



Narrabundah
Early Childhood **School**

Narrabundah Early Childhood School

Annual School Board Report 2019

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

School Context

Narrabundah Early Childhood School is a unique and innovative school designed to support the early development of children and their families pre-birth to year 2. It is a regional hub that provides integrated services for the community. These include early childhood education and care services (Infants, Toddlers, Playschool, Preschool, Out of School Hours Care), education (3 year old Preschool, 4 year old Preschool, Koori Preschool, Kindergarten, Year 1 & Year 2), Health (MACH Nurses and Midwives) and community engagement. Our vision is that all young people learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives. The school philosophy is based on high respect for young children and their competence as learners. The school promotes nurturing respectful relationships which are essential to high quality learning and development. It is the aim of the school community for children to experience relationships that support them through the transitions from babyhood to age eight, developing into confident competent learners ready for the next phase of their learning journey. Attention is paid to high staff to child ratio and positive relationships between staff, parents and children. Community activities and parent education are integral components of the school program.

Rich, play-based learning experiences are planned to engage children in relevant and meaningful opportunities that will assist them to become life-long learners and reach their potential. Play provides opportunities for children to learn through discovery, creativity, improvisation and imagination. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. In these ways play can promote positive dispositions towards learning. Play is a child's natural state which allows them to simply enjoy being. Narrabundah Early Childhood School believes that a play-based learning approach provides a personalised learning model of teaching and learning that is effective across all cultural, economic, geographical, religious and social spectrums. A play-based approach embraces practices described in national curriculums and frameworks (the Early Years Learning Framework, the Australian Curriculum and My Time, Our Place Framework) to enhance academic and life-long skills. We create inviting learning environments that reflect and enrich the lives and identities of children, educators and families participating in the school and respond to their interests and needs. Environments that support learning are comfortable and flexible that are responsive to the interests, wellbeing and abilities of each child. They cater for different learning capacities and learning styles and invite children and families to contribute ideas, interests and questions. Our 'one-stop-shop' puts the rights and needs of children and their families at the core of everything we do.

Student Information

Student enrolment

In this reporting period there were a total of 77 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	45
Female	32
Aboriginal and Torres Strait Islander	10
LBOTE*	20

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	85.0
2	90.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	4.32
Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	9.85

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate’s Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework ‘*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*’. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2017. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an

understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 77% of parents and carers and 69% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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 staff who agreed with each of the national opinion items at this school.

A total of 16 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	94
Staff are well supported at this school.	81
Staff get quality feedback on their performance.	56
Student behaviour is well managed at this school.	50
Students at this school can talk to their teachers about their concerns.	88
Students feel safe at this school.	63
Students like being at this school.	94
Students' learning needs are being met at this school.	69
Teachers at this school expect students to do their best.	94
Teachers at this school motivate students to learn.	88
Teachers at this school treat students fairly.	94
Teachers give useful feedback.	81
This school is well maintained.	75
This school looks for ways to improve.	88
This school takes staff opinions seriously.	81
This school works with parents to support students' learning.	81
Teachers give useful feedback.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 64 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my child's teachers about my concerns.	78

My child feels safe at this school.	83
My child is making good progress at this school.	77
My child likes being at this school.	88
My child's learning needs are being met at this school.	77
Student behaviour is well managed at this school.	63
Teachers at this school expect my child to do his or her best.	78
Teachers at this school give useful feedback.	64
Teachers at this school motivate my child to learn.	83
Teachers at this school treat students fairly.	84
This school is well maintained.	94
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	70
This school works with me to support my child's learning.	72

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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. Below are the results for this school for the current reporting period.

Table: Narrabundah Early Childhood School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	44	91	35	49
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	165927.80	114893.20	280821.00
Voluntary contributions	4180.00	330.00	4510.00
Contributions & donations	820.00	0.00	820.00
Subject contributions	2900.00	225.00	3125.00
External income (including community use)	1816.82	0.00	1816.82
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6143.59	5184.40	11327.99
TOTAL INCOME	181788.21	120632.60	302420.81
EXPENDITURE			
Utilities and general overheads	20396.10	32212.82	52608.92
Cleaning	11337.72	4526.36	15864.08
Security	0.00	1163.44	1163.44
Maintenance	7844.62	17061.92	24906.54
Administration	27832.49	867.61	28700.10
Staffing	727.65	0.00	727.65
Communication	4411.99	2561.04	6973.03
Assets	11928.65	5708.50	17637.15
Leases	0.00	0.00	0.00
General office expenditure	9420.85	9839.19	19260.04
Educational	16012.82	17643.79	33656.61
Subject consumables	1338.84	0.00	1338.84
TOTAL EXPENDITURE	111251.73	91584.67	202836.40
OPERATING RESULT	70536.48	29047.93	99584.41
Actual Accumulated Funds	312703.89	312703.89	312703.89
Outstanding commitments (minus)	-1223.28	0.00	-1223.28
BALANCE	382017.09	341751.82	411065.02

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing 2020 – to cover probable staffing debt in 2020	\$54,000	End of 2020
Outdoor Masterplan 2020/2021 – To complete landscaping the playground	\$47,500	End of 2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Sophie Harper	Jae Whitbread	David Beran
Community Representative(s):	Meg Price		
Teacher Representative(s):	Katie Young	Judy Moore	
Student Representative(s):			
Board Chair:	Sophie Harper		
Principal:	Julie Dixon		

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

Board Chair Signature: Sophie Harper

Date: 29 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Julie Dixon

Date: 25 / 06 / 2020