

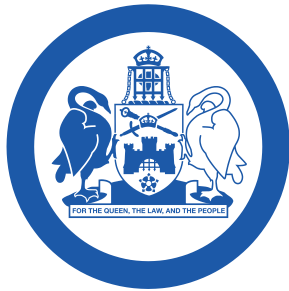


Narrabundah Early Childhood School Board Report 2014



Narrabundah Early Childhood School is establishing a kitchen garden to support its work on sustainability.

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.necs.act.edu.au>.

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About our school

School Board

The 2014 Narrabundah Early Childhood School Board included three parent representatives, two teachers and a community representative. The Board met regularly each term and enjoyed a friendly and professional relationship with the Executive. We are proud to have been involved in the strategic direction of the school, school priorities, quality improvement and community development. The Board was intimately involved in the selection of a new principal for 2015 and the transition to a new leadership team. The Board commends the work of the Executive in 2014 and looks forward to the coming year.

Introduction to School

Narrabundah Early Childhood School has a diverse population, reflecting the local community. The school has an integrated service model with the Education and Training Directorate, and ACT Health and Communities @ Work providing programs pre-birth to year two. This report focuses on the provision of programs under the governance of the Education and Training Directorate. This includes preschools for three and four year olds, a Koori Preschool, a Kindergarten, and Year One and Year Two.

The demographics of the school reflect those of the suburb. These have remained very consistent with 2013 seeing a slight increase in our enrolments of children who identify as being from an Aboriginal or Torres Strait Islander background. There was also a slight increase in overall enrolments from 2013.

Student Information

Student enrolment

In 2014 there were a total of 143 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

| Group | Number of Students |
|------------|--------------------|
| Male | 81 |
| Female | 62 |
| Indigenous | 40 |
| LBOTE | 43 |

Source: Planning and Performance, August 2014

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 | 91.6 |
| 1 | 87.4 |
| 2 | 91.1 |

Source: Planning and Performance, July 2014

Narrabundah Early Childhood School actively manages non-attendance and late attendance. Teachers are asked to report each week on any children who have been away. This is then followed up with a phone call from an administrative member of staff. If absences are ongoing for a child, executive staff make contact with the family. Support is provided to families through our Community Development Coordinator and executive staff, to ensure systems are in place that enable regular attendance and punctuality.

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 | 20% |

Source: School Data, 15 February 2015

Workforce Composition

In 2014 the workforce composition of the school 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 | 8 |
| General Service Officers & Equivalent | 1 |
| School Leader A | 1 |
| School Leader B | 1 |
| School Leader C | 1 |
| Teachers | 9 |
| TOTAL | 21 |

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There is one Indigenous staff member at this school.

Volunteers

In 2014 it is estimated that 593 hours have been recorded by volunteers supporting programs within our school and in the local community. Volunteers include community members, parents, grandparents, students from local schools, non-government agencies and local businesses. The school has been supported by volunteers during 2014 in a variety of activities including:

- Fundraising events – Bunnings BBQ, Cake stalls
- P & C
- School Board
- Working Parties to make costumes and props for the end of year showcase
- Nutrition programs – Community Breakfast and Cooking with classes
- Community Programs – Stories and More, Move and Groove, Kitchen Garden, Paint & Play
- Classroom Activities
- Excursions

School Review and Development

In 2014, the ACT Education and Training Directorate's *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.

Narrabundah Early Childhood School will be validated for the second time in 2017. 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 and staff. In August/September 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff and parents were invited to take part in an online survey.

Overall Satisfaction

In 2014, 18 parents and 10 staff responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 78% of parents and carers and 100% of staff 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 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. | 72 |
| Teachers at this school provide my child with useful feedback about his or her school work. | 78 |
| Teachers at this school treat students fairly. | 100 |
| This school is well maintained. | 89 |
| My child feels safe at this school. | 100 |
| I can talk to my child's teachers about my concerns. | 83 |
| Student behaviour is well managed at this school. | 78 |
| My child likes being at this school. | 89 |
| This school looks for ways to improve. | 83 |
| This school takes parents' opinions seriously. | 89 |
| Teachers at this school motivate my child to learn. | 78 |
| My child is making good progress at this school. | 78 |
| My child's learning needs are being met at this school. | 72 |
| This school works with me to support my child's learning. | 78 |

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 at necs.act.edu.au.

