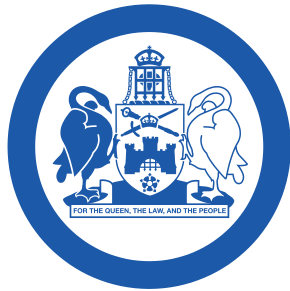




Narrabundah Early Childhood School Board Report 2013

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



ACT
Government

Education and Training

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The school website is necs.act.edu.au.

Inquiries about this publication should be directed to:

Narrabundah Early Childhood School

Kootara Cres.

Narrabundah ACT 2604

General Inquiries:

Telephone (02) 6205 7077

About our school

Introduction to School

Narrabundah Early Childhood School has a diverse population, reflecting the local community. We support the learning of children and families from pre-Birth to Year 2 through a range of programs including long day care (Communities @ Work), Maternal and Child Health (MACH) clinics, midwifery (Birthing Centre), community support and education programs; and Preschool to Year 2. This report focuses primarily on the Preschool to year 2 component of our school, and should be read within this context.

The changing demographics of the school reflect those of the suburb. 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. Enrolments are continuing to grow steadily each year.

Student Information

Student enrolment

In 2013 there were a total of 141 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	87
Female	54
Indigenous	35
LBOTE	43

Source: Performance and Planning

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	88.6
1	90.8
2	92.2

Source: Performance and Planning

Narrabundah Early Childhood School actively manages non-attendance and late attendance. Contact is made by telephone and support provided through our Community Development Coordinator and other executive staff members. Throughout 2013 the school worked hard on developing an understanding of the importance of regular, on-time attendance.

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: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100%
Postgraduate	20%

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	7
TOTAL	18

Source: Workforce Management

Note: This table includes pre-school staffing

There is 1 indigenous staff member employed in a designated position at this school.

Volunteers

Volunteers perform a significant role in all schools. The volunteers working within Narrabundah Early Childhood School include parents, students from local schools, non-government agencies and local businesses. Time given by the community in a voluntary capacity exceeds 900 hours. The school has been supported by volunteers during 2012 in a range of programs including:

- P&C
- School Board
- Fundraising
- Nutrition programs – Community Breakfast, Fruity Friday, Cooking with classes
- Community programs – Story Time, Paint n Play, Move and Groove, Kitchen Garden
- Classroom activities

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 schools progress towards achieving system and school priorities.

Narrabundah Early Childhood School was validated in 2013. A copy of the 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, staff and students. In August/September 2013 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 2013, 90% of parents and carers, and 100% of staff at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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.	90
Teachers at this school provide my child with useful feedback about his or her school work.	75
Teachers at this school treat students fairly.	95
This school is well maintained.	95
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	95
My child likes being at this school.	89
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	95
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	80

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	0
My teachers provide me with useful feedback about my school work.	0
Teachers at my school treat students fairly.	0
My school is well maintained.	0
I feel safe at my school.	0
I can talk to my teachers about my concerns.	0
Student behaviour is well managed at my school.	0
I like being at my school.	0
My school looks for ways to improve.	0
My school takes students' opinions seriously.	0
My teachers motivate me to learn.	0
My school gives me opportunities to do interesting things.	0

Source: 2013 School Satisfaction Surveys, August/September 2013

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

During 2013 all educators at Narrabundah Early Childhood School have participated in a plethora of professional learning opportunities that have supported capacity building across a range of areas. Attendance at professional learning has been linked to national, system and school priorities. Workshops and conferences attended by educators include:

- GradeXpert
- IWB training
- ANU music program
- Australian Curriculum
- Assessment and Reporting
- First Steps 2nd Edition Reading
- Marc Armitage – The Do Approach

Educators and members of the schools leadership team contributed to professional learning across the system, with individual presenting:

- First Steps
- Running Records
- Using Evernote to create online portfolios
- Portfolios in preschool
- University Early Childhood Program – Diversity
- Homophobia
- ESL in the mainstream for the early learner
- National Quality Standard

Teachers and members of the school community contribute to system and school priorities by their membership of key educational and community organisations:

- AEU Executive Council
- Early Childhood Australia ACT Executive Committee
- Old Narrabundah Community Council
- Schools Network Reference Group
- Australian Literacy Educators Association Executive

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 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	55	107	51	126
Mathematics	38	49	39	54

Source: CEM Centre

Our PIPS results for 2013 have shown that in reading the kindergarten children were assessed as performing slightly above the ACT mean raw score. At the end of the year this cohort falls significantly below the ACT end mean raw scores with a difference of nineteen. In mathematics the school began and ended the year just under the ACT mean raw scores.

