Namadgi 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.

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The school website is http://www.namadgi.act.edu.au

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About our school

Introduction to School
Namadgi School began its third year of operation in 2013. Enrolments increased from 597 in 2012 to 676 in 2013 an increase of 79 students. In 2013 classes have extended to year 9.

Namadgi School’s priority enrolment area includes Kambah and some parts of Greenway, ACT. Namadgi School operates five preschool classes out of two sites – O’Halloran and Boddington site preschools. There are four kindergarten classes; three classes in years 1 and 2 and six classes in the primary years (3-5). The middle school operates two year 6 classes and three classes each in year 7 and 8 and two classes in year 9. Namadgi School has one Learning Support Unit (LSU) class and a Learning Support Unit Autism. The school also operates an Early Intervention Unit and an Autism Intervention Unit (managed by Malkara).

Enrolment of Aboriginal and Torres Strait Island students increased from 54 in 2012 to 65 in 2013. The percentage of students with language backgrounds other than English remains at 18 per cent. The Tuggeranong Intensive English Centre (TIEC) which was based at Namadgi School relocated to Wanniassa Hills Primary School at the end of 2012.

The co-location of Taylor Primary School continued in 2013. At the end of term 4 with the completion of their School Rebuild Program, Taylor Primary School relocated to their original school site for the beginning of the 2014 academic year.

In 2013 student achievements are celebrated and acknowledged through the school awards based around the school values of Respect, Learning, a Positive Attitude and Caring. Year 5 and year 8 graduations were celebrated and the senior school curriculum for years 9 and 10 was developed ready for implementation in 2013/14. Our focus on building school community resulted in a number of new and positive partnerships being established in 2013.

Student Information

Student enrolment
In 2013 there were a total of 676 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>346</td>
</tr>
<tr>
<td>Female</td>
<td>330</td>
</tr>
<tr>
<td>Indigenous</td>
<td>65</td>
</tr>
<tr>
<td>LBOTE</td>
<td>125</td>
</tr>
</tbody>
</table>

Source: Planning and Performance
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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.6</td>
</tr>
<tr>
<td>1</td>
<td>94.5</td>
</tr>
<tr>
<td>2</td>
<td>93.3</td>
</tr>
<tr>
<td>3</td>
<td>92.0</td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
</tr>
<tr>
<td>5</td>
<td>92.0</td>
</tr>
<tr>
<td>6</td>
<td>91.8</td>
</tr>
<tr>
<td>7</td>
<td>90.0</td>
</tr>
<tr>
<td>8</td>
<td>88.3</td>
</tr>
<tr>
<td>9</td>
<td>88.1</td>
</tr>
</tbody>
</table>

Source: Planning and Performance

Student attendance at Namadgi School is monitored on a daily basis. Teachers provide administrative staff with a daily slip of student absences when class rolls are taken. Administrative staff contact parents and carers either by phone or SMS to confirm authorised absences. Any students absent for more than three days without explanation are followed up by making phone calls to parents as well as letters sent home. Patterns of non-attendance are also referred to the school executive for follow-up meetings with parents and carers to ensure regular attendance for all students is maintained as well as monitored.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: School Data
Workforce Composition
In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Officers</td>
<td>28</td>
</tr>
<tr>
<td>General Service Officers</td>
<td>2</td>
</tr>
<tr>
<td>School Leader A</td>
<td>2</td>
</tr>
<tr>
<td>School Leader B</td>
<td>2</td>
</tr>
<tr>
<td>School Leader C</td>
<td>6</td>
</tr>
<tr>
<td>Teachers</td>
<td>45</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Management, August 2013

Note: This table includes pre-school staffing

There is one Indigenous staff member at this school.

In semester 2 2013 an Aboriginal and Torres Strait Islander Education officer was appointed to the school. Both staff members work closely with the Aboriginal and Torres Strait Islander students and families at the school.

Volunteers
Volunteers at Namadgi School have helped in classes with literacy and numeracy, home readers, co-curricula groups; excursions; in the Resource Centre and preschool libraries; at sports carnivals; Breakfast Club, student banking and at our community performing arts event, Namadgical. The total estimated number of hours worked by volunteers at Namadgi School in 2013 is 1320 hours.