Professional Learning

Throughout 2014 a range of professional learning has been accessed by staff that link to national, system and school priorities. These have been linked to performance plans and professional pathways to ensure alignment across the school with the priorities in our School and Operational Plan. Workshops and conferences attended or run throughout the year include:

- Participation in the PALLs (Principals as Literacy Leaders) program.
- Leadership team attended a professional learning workshop on Teaching Quality for School Leaders.
- Sixteen staff members attended a workshop on 'Engagement' with a specific focus on engaging boys meaningfully in programs.
- Leadership team attended a workshop on Advanced Skills: Coaching teachers in Essential Skills.
- Book Club each fortnight had a focus on oral language.
- Executive staff delivered two workshops at Canberra Grammar on 'BEE Spelling'.
- Executive ran a 'Classroom Chats' session on Oral Language titled: ***Developing oral literacy in early childhood through stories*** for teachers across the system.
- Participation in the South Weston Network Science Moderation Afternoon.
- Therapy Assistance Program professional learning on Speech and Occupational Therapy.
- Sydney workshop – Learning in Nature.
- Information Communication Technology workshop on using iPads effectively in teaching and learning programs.
- ESL in the Mainstream.
- A teacher delivered a program to University of Canberra students on Diversity.

Teachers and members of the school community also contribute to system and school priorities through their membership of key educational and community organisations. These include:

- Australian Education Union (AEU) Executive Council
- Old Narrabundah Community Council
- ECA (Early Childhood Australia)
- ACEL (Australian Council for Educational Leadership)
- ACTPA (ACT Principal's Association)
- ALEA (Australian Literacy Educators Association)

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: Narrabundah Early Childhood School PIPS 2014 mean raw scores

| Test Domain | School Start | School End | ACT Start | ACT End |
|-------------|--------------|------------|-----------|---------|
| Reading | 43 | 98 | 51 | 124 |
| Mathematics | 32 | 44 | 39 | 54 |

Source: Planning and Performance December 2014

The table above shows the kindergarten group was below the ACT at the commencement of the year in both reading and maths. Although gain was made by the 2014 kindergarten year group in both reading and mathematics it was below the gain made across all ACT public schools.

A detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our school priorities. This is found later in the report.

Narrabundah Early Childhood School uses a plethora of school based assessment items to enable assessment of and for learning. Teachers utilise this information to ensure learning is targeted at the point of need for each child and all children are provided with an engaging program that supports them to reach their potential.

During 2014 our school participated in the *Therapy Assistant Program* through Therapy ACT. This program provided all educators from preschool to year two with intensive training and support to develop and implement programs that supported speech and motor development. Children worked in small groups and in some cases on an individual basis to engage in targeted support at their point of need. All children met their learning goals in these areas and showed increased development through rigorous assessment that compared development on entry to the program and at the completion. The knowledge and skills developed through participation in this program throughout 2014 will continue to be utilised in our programs in 2015 and beyond.

The **Renfrew Action Picture Test** was utilised to assess the oral language development of our preschool children. This test evaluates information given (vocabulary) and the grammatical structures used in samples of spoken language. Information from the pre-testing was utilised to develop programs to support the oral language development of children. Post-testing demonstrated that all children had made significant gains. In 2015 this assessment tool will be utilised from our three year old preschool program through to year two.

Running records are completed on a regular basis to support the planning of reading programs that support children in developing effective reading behaviours. These results are continuously monitored and discussed in our 'Focus on Children' meetings each term. This enables timely interventions to be put in place to support children in their learning. Our school based data shows that all children reached benchmark or their reading goals in their Individual Learning Plans. Participation in the Principals as Literacy Leaders (PALLs) program enabled staff to participate in robust discussions around pedagogy and to build on our whole school approach.

Schedule for Early Number Assessment one and two (SENA) testing was completed at intervals throughout the year with our kindergarten to year two children. This assessment highlighted a need to focus on subitising with our children in 2015.

Performance in other areas of the curriculum

The Early Years Learning Framework and *Australian Curriculum* continue to inform the development of engaging programs that meet the diverse needs of our children from preschool to year two.

