



Narrabundah Early Childhood School

Annual School Board Report 2020

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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

In 2020 the School Board were very cognisant of the varying levels of impact the COVID-19 world health pandemic had on families in the Narrabundah Early Childhood School community. As such the School Board supported the school's decision to offer families a mix of online learning opportunities and hands-on, low technology learning opportunities. The Board also made the decision to offer refunds to any families that had made a voluntary contribution prior to the pandemic to help minimise the impact of financial stress on families.

Additionally, in 2020 the School Board endorsed the School Improvement Plan 2018-2022 being transferred to the most up to date template. This also allowed for a revision of targets due to changes in ACT Reporting.

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, 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. Narrabundah Early Childhood School 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 57 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	30
Gender - Female	27
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	13
LBOTE**	13

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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 Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	6.12
Teaching Staff: Full Time Equivalent Temporary	2.40
Non Teaching Staff: Full Time Equivalent	10.25

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, 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, 90% of parents and carers and 100% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 15 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 are well supported at this school.	93
Staff get quality feedback on their performance.	73
Student behaviour is well managed at this school.	80
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	80
Students like being at this school.	93
Students' learning needs are being met at this school.	100
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	80
This school is well maintained.	93
This school looks for ways to improve.	93
This school takes staff opinions seriously.	80
This school works with parents to support students' learning.	93

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 31 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.	94
My child feels safe at this school.	94
My child is making good progress at this school.	94
My child likes being at this school.	87
My child's learning needs are being met at this school.	84
Student behaviour is well managed at this school.	68
Teachers at this school expect my child to do his or her best.	97
Teachers at this school give useful feedback.	81

Teachers at this school motivate my child to learn.	87
Teachers at this school treat students fairly.	97
This school is well maintained.	94
This school looks for ways to improve.	94
This school takes parents' opinions seriously.	87
This school works with me to support my child's learning.	90

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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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	116144.63	116144.63	232289.26
Voluntary contributions	1060.00	330.00	1390.00
Contributions & donations	322.10	699.22	1021.32
Subject contributions	525.00	225.00	750.00
External income (including community use)	0.00	612.62	612.62
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3972.46	3384.55	7357.01
TOTAL INCOME	122024.19	121396.02	243420.21
EXPENDITURE			
Utilities and general overheads	19069.53	28875.43	47944.96
Cleaning	0.00	0.00	0.00
Security	0.00	0.00	0.00
Maintenance	18213.82	48481.28	66695.10
Administration	1495.12	1401.83	2896.95
Staffing	0.00	0.00	0.00
Communication	2333.40	3621.76	5955.16
Assets	11538.95	9647.33	21186.28
Leases	0.00	0.00	0.00
General office expenditure	10409.57	11268.76	21678.33
Educational	14441.13	16688.60	31129.73
Subject consumables	509.27	344.61	853.88
TOTAL EXPENDITURE	78010.79	120329.60	198340.39
OPERATING RESULT	44013.40	1066.42	45079.82
Actual Accumulated Funds	412462.24	411184.79	411184.79
Outstanding commitments (minus)	-13592.44	0.00	-13592.44
BALANCE	442883.20	412251.21	442672.17

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
<u>Preschool upgrade</u> This reserve was created to upgrade and enhance the indoor and outdoor areas of preschool creating an enriched play and learning environment for students and school community.	\$54,000	2022/2023
<u>Outdoor Masterplan</u> This reserve was created to upgrade and rejuvenate the K-2 playground area. The plan is to create more nature-based play areas that will provide students with the opportunity for robust, physical play and rich learning opportunities. These new works and upgrades will tie in with works already completed to date.	\$47,500	2022/2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Sophie Harper	Polly Hemming	Andy Mison
Community Representative(s):	Meg Price		
Teacher Representative(s):	Katie Young	Robyn Kiddy	
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.

2020 Board Chair Signature: Sophie Harper Date: 18/06/2021

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: 18/06/2021