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.
Namadgi 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, 69% of parents and carers, 59% of staff, and 61% of students 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**

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>76</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about</td>
<td>76</td>
</tr>
<tr>
<td>his or her school work.</td>
<td></td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>76</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>92</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>69</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>80</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>42</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>75</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>63</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>55</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>76</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>79</td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school.</td>
<td>79</td>
</tr>
<tr>
<td>This school works with me to support my child’s learning.</td>
<td>70</td>
</tr>
</tbody>
</table>

*Source: 2013 School Satisfaction Surveys, August/September 2013*
Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>90</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>67</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly.</td>
<td>48</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>42</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>48</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>55</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>18</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>59</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>66</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>43</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>64</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>65</td>
</tr>
</tbody>
</table>

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 http://www.namadgi.act.edu.au/

Professional Learning

The school priority to improve literacy and numeracy outcomes for all students was scaffolded with Professional Learning (PL) for staff to support consistent literacy practices across the school.

The literacy and numeracy field officer delivered targeted PL to staff on literacy and numeracy topics. They included:

- PL for identified middle school staff in a literacy program (CAMLIT – CQUiversity Accelerated Metacognitive Literacy Intensive Tuition.) to empower learners in literacy and learning
- Inclusion online Modules on Speech, Language and Communication Needs (SLCN) 2013.

PL for sector and whole staff meetings included the Response to Intervention Model (RTI), simple modelling of reading and writing, vocabulary acquisition and teaching, phonological awareness, phonemic awareness, phonics and fluency, listening and reading comprehension is projected for 2014.
The literacy and numeracy field officer also delivered PL to Learning Support Assistants and teachers to implement appropriate oral language programs (Prep Talk, Support a Talker, Barrier Games) across years P to 3.

Staff were trained in Middle Years Mental Computation (MYMC) ready to deliver in 2014. Other extensive Professional Learning throughout the year also included: Choice Theory, Understanding by Design, Essential Skills and Quality Learning.

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>
<thead>
<tr>
<th>Test Domain</th>
<th>School Start</th>
<th>School End</th>
<th>ACT Start</th>
<th>ACT End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>47</td>
<td>113</td>
<td>51</td>
<td>126</td>
</tr>
<tr>
<td>Mathematics</td>
<td>37</td>
<td>53</td>
<td>39</td>
<td>54</td>
</tr>
</tbody>
</table>

Source: CEM Centre

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.

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2013, 0% of year 3, 7.1% of year 5, 1.6% of year 7 and 6.1% of year 9 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.
Table: Namadgi School 2013 NAPLAN Mean Scores

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>Year 3 School</th>
<th>Year 3 ACT</th>
<th>Year 5 School</th>
<th>Year 5 ACT</th>
<th>Year 7 School</th>
<th>Year 7 ACT</th>
<th>Year 9 School</th>
<th>Year 9 ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>381</td>
<td>444</td>
<td>467</td>
<td>520</td>
<td>528</td>
<td>562</td>
<td>581</td>
<td>601</td>
</tr>
<tr>
<td>Writing</td>
<td>343</td>
<td>423</td>
<td>394</td>
<td>487</td>
<td>468</td>
<td>527</td>
<td>508</td>
<td>570</td>
</tr>
<tr>
<td>Spelling</td>
<td>350</td>
<td>417</td>
<td>448</td>
<td>497</td>
<td>522</td>
<td>555</td>
<td>558</td>
<td>590</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>369</td>
<td>445</td>
<td>435</td>
<td>516</td>
<td>500</td>
<td>552</td>
<td>551</td>
<td>596</td>
</tr>
<tr>
<td>Numeracy</td>
<td>353</td>
<td>415</td>
<td>423</td>
<td>500</td>
<td>515</td>
<td>552</td>
<td>543</td>
<td>600</td>
</tr>
</tbody>
</table>

Source: Planning and Performance December 2013

Performance in other areas of the curriculum

In 2013 students at Namadgi School participated in a wide range of learning experiences across the curriculum. The music, performing arts and band programs are an area of strength for the school and is manifested through their involvement with the Australian National University (ANU) Music Education Program and participation in Limelight, the showcase of performing arts in ACT government schools. The years 3-5 choir performed in Limelight, students had artwork entered in the Limelight art exhibition and Quantum Leap (QL) secondary student dance group performed at Limelight.

Students were again involved with the Quantum Leap dance program in 2013 along with other selected high schools in Canberra. Parents, staff and students worked together in the annual performing arts event Namadgical. The school’s three bands played impressively together as a combine group at Namadgical. Students also performed in DanceFest for the first time.