Units of inquiry are developed across the school that encourage children to develop deep understanding and an ability to develop new understanding. These units of work are related to real life experiences and encourage children to question, investigate, propagate new ideas and challenge bias and inequity. Diversity and cultural understanding are explored in meaningful contexts and allow children to develop their own understandings in authentic and purposeful ways.

Throughout 2014 we have built on our work over the last two years on using the natural world to support learning. During term 4, the kindergarten children spent one day a week visiting a different natural habitat in Canberra. The children spent the day exploring and connecting with the natural world. This experience was then utilised to support programs across all learning areas in the classroom. All children participated in this program and it was evident through the children's writing and reading of the way this program supported all children to reach their potential. Improved learning outcomes were evident for all our children. Strong connections were made to Science, English, Mathematics, Technology and Humanities in the Australian Curriculum.

During 2014 the school had its first Art show. All children throughout the school entered pieces of work that reflected the theme “Flying High”.

Progress against School Priorities in 2014

Priority 1

To improve literacy and numeracy results for children

Targets

- Increase the number of Aboriginal and Torres Strait Islander children receiving A and B grades by 5%.
- Increase A & B grades given to children by 5%.
- Increase the number of children from birth to year two demonstrating growth in Principal As Literacy Learners (PALLs) oral language assessment tool by 5%.
- Increase the number of children who achieve expected growth in literacy component of PIPS assessment by 5%.

Directorate Priority Areas Covered by this priority

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

National Quality Standard Area covered by this priority

QA1 Education Program and Practice

Progress

During 2014 the school actioned our key improvement strategy of developing a culture of analysis and discussion of data through a focus on increasing the oral language development of our children from birth to year two. Oral language has been an area identified since the school opened in 2009 as an area of need. Teachers were commenting that some children did not know the words they needed to be able to communicate their message effectively. In turn this was impacting on children’s acquisition of reading and writing. Considerable research into the importance of oral language has formed the platform for the work we have been doing in this area. Participating in the PALLS professional learning program has enabled all educators from preschool to year two to participate in robust discussions and develop shared understandings, knowledge and language in this area.

Our challenge has been finding an assessment tool that will enable us to effectively track the development of our children in this area. In late term three we found an assessment tool that will enable us to do this - the *Renfrew Action Picture Test* is a short and simple norm-referenced standardised test that evaluates information given (vocabulary) and the grammatical structures used in samples of spoken language.

Evidence of our success related to this strategy has been 100 % of our staff were involved in the PALLS professional learning.

We also focused on our strategy of **developing a culture that promotes learning** through the establishment of Professional Learning Communities that include educators from birth to year two to ensure consistency of practice across our school. At the start of the year observations were also made of interactions within learning spaces between children and educators with the intent to explore how these could be strengthened.

Throughout the school it became apparent that providing opportunities for educators to extend conversations with children was an area to build on. The major focus within oral language has been on vocabulary development. As a whole school we have focused on the tiers of vocabulary and four levels of questioning. Educators have worked collaboratively to embed rich learning experiences that strengthen vocabulary development with all of our children from birth to year two.

Our effectiveness within this strategy is evidenced through:

- 75% of staff involved in regular Professional Learning Community (PLC) meetings
- 80% of PLC meetings with a focus on improvement

In respect of our third strategy of **developing an expert teaching team** at the beginning of the year a teacher was appointed to the position of Executive Teacher Professional Practice (ETPP). The position was shared with Lyons Early Childhood School. Narrabundah Early Childhood School was able to engage the position two days a week and the remaining three were spent at Lyons. During the first semester of the year our ETPP spent time developing a coaching and mentoring program to support the capacity building of educators.

Unfortunately we were unable to retain this position for the second semester. Developing and implementing a strong coaching and mentoring program will be a major focus for 2015.

However it is encouraging to note in relation to this strategy in 2014:

- 100% of educators agreed they are actively involved in professional learning
- 100% of educators agreed there are processes in place to support their practice
- 80% of educators agreed they get constructive feedback about their practice.

