.00</td>
<td>12/2010</td>
</tr>
<tr>
<td>Photocopier: The current photocopier will need replacing</td>
<td>$10 000.00</td>
<td>12/2009</td>
</tr>
<tr>
<td>Painting: The external areas of the Donaldson St building will require a program of painting to maintain the current standard</td>
<td>$6 000.00</td>
<td>12/2010</td>
</tr>
<tr>
<td>Curriculum Special projects: Staff have a number of projects over the next 3 years that require additional funds (eg: artist in residence, festivals to support literacy and numeracy, IT projects)</td>
<td>$10 000.00</td>
<td>12/2010/2011</td>
</tr>
<tr>
<td>Infrastructure: The stand alone buildings on the Donaldson St site require additional data and security</td>
<td>$6 500.00</td>
<td>12/2009</td>
</tr>
<tr>
<td>Additional Staffing: This reserve category is for payment of staffing days that may accrue over the year. It will continue in the 2009-2010 period</td>
<td>$10 000.00</td>
<td>2010</td>
</tr>
</tbody>
</table>
ENDORSEMENT

I declare that the Ainslie 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 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 for the school.

47 (2) However, the school board must meet at least 4 times a year.

48 (10) The school board must keep minutes of its meetings.

49 Disclosure of interests by members of school boards

49 (3) The disclosure must be recorded 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.

Board Chair: MaryEllen Miller Signature ______________________ Date: _______

MEMBERS OF THE SCHOOL BOARD
Miller, MaryEllen Wilson, Carolie (replaced by Wilson, Karen sem 2)
Emerton, Amanda Burns, Richard
Francis, Jenny Padgham, Johanne
Nugent, Gina Buckman, Rebecca, Komrowski, Holly (preschool reps)

BOARD CHAIR PRINCIPAL
Name: Mary Ellen Miller Name: Jo Padgham

Signature: Signature:

Date: Date:

I have sighted this Annual School Board Report and verified the data contained in the report.
A/g School Director: Roz Lambert

Signature: Date: