



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

**Narrabundah Early Childhood School**  
Annual School Board Report 2021

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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. Attention is paid to high staff to child ratio and positive relationships between staff, families and children. 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 63 students enrolled in K-2 at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	33
Gender - Female	30
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	11
LBOTE**	14

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* 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.

\*\* 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.

\*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	92.0
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, 135 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	8.31
Teaching Staff: Full Time Equivalent Temporary	0.60
Non Teaching Staff: Full Time Equivalent	9.52

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.

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 of evidence to gain an understanding of the satisfaction levels of their parents and carers, and staff. 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, 82.8% 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 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years to shorten the time required by community members to complete the survey.

A total of 9 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.	100
Staff get quality feedback on their performance.	75
Student behaviour is well managed at this school.	67
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	88
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	88
This school is well maintained.	56
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 29 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	
My child feels safe at this school.	100
My child is making good progress at this school.	86
Student behaviour is well managed at this school.	86
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	83



Teachers give useful feedback.	90
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	93
This school is well maintained.	97
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	69
This school works with me to support my child's learning.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

## Learning and Assessment

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### 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 2021 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	53	115	38	57
ACT	58	125	38	56

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	296113.12
Contributions and Donations	3778.13
Subject Contributions	0.00
Hire of Facilities	0.00
External Revenue	943.93
Sale of Assets	0.00
Interest Received	6556.44
Other School Revenue	4619.37
<b>TOTAL INCOME</b>	<b>312010.99</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	47612.98
Security and Caretaking	0.00
Maintenance	19298.90
Administration	10522.36
Staffing Expenditure	550.00
Communication	4496.10
Assets & Leases	51274.47
General Expenses	20650.23
Educational Resources	36783.39
Subject Consumables	50.50
Directorate Funded Payments	2311.25
Other Payments	21764.18
<b>TOTAL EXPENDITURE</b>	<b>215314.36</b>
<b>OPERATING RESULT</b>	<b>96696.63</b>
Accumulated Funds	455754.83
<b>BALANCE</b>	<b>552451.46</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
Name: Playground PBL implementation Purpose: PBL was introduced to NECS in 2017. It has played a critical role in developing a safe and supportive culture for learning. As part of PBL implementation and the schools ongoing commitment to social & emotional well-being, playground equipment & upgrades will be installed as an additional strategy to support student self-regulation.	\$101,500	End of 2023

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Andy Mison	Polly Hemming	Hilary Jones
<b>Community Representative(s):</b>	Meg Price		
<b>Teacher Representative(s):</b>	Robyn Kiddy	Samantha Harris	
<b>Student Representative(s):</b>	n/a		
<b>Board Chair:</b>	Andy Mison		
<b>Principal:</b>	Julie Dixon		

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

2021 Board Chair Signature:



Date: 24/06/2022

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:



Date: 14 / 06 / 2022