When reflecting on our fourth key improvement strategy **to deliver an innovative and relevant curriculum** we had the opportunity to strengthen one of our community programs through embedding research around early language development. This was in direct response to recommendations made in the ACT Auditor-General's Office Performance Audit Report on Early Childhood Schooling (Report No. 3/2013). This program is targeted to support vulnerable families with strategies and resources to build early literacy. Changes to this program have enabled a consistent group of families to engage in the program for a semester. One hundred percent of participants interviewed suggested the goals of the program are being met and families have increased knowledge, resources and strategies to support the early literacy development of their children. During 2014 we had twenty six families attend Stories and More and sixty six attend Move and Groove. From these 36% identified as vulnerable families.

During 2014 a major focus in our work has been around documenting our curriculum. The first area we began working on was Literacy. We have a solid foundation to build on in this area and will continue to work on this in 2015.

Our school satisfaction data indicated that 78% of families are happy with their child's education at NECS. This is a significant drop from 2013 when it was 90%. Some of this is due to an increase in the number of families completing the survey. We also acknowledge that more work needs to happen around making our curriculum visible and highlighting to our families the robust planning that occurs using the *Early Years Learning Framework* and *Australian Curriculum*. This will be a continued focus in 2015. In relation to the National item where parents responded to the question, *Educators at this school expect my child to do his or her best* we had a similar response with 72% of families believing this was the case. In the previous year 90% of families indicated that they felt educators at this school expected their children to do his or her best. Again significant work needs to occur throughout 2015 in unpacking why there has been such a significant decline and addressing this.

In reporting against our fifth key improvement strategy to ensure differentiation of teaching and learning across the school we reinstated our 'Focus on Children' meetings. This provided an opportunity for educators to share programs and the achievement and development of the children in each learning space. All of our preschool to year two learning spaces had at least one opportunity to participate in one of these meetings. This has provided valuable information in terms of resourcing and planning for children in 2015.

Narrabundah Early Childhood School has a significant number of children who have an Individual Learning Plan (ILP) or Personalised Learning Plan (PLP) to ensure we are meeting their needs. One hundred percent of children requiring an ILP or PLP have one in place. Of these one hundred percent of learning goals have been achieved.

A strong emphasis on differentiation permeates programs across all learning spaces. This has led to children making significant progress, particularly in reading, in 2014. All programs are differentiated to enable full participation of all our children.

In relation to our final key improvement strategy for this priority, **embed effective pedagogical practices across the school** we have observed an increase in the proportion of educators demonstrating effective pedagogical practice in the delivery of their programs. Unfortunately we have not been able to provide a strong coaching program during 2014. We have therefore been unable to report on the proportion of educators who identify more effective pedagogy within their programs after coaching. This will continue to be a focus for 2015 with the introduction of a strong coaching and mentoring program involving executive staff.

Our actions in 2014 resulted in the following progress towards our identified targets. One of our targets was to increase the number of children who achieve expected growth in the literacy component of PIPS by 5%. The tables below reflect the percentage of students achieving expected growth in PIPS reading and maths for 2013 and 2014 as well as those achieving better than expected growth. There has been a significant increase in the number of children achieving expected growth, particularly in reading. Whilst there has been an increase in this area in both reading and maths there was a significant decline in those making better than expected growth in both reading and maths. In 2015 our focus will be on ensuring we not only increase the number of children achieving expected growth, but also those achieving better than expected growth.

Table: Percentage of Kindergarten students achieving PIPS Reading Growth

| Reading | Expected growth | Better than expected growth | Expected or better |
|---------|-----------------|-----------------------------|--------------------|
| 2013 | 32% | 16% | 47% |
| 2014 | 63% | 4% | 67% |

Source: CEM Centre December 2014

Table: Percentage of Kindergarten students achieving PIPS Maths Growth

| Maths | Expected growth | Better than expected growth | Expected or better |
|-------|-----------------|-----------------------------|--------------------|
| 2013 | 32% | 16% | 47% |
| 2014 | 44% | 4% | 48% |

Source: CEM Centre December 2014

In relation to our target of achieving an increase in A and B Grades given to children by five percent the table below shows very pleasing results, significantly boosted by a very strong cohort of year one children. The data shows that the small cohort of year two children had low results in both 2013 and 2014. There are a significant number of exempted children in this group, and it should be noted that after interrogating the data in year 1 the school psychologist has assessed a number of children, with three of them now having diagnoses that move them into exempt categories.