Namadgi School organised the Tuggeranong region inaugural literature festival at Birrigai with three well-known local authors working with secondary students for the day.

The National Debating Competition was hosted by Namadgi School and students in year 8 and 9 participated in inter-parliamentary debating twice during the year at the Legislative Assembly. Primary and secondary chess teams were sent to the local ACT chess competitions.

The popular Science Night for Early Childhood classes resulted in an increased number of parents attending in 2013.

In health and physical education (PE) our students also enjoyed success in a wide range of sporting activities with individual ACT representation in cross country and athletics. Outdoor education activities included trips to Wee Jasper and Broulee and an overnight stay at the Mogo Zoo.
Year 6 participated in a three day camp at Borambola. Years 3, 4 and 5 had a day excursion to the Mogo Goldfields and the Mogo Zoo as part of their curriculum units.

An increased number of students also participated in the ICAS competitions (International Competitions and Assessments for Schools) in 2013 with students gaining high distinctions in a number of the key learning areas.

**Progress against School Priorities in 2013**

**Priority 1**  
**Improve literacy and numeracy outcomes for all students**

**Targets**

By the end of 2013,

- 85 percent of all students reach the minimum Namadgi School benchmark standard for their respective year group in reading
- Mean achievement scores in year 3, 5, 7 and 9 for reading, writing and numeracy meet school targets.

**School improvement domains covered with this priority**

Learning and Teaching  
Developing and Managing  
Community Engagement

**Progress**

Key strategic actions in 2013 towards this priority were to:

- develop a whole school approach to the teaching of literacy and numeracy
- develop capacity of staff to deliver high quality teaching through instructional leadership and coaching.
- develop and deliver a rigorous and aligned curriculum

**Develop a whole school approach to the teaching of literacy and numeracy**

The Literacy and Numeracy Field Officer (FO) was appointed to the school for 2013/14 to focus on years P-6 under the National Partnerships Program. In implementing the process of developing whole school practice in aligning assessment, curriculum, pedagogy and reporting, the school has adopted a data driven, research-based and inquiry driven approach.

In 2013, staff worked together on a clarification of the school’s *Shared Beliefs and Understandings* about student outcomes and learning in the areas of literacy and numeracy, informed by Sharratt and Fullan (2009). An audit of current assessment practices and tools was undertaken, then staff were surveyed in their competency levels in administering and interpreting each of the tools. This data informed the FO of the targeted areas to build teacher capacity in literacy and numeracy practices across the school.
Strategies to improve student outcomes included the establishment of a ‘data wall’ in the staff planning centre and other tracking methods of student progress including data analysis of NAPLAN and PIPS data and teacher assessment. This enabled staff to meet and to discuss the data and collaboratively plan the response to the data to drive instruction.

Data collected throughout the year has included: PM benchmarks, Words Their Way assessments, PATR Vocabulary scores, PATR Reading Comprehension, PAT Maths, TOWRE sight word and phonemic decoding (selected students), writing samples and the York Assessment of Reading Comprehension (selected students). This data has informed and enabled staff to plan teaching and learning programs that meet the individual needs of students.

A framework for literacy and numeracy intervention was established using RTI (Response to Intervention model) a well-researched and evidence based model to identify needs and response to need within a resource model and began the implementation a tiered teaching strategy (universal, selected, targeted) where students receive evidence based instruction as well as additional explicit teaching if they have an identified area of need.

Namadgi School identified and established a schedule of universal assessments for implementation across the school by aligning existing assessment processes and added evidence based assessments to the Response to Intervention (RTI) model, identifying:

- **universal** screening tools and progressive student progress tools,
- **selected** assessments to diagnose areas of need in students that are not responding to the universal pedagogy in the classroom,
- a process for **targeted** students to be assessed by the school counsellor, Therapy ACT and other relevant professionals.

By using screening and progress monitoring tools early identification and early intervention of literacy and numeracy difficulties was achieved. This included devising a checklist for preschool accessing the National Centre for Learning Difficulties http://www.ncld.org/ in the US, examining the Early Years Learning Framework (EYLF) and existing teacher checklists, in collaboration with the preschool school leader C and teaching team.

Programs implemented and embedded are Words Their Way, Count me in Too, First Steps Reading and Writing, Mathletics, Envision Maths and the teaching of phonics and phonemic and phonological awareness. The Daily 5 Reading program was introduced to year 2 in 2013.

The school supported the continued practice of a dedicated literacy time to provide daily, sustained focus on literacy instruction across the school. (e.g. Daily 5). The improved reading results for year 2 owe much to the implementation of the Daily 5.

Prepared literacy resources are used in all year levels K to 5 for small group and individual literacy skill building (e.g. phonological awareness, letter sound knowledge).

Phonological Awareness small groups run with LSAs supported by the Literacy and Numeracy Field Officer. The success of these programs is reflected in the growth of
students’ learning in kindergarten, assessed through the PIPs assessment program. While beginning with low raw scores in both literacy and numeracy, many students made great gains. Of the 94% students present for both start and end assessments, 61% of students made expected or better than expected growth in reading.

**Develop capacity of staff to deliver high quality teaching through instructional leadership and coaching**

Identified staff with existing expertise in literacy strategies were encouraged to coach, mentor and deliver PL to other staff to build capacity in a range of evidence based strategies. (e.g. Guided reading, Writer’s Workshop, Big Write). Staff observations, lesson studies and reflections with teaching partners were undertaken as part of the Essential Skills program delivered in 2013.

Staff members in the Middle and Senior School have led and have established a homework club to which students have responded positively with good attendance.

The planned professional learning program throughout 2013 was designed to develop staff capacity particularly in literacy practices across the school.

An indicator of success was that staff satisfaction survey shows that 76% agree/strongly agree that they get constructive feedback about their practice and that there are processes in place that support their practice. This result is above the percentage figure for all schools. Future plans are for the implementation of professional learning communities to further enhance this feedback.

**Develop and deliver a rigorous and aligned curriculum**

All staff members are members of teams that plan together and are given time to ensure that their programs were linked to the Australian Curriculum and that the Understanding by Design (UbD) planning documents were used.

Workshops on UbDs were offered as well as individual feedback on UbDs was given. School leaders Cs planned collaboratively with staff members and in the primary school I Can statements were developed for the scope and sequence documents.

Student survey satisfaction data from the national survey indicated that 90% agree “my teachers expect me to do my best”, 67% agree “their teachers provide them with useful feedback” and 66% agree “the school gives them interesting things to do” and similarly 65% agreed “the school looks for ways to improve”.

The school’s approach to improving literacy and numeracy outcomes for all students in 2013 resulted in the following progress towards our specified targets.

The table below indicates that for all but year 5 and 7 numeracy the school mean was within the target range considering the confidence intervals.
Table: NAPLAN Education and Training Directorate 2013 Targets

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading Target</th>
<th>Actual Mean</th>
<th>Numeracy Target</th>
<th>Actual mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>382 ± 27</td>
<td>381</td>
<td>364 ± 22</td>
<td>353</td>
</tr>
<tr>
<td>Year 5</td>
<td>487 ± 22</td>
<td>467</td>
<td>475 ± 14</td>
<td>423</td>
</tr>
<tr>
<td>Year 7</td>
<td>533 ± 22</td>
<td>528</td>
<td>543 ± 24</td>
<td>515</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, September 2013

The percentage of students reaching reading benchmarks in K-4 fell below the target of 85%, as indicated in the table below, however has shown a marked improvement over 2012 reading levels.

Table: 2013 Namadgi School percentage of students reaching reading benchmarks at end of the year

<table>
<thead>
<tr>
<th>Year group</th>
<th>ACT ETD Benchmark</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5-8</td>
<td>77%</td>
<td>71%</td>
</tr>
<tr>
<td>1</td>
<td>14-18</td>
<td>37%</td>
<td>66%</td>
</tr>
<tr>
<td>2</td>
<td>20-24</td>
<td>59%</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>24-28</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>28-30+</td>
<td>56%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: School data, December 2013

Priority 2

Develop positive and productive relationships between students, staff, parents and the wider community

Targets

By the end of 2013:

- achieve 85% of parents satisfied in relation to: community partnerships are valued, communication between the school and the parents is effective, and they receive appropriate information about their child’s learning
- achieve 85% of students/teachers satisfied in relation to: communication between this school and my parents is effective,
- achieve equal to system results in relation to student attendance at school.

School improvement domains covered with this priority

Learning and Teaching   Community Engagement   Student Environment

Progress

Key strategic actions in 2013 towards this priority were to:

- embed our shared school mission and vision
- promote a sustainable school environment
• develop effective governance and decision making structures
• develop and implement effective systems that allow for positive staff and student interactions
• develop effective communication strategies which allow the sharing of information in relation to a child’s academic, social and emotional needs.
• provide opportunities for collaborative learning with all members of the school and community.