Whilst we do not complete NAPLAN with our children we reflect on the results to see how our children are performing and to modify our programs accordingly. Within the external validation report (2013), the panel acknowledged that the first measurable cohort of students that began with the school in preschool in 2009 and has since transitioned to mainstream cluster primary schools indicate positive Year 3 NAPLAN results for reading and writing. These results validate the approach to literacy at NECS and provide a strong indicator that students leaving the school will continue to transition to their next stage of education effectively.

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

Performance in other areas of the curriculum

The Early Years Learning Framework and *Australian Curriculum* guide the development of programs across the school. These documents underpin decisions to ensure children are engaged in relevant experiences that assist them to become life-long learners and reach their potential. The English, Mathematics, Science, Geography and History curriculum are strongly embedded within our programs.

Rich units of inquiry are planned across the school from birth to year two that are provocative and provide 'thinking leverage'. As the children engage in these, they have the opportunity to draw on several ways of investigating and expressing their growing understandings – integrating skills and content from multiple disciplines or learning areas. These units are well conceptualized and provide opportunities for children to engage with content from the Australian Curriculum at deep levels of understanding. Children are challenged to think at higher levels and learning is linked to real life. Inclusivity and cultural knowledge are key elements that permeate throughout all elements of the school. A unit of work developed around the text *The Silver Sword* by Ian Serraillier provides evidence of how the children connected with this text at both a personal and world level and explored complex global issues in a meaningful and engaging way.

NECS strongly embraces the three core elements of the *Early Childhood Schools Framework* - High Quality Learning, Integrated Service Delivery and Family Support and Participation. Families at NECS have access to a comprehensive array of programs that support children's early learning and that build family and community capacity. Services from different government and community agencies are linked so that each family has easy access to the programs they need. Throughout 2013 community engagement continued to build from strength to strength. In 2013 a comprehensive festival with a focus on health for our community celebrated many of the strong connections forged within our community.

Narrabundah Early Childhood School has enjoyed sharing the creative work of the children through displays at the Limelight Showcases. Previous participation in the Australian National University Music Education Program has provided the impetus for building strong oral language connections through song and rhyme.

Progress against School Priorities in 2013

Priority 1

Improve reading results of all children with a focus on all target groups – ESL, Aboriginal and Torres Strait Islander, Gifted and Talented, At Risk.

Targets

- 100% of children reach their respective year level reading benchmark.
- 100% of learning goals are achieved in all children's Learning Goal Plans.

School improvement domains covered with this priority

- Learning and Teaching

Progress against outcomes and targets

Throughout 2013 we have continued our focus on building teacher capacity in providing quality programs that support the development of reading. This has involved participating in

First Steps 2nd Edition Reading professional learning across several afternoons with educators from our three year old preschool to year two. In addition to this two educators led a project through 'Investing in our Schools' that targeted reading for our Aboriginal and Torres Strait Islander children and others who had not yet reached benchmark. Part of this project involved setting up an intensive program of reading support where administrative staff across the school worked for thirty minutes a day with a child. The project, 'Take 30' involved listening to the child read, sight word games and phonological awareness. The results from this project show that all children made significant progress.

In relation to our identified targets for this priority the following is evidence of our progress:

- Sixty-two percent of the children in kindergarten met or exceeded the benchmark of between levels five and eight. In year one fifty-six percent of the children met or exceeded the benchmark of between fourteen and sixteen. Of the forty-four percent of children who have not yet reached the benchmark several have individual learning plans in place. The learning goals have been achieved for each of these children. A number of other children have been part of an intensive reading program during 2013 and will continue to receive targeted support in 2014 and an individual learning plan. The intensive reading program was developed as part of our Focus school project and involved collaboration with Red Hill School. Forrest School was invited to be part of this project but circumstances changed and they decided to proceed separately. The teachers from Red Hill School and Narrabundah Early Childhood School met each term to share their work and plan adaptations according to the programs they were running. Whilst Narrabundah Early Childhood School focused on improving reading outcomes, Red Hill focused on Writing. In year two one hundred percent of children reached the end of year benchmark of between twenty and twenty-two or met their identified learning goals in individual plans.