Eighty five percent of the year two children have had ILPs this year and all children have comprehensive transition plans to ensure that their ongoing needs are met in Year three. Our focus for 2015 will be to maintain this good result across both year levels.

Table: Percentage of students achieving A and B Grades in Literacy and Numeracy

| Year | Literacy A | Literacy B | Literacy A&B | Numeracy A | Numeracy B | Numeracy A&B |
|------|------------|------------|--------------|-------------|-------------|--------------|
| 2013 | 0/36= 0% | 5/36= 14% | 14% | 0/36=0% | 4/36=11% | 4% |
| 2014 | 7/36=19% | 5/ 36 =14% | 33% | 8/36 = 22 % | 5/36 = 14 % | 36% |

Source: School Data 2014

In respect of increasing the number of Aboriginal and Torres Strait Islander children receiving A and B grades by five percent, although there were small improvements made by the Aboriginal and Torres Strait Islander students, none of them have achieved an A or B grade in literacy or numeracy in either 2013 or 2014. This will be a strong focus in 2015.

We have been unable to report against our last target of an increase in the number of children from birth to year two demonstrating growth in PALLS oral language assessment tool by five percent. This has been due to our inability to source a suitable assessment tool that provided the data we required until late this year. We look forward to using this tool in 2015 and being able to report against this target next year.

Priority 2

To develop sustainable systems and practices to support the Early Childhood School Setting.

Targets

- Increase number of children who continue their education to preschool and beyond by 5%

Directorate Priority Areas Covered by this priority

Inspirational teaching and leadership,
Quality Learning

Connecting with Families and the Community,
High Expectations and High Performance

National Quality Standard Area covered by this priority

QA1 Education Program and Practice QA4 Physical Environment
QA6 Collaborative Partnerships with Families and Communities

Progress

In 2014 within the strategy of **embedding an explicit school agenda across the school** we have strengthened our documentation and through working on ensuring our families understand the research around early childhood education we hope to see further increases in our retention. We are also planning on developing a publicity committee to look at areas we can access to promote our school.

As part of a continual improvement process we were hoping to expand the School Satisfaction Survey to include all families and staff who access services under the integrated service model. Unfortunately, we have been unable to do this. Whilst this is disappointing we are looking at alternative ways of gathering this information from these families to support us in developing a comprehensive and complete picture of our school and looking at continual improvement of the school as a whole.

The annual School Satisfaction Survey provided us with information to support the improvement of our programs. This year we had a higher rate of parent completion of the school satisfaction survey. Our previous return rate was six percent and this increased to fourteen percent this year. The school is exploring strategies to increase parent completion of this survey.

In respect of our second strategy of **enhancing the school's environment and culture to ensure safety and wellbeing of children** this occurred in the latter part of the year through using the National Safe Schools Framework. Unfortunately there has been a delay in sending out the survey and we will need to postpone this until early 2015. Our school has a significant number of children who have experienced trauma in their lives. We are seeing an increase in interventions and access to health professionals to support mental health issues. We are planning a strong focus on supporting the mental health and wellbeing of our children.

In analysing the three specific elements selected for addressing this strategy we have demonstrated that over the last three years we have steadily developed structures and practices that enable children to feel safe at school (see table below). There has been a decline in the perception of the school taking parents' opinions seriously. This will need to be unpacked more to determine what this means and then we can plan to address this.

Table: School Satisfaction Survey Data

| Item from School Satisfaction Survey | 2012 | 2013 | 2014 |
|--|------|------|------|
| This school takes parents' opinions seriously | -NA | 95% | 89% |
| Community partnerships are valued and maintained | 86% | 95% | 94% |
| My child feels safe at school | 93% | 95% | 100% |

Source: Planning and Performance September 2014

In respect of our strategy related to **enhancing school and community partnerships**, 2014 has seen a number of new partnerships established (Communities @ Work Family Links Program, Marymead Child and Family Centre MULCH – Marymead's Urban Land Community Harvest, Lakeside Bible Church, ACT Government Fresh Tastes Program) and several others have been successfully maintained.

Within our satisfaction data the item around valuing and maintaining community partnerships has also seen a slight decrease from 95% to 94% but remains extremely high. Better promotion of this to our community may support families to be able to answer this question more accurately in the future.

