



NARRABUNDAH
EARLY CHILDHOOD SCHOOL

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Narrabundah Early Childhood School

Annual School Board Report 2016



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

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

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School Board Chair Report

The 2016 Narrabundah Early Childhood School Board included three parent representatives (involving an election, subsequent resignation and an appointment), two teachers and a community representative. The Board continues to guide the strategic direction of the School. We work with the Executive to develop the priorities of and policies for the School. Term 4 2016 was a challenging time for our School. The Board provided leadership and support as well as a liaison with the Directorate during this time. We look forward to a friendly and strong relationship with the Executive in 2017.

Context

The demographics of the school have changed to reflect the changing demographics of the suburb. In 2009 there was a total of ninety-four children enrolled at the school. Forty-one per cent of enrolments were children from Aboriginal or Torres Strait Islander backgrounds and fifteen per cent were from backgrounds where English was an additional language or dialect. In 2010 we saw an increase in children from backgrounds where English was an additional language or dialect to thirty five per cent of the population and our Aboriginal and Torres Strait Islander children decreased to twenty five per cent. During 2011 this remained constant and in 2012 we saw another change with only thirteen per cent of enrolments from children of Aboriginal or Torres Strait Islander descent and only fifteen per cent from a background where English is an additional language or dialect. Enrolments are continuing to grow steadily each year and we are maintaining more enrolments at the preschool – kindergarten transition point. In 2013 our enrolments from children who identify as of Aboriginal or Torres Strait Islander descent increased from thirteen percent in 2012 to twenty five percent. We also saw an increase in enrolments from children for whom English is an additional language or dialect from fifteen percent to thirty percent. In 2014 there were a total of 143 students enrolled at this school. The background of families 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. In 2015 there were a total of 140 students enrolled at this school from preschool to year two. Twenty one percent identified as being of Aboriginal or Torres Strait Islander descent. Twenty two percent identified as having English as an additional language or dialect.

Student Information

Student enrolment

In 2016 there were a total of 60 students enrolled at this school from kindergarten to year two. Previous Annual School Board Reports have included the preschool enrolments in this table.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	35
Female	25
Indigenous	16
LBOTE	18

Source: Planning and Analytics, December 2016

Narrabundah Early Childhood School (NECS) does not have a designated Priority Access Area (PPA). When the school first opened it drew from a wide range of areas across the ACT and NSW. This has changed with the majority of enrolments from within the local area. Over fifty percent of enrolments are from the preschool programs offered at the school. NECS has a three year old preschool that provides twelve hours of preschool for children who meet strict criteria around access. Koori preschool is offered to eighteen children between three and five years of age. Four year old preschool provides fifteen hours of government preschool to our families. We also offer wrap around care that enables children to be at our school five days a week. The number of children entering kindergarten and remaining till the end of year two is increasing. This is a continued focus in our Annual Action Plans.

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	85.0
1	88.0
2	92.0

Source: Planning and Analytics, December 2016

Narrabundah Early Childhood School actively manages non-attendance and late attendance. Families are required to sign their children in at the Front Office when they arrive later than 9:15 am. Teachers are asked to report each week any children who have been away. An initial phone call is made to the family by the classroom teacher. 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. The school has been working closely with a number of families who had been enrolled in other settings and whose children had disengaged and were not attending. We also work closely with ACTION and community groups to ensure all families are able to access transport for children to attend school. NECS has a partnership with Woden Community Services Inc. which sees a family support worker based at the school one day each week. Part of this role supports families around attendance.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	40

Source: Teacher Quality Institute, 16 December 2016

The staff of Narrabundah Early Childhood School embrace opportunities to be involved in building their capacity and engaging in additional learning. Nearly half of our staff have completed additional qualifications to their teaching degree. All of our administrative and support staff have completed studies to support their diverse roles at NECS.

