



**Narrabundah**  
Early Childhood **School**

**Narrabundah Early Childhood School**  
Annual School Board Report 2022

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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

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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.

## School Context

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Narrabundah Early Childhood School (NECS) 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, preschool and Out of School Hours Care), education (3-year-old preschool, 4-year-old preschool, Koori preschool, kindergarten, year 1 & year 2), health (Maternal and Child Health 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. Community activities and parent education are integral components of the school program. We use a balance of intentional teaching and purposeful play to honour childhood as an important stage of life.

Play provides opportunities for children to learn through discovery, creativity, improvisation, and imagination. It 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. NECS believes that a play-based learning approach combined with intentional teaching provides a personalised learning model of teaching and learning that supports the development of children's emotional wellbeing, physical wellbeing and executive functioning skills which are vital for cognitive development.

All learning is guided by and directly reflects 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 environments to support learning, that are comfortable and flexible, and promote the wellbeing and abilities of each child. 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 60 students enrolled in K-2 at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	35
Gender - Female	25
Aboriginal and Torres Strait Islander	10
LBOTE*	17
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

\*\* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

### *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	87.0
2	86.0

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, 153 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	8.27
Teaching Staff: Full Time Equivalent Temporary	0.60
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 2022-2025 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.

Our school was reviewed in 2022. A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range of 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

### Overall Satisfaction

In this period of reporting, 96.4% of parents and carers and 100.0% 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, students and staff who agreed with each of the national opinion items at this school.

A total of 19 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback	100
Teachers at this school treat students fairly.	100
This school is well maintained.	95
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	95
Students like being at this school.	95
This school looks for ways to improve.	95
This school takes staff opinions seriously.	95
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	95
This school works with parents to support students' learning.	100
Staff get quality feedback on their performance	91
Staff are well supported at this school.	95

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 28 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	
Teachers at this school expect my child to do his or her best.	89
Teachers give useful feedback	86
Teachers at this school treat students fairly.	96
This school is well maintained.	100
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	96
My child likes being at this school.	100
This school looks for ways to improve.	100
This school takes parents' opinions seriously.	93
Teachers at this school motivate my child to learn.	96
My child is making good progress at this school.	96
My child's learning needs are being met at this school.	89
This school works with me to support my child's learning.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## 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 BASE 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 BASE 2022 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	71	131	46	62
ACT	65	122	40	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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	267486.89
Contributions and Donations	10661.87
Subject Contributions	0.00
Hire of Facilities	686.48
External Revenue	0.00
Sale of Assets	0.00
Interest Received	14873.61
Other School Revenue	10314.20
<b>TOTAL INCOME</b>	<b>304023.05</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	51792.23
Security and Caretaking	0.00
Maintenance	19458.14
Administration	16179.17
Staffing Expenditure	80288.91
Communication	2966.51
Assets & Leases	101707.30
General Expenses	19286.71
Educational Resources	36640.02
Subject Consumables	246.19
Directorate Funded Payments	10497.01
Other Payments	8478.38
<b>TOTAL EXPENDITURE</b>	<b>347540.57</b>
<b>OPERATING RESULT</b>	<b>-43517.52</b>
Accumulated Funds	487211.63
<b>BALANCE</b>	<b>443694.11</b>

## 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
Playground upgrades and playground PBL implementation	\$161,400	2023/2024

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Hilary Jones	Shannon Birch	Andrea Kysely
<b>Community Representative(s):</b>	Meg Price		
<b>Teacher Representative(s):</b>	Robyn Kiddy	Kim McGregor	
<b>Student Representative(s):</b>			
<b>Board Chair:</b>	Hilary Jones		
<b>Principal:</b>	Julie Dixon		

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

2022 Board Chair Signature: Hilary Jones

Date: 27/ 03/ 2023

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: 21 / 03 / 2023