All of the above actions have been impacting on progress against our strategy of **retaining enrolments from our preschool into our Kindergarten program**. We have continued to see a slight increase in our retention rates for 2014. We are retaining 55% of children who have attended our four year old preschool program into our kindergarten program.

Preschool Unit- Quality Improvement

The National Quality Framework, which has been agreed to 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

Across the preschool learning spaces we have continued to build quality programs and practices that meet the diverse needs of all learners. The program is visible and available in each learning space. Educators are very responsive to the ideas of children and use intentional teaching to extend each child's learning.

Children's health and safety

We are implementing the *Fresh Taste* program across our school. This has supported educators in reinforcing healthy eating. The redevelopment of our outdoor space encourages a range of physical activities.

Relationships with children

Building responsive and respectful relationships continues to be a core element of practice across the school. Educators are continuously reflecting on their practice and looking at ways to build on the experiences they have been providing for children to encourage growth across all areas of development.

Staffing arrangements

We have been fortunate to have had little change in our staffing again this year. Consistency of staff has enabled us to build on practices and ensure we provide safe, supportive and predictable environments for our children.

Leadership and management

We have been commended for the holistic way in which we have incorporated the model of varied service delivery into a cohesive, collaborative and supportive philosophy. The shared philosophy has built a strong sense of common identity and belonging within the school which is a solid foundation for continued school improvement.

Physical environment

A major focus in 2014 has been on developing sustainable practices across the school. We will be building upon this in 2015 to ensure a high level of visibility of the learning occurring across learning spaces.

Collaborative partnerships with families and communities

We continue to have a vibrant range of community activities and partnerships which are integral to the operation of the school. Families at NECS have access to a comprehensive array of programs that support children's early learning and that build family and community capacity.

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 \$1,352

Voluntary contributions

This school received \$2,050 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 | 244005.1 |
| Voluntary contributions | 2050 |
| Contributions & donations | 2259.7 |
| Subject contributions | 2421 |
| External income (including community use) | 9472.24 |
| Proceeds from sale of assets | 0 |
| Bank Interest | 14870.14 |
| TOTAL INCOME | 275078.1 |
| EXPENDITURE | |
| Utilities and general overheads | 55291.38 |
| Cleaning | 23917.02 |
| Security | 243.87 |
| Maintenance | 206209.4 |
| Mandatory Maintenance | 14494.04 |
| Administration | 9242.04 |
| Staffing | 21849.55 |
| Communication | 6697.86 |
| Assets | 15508.62 |
| Leases | 0 |
| General office expenditure | 15318.02 |
| Educational | 39402.8 |
| Subject consumables | 2222.7 |
| TOTAL EXPENDITURE | 410397.3 |
| OPERATING RESULT | -135319 |
| | |
| Actual Accumulated Funds | 282563.2 |
| Outstanding commitments (m | 1762.36 |
| BALANCE | 145481.6 |

Reserves

| Name and purpose | Amount | Expected Completion |
|---|----------|---------------------|
| <p>Staffing 2016</p> <p>This item is aligned to quality area 4 from the National Quality Framework. It enables educators to work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.</p> | \$20,000 | December 2016 |
| <p>Landscaping 2016</p> <p>This item is aligned to quality area 3 from the National Quality Framework. It focuses on creating a physical environment that is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development. These funds will enable us to continue to build on the work begun in the outdoor space. It also aligns with the Early Childhood Schools Framework</p> | \$55,000 | December 2016 |
| <p>Photocopier 2016</p> <p>Our current photocopier is our of contract.</p> | \$10,000 | December 2016 |

Endorsement Page

I declare that the Narrabundah Early Childhood 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: Tracey Freibel, Phoebe Bathgate and John Norgrove
Community Representative: Meg Price
Teacher Representative: Sarah Thompson and Suzanne Lane
Board Chair: John Norgrove
Principal: Bernadette Hayes

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.

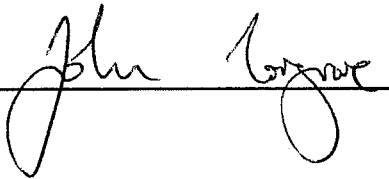
Principal Signature: _____



Date: 15 February 2015

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

Board Chair Signature: _____



Date: 17 February 2015