Workforce composition

The 2016 workforce composition of Narrabundah Early Childhood School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	7
Teaching Staff: Full Time Equivalent	6.8
Non Teaching Staff: Head Count	8
Non Teaching Staff: Full Time Equivalent	6.9

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

Narrabundah Early Childhood School had two staff members who identified as Indigenous on staff in 2016.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was one thousand three hundred and five.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Narrabundah Early Childhood School will be reviewed in September 2017. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 89% of parents and carers and 67% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 15 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	93
Teachers at this school provide students with useful feedback about their school work.	87
Teachers at this school treat students fairly.	80
This school is well maintained.	60
Students feel safe at this school.	47
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	33
Students like being at this school.	80
This school looks for ways to improve.	87
This school takes staff opinions seriously.	60
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	73
This school works with parents to support students' learning.	80
I receive useful feedback about my work at this school.	80
Staff are well supported at this school.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 44 parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	91
Teachers at this school provide my child with useful feedback about his or her school work.	84
Teachers at this school treat students fairly.	91
This school is well maintained.	93
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	77
My child likes being at this school.	91
This school looks for ways to improve.	98
This school takes parents' opinions seriously.	90
Teachers at this school motivate my child to learn.	95
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	91

Source: 2016 School Satisfaction Surveys, August/September 2016

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 Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

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

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 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	57	131	49	121
Mathematics	37	55	39	54

Source: Planning and Analytics

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.

Rich 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 2016 we have continued to build on our work over the last four years on using the natural world to support learning. Our 'Bush School' program expanded to include all children across all of our programs. This has involved the children spending the day exploring and connecting with the natural world. Locations varied to suit the age of the children, interests and needs. This experience was then utilised to support programs across all areas in the learning spaces. All children participated in this program and it was evident that this program supported our priority of improved learning outcomes across all areas of development. Improved learning outcomes were evident for all our children. Strong connections were made to Science, English, Mathematics, Technology and Humanities in the Australian Curriculum.

Progress Against School Priorities in 2016

Below is Narrabundah Early Childhood School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	208625.70	88315.00	296940.70
Voluntary contributions	1870.00	220.00	2090.00
Contributions & donations	202.85	280.85	483.70
Subject contributions	3595.00	175.00	3770.00
External income (including community use)	5909.10	7875.75	13784.85
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6701.24	5142.84	11844.08
TOTAL INCOME	226903.89	102009.44	328913.33
EXPENDITURE			
Utilities and general overheads	23007.91	37569.33	60577.24
Cleaning	12640.38	15568.08	28208.46
Security	60.00	1925.25	1985.25
Maintenance	41694.11	15280.78	56974.89
Administration	6420.00	3370.86	9790.86
Staffing	14940.00	57545.34	72485.34
Communication	6335.89	1006.44	7342.33
Assets	9084.96	10652.86	19737.82
Leases	0.00	0.00	0.00
General office expenditure	8448.47	13468.06	21916.53
Educational	12997.31	10712.13	23709.44
Subject consumables	4577.27	106.91	4684.18
TOTAL EXPENDITURE	140206.30	167206.04	307412.34
OPERATING RESULT	86697.59	-65196.60	21500.99
Actual Accumulated Funds	179394.95	156394.95	186394.95
Outstanding commitments (minus)	-22940.20	0.00	-22940.20
BALANCE	243152.34	91198.35	184955.74

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was one thousand four hundred and ninety dollars.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Photocopier 2017 <ul style="list-style-type: none"> ▪ To purchase a new photocopier for school needs ▪ Ensure printing and copying needs are met within the school 	\$3000	12/2017
Landscaping 2017 <ul style="list-style-type: none"> ▪ To ensure significant funds are available to complete landscaping of school. ▪ Ensure grounds are suitable and engaging for students and staff use. 	\$65000	12/2017

Endorsement Page

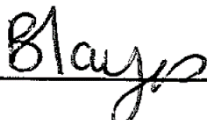
I declare that the Narrabundah Early Childhood School Board has operated in accordance with the provisions of the *ACT Education Act 2004* including the following sections.

- 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(s):	Emma Gill	Alon Meltzer	John Norgrove
Community Representative(s):	Meg Price		
Teacher Representative(s):	Sarah Grainger	Cadeyrn Ollerenshaw	Shannon Birch
Board Chair:	John Norgrove		
Principal:	Bernadette Hayes	Michael Kindler	

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 2016.

Principal Signature:  Date: 28 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017