In analysing the data for our target groups we can see that children who identify as having English as an additional language or dialect (EALD) have varying results across year levels. In kindergarten twenty percent of EALD children did not meet the end of year benchmark of between five and eight. In year one fifty percent of children who identify as EALD reached the expected benchmark of between fourteen and sixteen. In year two all children who identify as EALD met the end of year benchmark of between twenty and twenty-two. In 2014 Individual Learning Plans will be put in place for all children who did not reach benchmark. These children will also receive intensive targeted support on a daily basis individually and in small groups.

- All children who identify as Aboriginal or Torres Strait Islander have Individual Learning Strategies in place. All of these children met or exceeded individual goals or benchmarks set for their year level. All of these children were participating in our intensive reading program 'Take 30'. This program was part of a Focus Schools project in which Narrabundah Early Childhood participated. This project provided the children with thirty minutes of intensive reading three times a week. The approach utilised involved developing prior knowledge, graphophonics, syntax and semantics. In addition each child was allocated a mentor. Mentors were members of staff who worked in administrative roles throughout the school. The mentor met with their child each day and enjoyed reading a familiar text with the child and reviewing high frequency words

and letter/sound knowledge. We will continue to ensure each child who identifies as Aboriginal or Torres Strait Islander has Individual Learning Strategies in place.

- NECS has developed a comprehensive assessment schedule that reflects system benchmark goals and literacy/numeracy “Quilts” aligned with the Early Years Learning Framework. Complementing the schedule, GradeXpert is used as a central database for collection of student performance statistics. Data sources, particularly in reading, have provided opportunities to monitor and analyse children’s performance over time in an effective and coherent process.
- A robust Individual Learning Plan (ILP) process for children not reaching ACT ETD expected benchmarks has been established throughout the school. This requires educators to comprehensively plan for differentiated learning experiences based on children’s individual needs. The performance of children is then addressed via “Focus on Children” meetings to monitor progress of individuals. Individual Learning Plans are developed with families at the beginning of each year and reviewed with families at least once a term.
- ‘Focus on Children’ meetings provide an opportunity for educators to reflect on all children in their learning spaces and share with the team where each child is up to in their learning, their strengths and areas to develop further. Each educator has the opportunity to meet with the ‘Focus on Children’ team twice a term. The data gathered from these meeting is used to support resourcing and the development of programs that support all children to reach their potential.
- Oral language was a strong focus across the preschool learning spaces. Educators accessed a variety of resources to build deeper understanding of oral language development and how to support this effectively. Using the ‘Evernote’ application educators were able to record children talking and share oral language development with families on a regular basis. The introduction of story bags that went home with the children provided an additional opportunity to build oral language on top of the other experiences available within the learning spaces.

Priority 2

To address the identified elements requiring additional work within Quality Area 3 – Physical Environment, from our ‘National Quality Assessment and Rating Report’.

Targets

To ‘meet’ National Quality Standard across the school in Quality Area 3 – Physical Environment”

3.3 – The service takes an active role in caring for its environment and contributes to a sustainable future.

3.3.1 – Sustainable practices are embedded in service operations.

3.3.2 – Children are supported to become environmentally responsible and show respect for the environment.

School improvement domains covered with this priority

- Student Engagement
- Learning and Teaching

Progress against outcomes and targets

In 2012 we were one of the first schools to participate in the National Quality Assessment process. As part of this process the school received two reports and ratings. A common element within these reports was identified around Quality Area Three – Physical Environment with a particular focus on the environment and developing sustainable practices.

Throughout 2013 considerable work has occurred across the school to develop processes that enhance the sustainable practices evident across learning spaces. All rooms have identified bins for collection of recyclable materials. Children from kindergarten to year two are provided with opportunities to work with an educator each week and collect these bins and sort materials for recycling.

In addition, a focus within the curriculum has involved explicit instruction around the environment and sustainable practices. The school has access to a website that allows us to examine power and water usage. This has been used with the kindergarten to year two children to reflect on and plan with the children how we can plan for more effective power and water usage.

The school has engaged an intern from the Australian National University 'Green Steps' program to explore ways in which the school's systems are supporting the development of strong environmental understanding; and to improve our efforts in sustainable practices across the school. His report will inform further planning in this area.

As part of 'The Early Years Learning Framework' clear connections have been made between learning outcomes:

Outcome 2: Children are connected with and contribute to their world

2.4: Children become socially responsible and show respect for the environment

Outcome 4: Children are confident and involved learners

4.4: Children resource their own learning through connecting with people, technologies and natural and processed materials

Programs within the preschool reflect connections to these outcomes and learning experiences. Throughout all learning spaces children are encouraged to use natural materials as part of their play.