The extensive work undertaken in 2011, to develop a common understanding of the school’s mission and values has been strengthened and further embedded in 2013.

School awards with the school values of caring, a positive attitude, learning and respect continue to be used at sector assemblies each team. In line with our vision of high expectations a new Co-Principals’ Award was introduced for our whole school assemblies. This award is presented to one student in each year level who models all the school values. The Namadgi School values are explicitly taught and monitored as part of classroom management and students are developing a common language to describe the behaviours associated with each of the values which are on display throughout the school. Each value is unpacked for students to see with the resulting increased awareness and reference to the school values.

All school activities and projects undertaken, such as excursions and community events, are framed in terms of meeting the school values, vision and mission. A highlight in semester 1 were the Primary Honour lunches with the co-principals held for students displaying the value of respect in all their behaviours.

School satisfaction survey results in 2013 indicate that 100% of staff know the school values and that the school values are embedded in their teaching. Comparable data was not available for students and parents due to the change in the school satisfaction data collection this year.

In relation to promoting a sustainable school environment the environment working group has been set up to develop a school environment management plan, with a view to better utilising the resources of the Urambi Environmental Centre purpose-built on the school site. A Bush Tucker Garden was established at the O’Halloran Site preschool and vegetable gardens are being developed by a number of classes across the school. Secondary students have participated in Water Watch activities with the Southern ACT Catchment Group and there are plans to further strengthen this partnership in 2014. A Japanese Garden was established in term 3 as part of a Project Based Learning week in term 2.

Waste Wise Warriors continues to be a program with active participation by students. Bins designed to separate waste in the classrooms have been trialled and a Student Leadership Council (SLC) environment project called Slam Dunk Your Junk using basketball hoops to throw away rubbish for secondary students has also been trialled this year. Foods scraps are sent to the worm farm and drinking water using the water stations is actively encouraged by staff. Units on environmental sustainability have been developed for secondary school students. A future direction for the school is the Stephanie Alexander Kitchen Program in 2014.
With Taylor Primary School on site it was difficult to determine or disaggregate whether there had been a reduction of energy and rubbish over time due to the shared use of buildings and facilities. 2014 will provide a better benchmark from which to determine these targets. A rubbish audit will be conducted early in term 1 2014.

**The third strategy of developing effective governance and decision making structures** continue to be developed at the school. Students have a variety of opportunities to participate in school leadership. Two year 9 students are in their second year of student representation on the school board. The school board meets twice a term and they actively participate with their student reports to the board. The Sun Protection Policy was developed with staff and community consultation. The school now has accreditation as a SunSmart School from the Cancer Council of the ACT. The Enrolment Policy was updated, preschool policies were approved and the review of the homework policy is underway. Parent consultation through electronic surveys has met with the highest parent input to date.

A peer mentoring program for the whole school has been developed and has been further embedded in 2013. The years 6-9 Student Leadership Council (SLC) continues to strengthen its partnership with Ashcroft High School on student leadership through teleconferences and visits. Students visited Ashcroft High School in term 1 and the school reciprocated with a visit to Namadgi School in term 4. The SLC has raised money for Namadgi School students representing the ACT at sporting competitions and have developed and implemented the sporting house system in 2013. The Primary School Leadership Council (K-5), the Kids Council, was implemented in 2013 with representatives attending the Ministers Student Congress in term 4. A year 9 student was elected as the Tuggeranong representative of the Minister’s Student Congress for 2013 and another Namadgi School student has been elected the Tuggeranong regional representative for 2014. The Lions Club of Tuggeranong hosted the blind motivational speaker Lorin Nicholson for Namadgi School and he ran a separate workshop for the student leadership council members. Seven girls in years 7 and 8 participated in the YWCA Y-Aspire leadership program in term 4 and Namadgi School will be continuing their involvement with this program in 2014.

Students were also involved in decision making with the development of the senior school uniform which was approved by the school board in term 4.

In the new school satisfaction survey in 2013 comparable data on students having opportunities in decision making was not available. However, two items in the survey relate to this strategy. Only 43% of students stated the school took students opinions seriously while 65% believed the school gave them opportunities to do interesting things. These results are equal to other P-10 schools satisfaction but provide us with opportunities for improvement.