Primary Connections is used across the kindergarten to year two learning spaces to support the delivery of engaging programs that reflect the interests and needs of the children. A number of these units have supported our focus on the environment and sustainability. In 2014 we will be due to be assessed under the National Quality Standard. We have a number of practices in place that support this direction and will continue to build on these.

Priority 3

Strengthen student transition processes in 2013 for movement into next learning space in 2014.

Targets

At the end of 2013 achieve:

- 100% of children experience supportive transitions into next learning space – playschool – preschool, preschool – kindergarten, kindergarten year one, year one – year two, year two – year 3.
- 80% retention from Preschool to Kindergarten.
- 85% retention from 3 to 4 year old programs.

School improvement domains covered with this priority

- Student engagement
- Community engagement
- Learning and Teaching
- Leading and Managing

Progress against outcomes and targets

During 2013 a strong collaborative partnership has been forged with Red Hill School. This has enabled the children transitioning from year two to year three to participate in a very supportive process. The children in year two have been invited to engage in the Red Hill Individual Pursuits Program (RHIPP) every Friday afternoon for two terms. This has enabled the children to experience the environment of a large school and also encouraged the building of friendships with other children at the school. In addition the children have been invited to spend mornings with the year two children in a class setting participating in a range of lessons.

At the beginning of the school year a database was created for all year two children enrolled at Narrabundah Early Childhood School. Executive looked at which school each family was zoned for and discussed this individually with each family. If families are within the shared zone they were asked for their preference. This was then shared with our two feeder schools and the principals determined if they had capacity to receive the families from the shared zone. Once this was determined information sessions were organised for families to attend. From here the families were asked to complete enrolment forms and liaise specifically with either Red Hill or Forrest. Documentation regarding this process has been developed to support families and staff in understanding this process for children transitioning within the school and to Red Hill and Forrest. A timeline of events was developed so that families and staff from all schools had a clear understanding of what was required throughout the year and when tasks needed to be completed. Feedback from the children and families suggests this has been a really helpful process with one-hundred percent of children transitioning successfully to their new learning space.

Throughout the school a number of learning spaces have developed buddy programs to support the transitioning of children across the school. Playschool children spent time each

fortnight with one of the four year old preschool groups. They participated in a range of activities and became comfortable in a new space and developed relationships with new adults and children.

In relation to our specified targets:

- In 2014 we will see fifty-five percent of children from preschool entering kindergarten. This falls under our target of eighty percent. A number of our families have been offered spaces at the local independent school. If they leave transitioning until their child is in year three they are not assured of a place in this setting.
- Eighty-seven percent of children from our three year old preschool will continue into the four year old preschool program. This means we have exceeded our target of eighty-five percent. The children who are leaving us have relocated or will be attending specialised settings.

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 \$ 1,381

Voluntary contributions

This school received \$1,670 in voluntary contributions in 2013. 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 013.

Reserves

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	235876
Voluntary contributions	1670
Contributions & donations	5361
Subject contributions	2405
External income (including community use)	15261
Proceeds from sale of assets	0
Bank Interest	13385
TOTAL INCOME	273958
EXPENDITURE	
Utilities and general overheads	56057
Cleaning	23057
Security	352
Maintenance	109933
Mandatory Maintenance	7965
Administration	7714
Staffing	7958
Communication	7072
Assets	9172
Leases	0
General office expenditure	14425
Educational	41424
Subject consumables	1315
TOTAL EXPENDITURE	286444
OPERATING RESULT	-12486
Actual Accumulated Funds	195940
Outstanding commitments (mir	8202
BALANCE	175252

Name and purpose	Amount	Expected Completion
Staffing 2014	\$20,000	2014
Landscaping 2014	\$145,000	2014
Photocopier	\$10,000	2015

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.

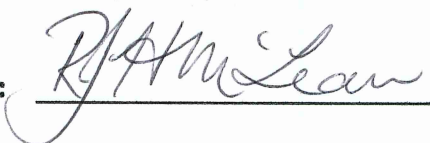
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without 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: Emma Burchell,
Community Representative Meg Price
Teacher Representative Nina Leuning, Sarah Thompson
Board Chair: John Norgrove
Principal: Robyn McLean

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 this year.

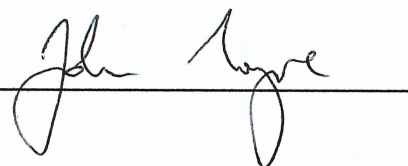
Principal Signature:



Date: 4-3-14

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

Board Chair Signature:



Date: 17 May 2014