**The fourth strategy was to develop effective processes that allow for positive staff and student interactions.** In 2013 this continued to be developed and refined at Namadgi School. The school was successful in engaging the directorate’s Behaviour Support Partner (BSP). Their role included supporting the school to achieve their goal of “building a positive school community” through the implementation of the Pastoral Care Plan. In 2013 the BSP has led the Building Quality Relationships working party and developed agreed processes and flowcharts for behaviour management.
In relation to empowering staff and students to understand and consistently use workshops were offered again in 2013. Choice Theory has a strong philosophical underpinning of building quality relationships with students and parents. In 2013 one parent participated in the Choice Theory Workshop. A survey of staff on Choice Theory this year indicated that 21 of 32 staff had been trained in Choice Theory and that staff overwhelmingly want more opportunities to share strategies and practices. The BSP led professional learning for staff in the Essential Skills program.

Examples of program implementation that allowed for strong interactions with students included: Cross-sector peer tutoring, Pastoral Care Plan Breakfast Club, Staff vs Student sport games during lunchtimes, acknowledgement and positive reinforcement and celebration of students engaged in learning and following the student code of conduct.

Pastoral Care programs run in 2013 were: Respect Communicate Choose, the Butterfly Program and Rock and Water Program, Y-Aspire and Angry Faces.

There was explicit teaching of Social and Emotional Learning (SEL) through Bounce Back (K-5) and Pastoral Care Lessons (6-9) and to reinforce the SEL program there were Social Emotional Learning Assemblies for early childhood every Monday morning to start each week.

Secondary staff attended Social and Emotional Learning, Trauma, Managing Behaviours and Bullying and MindMatters professional learning in 2013. School based units of work on social and emotional learning were also developed.

The school also implemented component 2 of Kidsmatter. Pastoral Care Programs covered the areas of social and emotional learning, academics, community, Aboriginal and Torres Strait islander Students, leadership, careers and disadvantage.

In the Kidsmatter staff survey:

- 71% of respondents agreed, or strongly agreed with the statement “Our school provides opportunities for all members of the school community to share their views and contribute to school decisions”.
- 85% of respondents agreed, or strongly agreed with the statement “Building collaborative relationships with parents and carers is a priority for our school”.
- 95% of respondents agreed, or strongly agreed with the statement “Children’s mental health and wellbeing is better supported when home and school work together.”

In 2013 the school continued to raise the profile of sports and physical education (PE) at Namadgi School to allow for positive staff and student interactions. Indicators of success have been the high numbers of students engaged in whole school sporting carnivals and the senior students taking on leadership roles. There were increased numbers of students representing the ACT in 2013 (from one student in 2012 to three in 2013). The number of outside sporting agencies have also increased with the inclusion of Erindale College Aboriginal and Torres Strait islander student sport leadership program with EC students at Namadgi School, the primary after school sports program, the continuation of Blueearth, The National Rugby League and the increased numbers of students in the Young’s Swim program. A roles and responsibilities flow chart for all processes across the school are being
developed including processes for running sporting events which will be trialled for the first Namadgi Swimming carnival to be run in term 1 2014.

The number of outside number of outside agencies/programs offered in collaboration with Namadgi School increased to 15 in 2013 an increase of 50% over 2012.

Our final approach in this strategy was to improve student engagement in the secondary context. Evidence of the success of this includes:

Student attendance was 91.5 percent in 2013 which is just above the system average of 91.3 per cent.

We developed a Middle School Information package for all school enrolment packs.

Namadgi School worked towards developing effective communication strategies which allow the sharing of information in relation to a child’s academic, social and emotional needs. The five areas we focussed on to support this were:

**Developing a communication strategy for Namadgi School.** We completed and implemented the communication strategy and placed this on the school’s website with a flowchart of communications. All communication documents have a corporate image. The percentage of parents/carers who are satisfied with their child’s education target of at least 88% was not reached (79%).

**Investigating the use of contemporary communication means.** We developed a school app to support communication with families. Parents of the Namadgi School use it for updating contact details, ordering lunches online, event updates and messaging. Latest data about the proportion of parents who use the app is unavailable due to changes in the app interface. 6Sixty eight percent of parents found the app useful /very useful in the newsletter survey at the end of last year.

**Implementation of Edmodo.** Edmodo was implemented mainly in the secondary school and whole staff were trained in its use. Parents have been surveyed through a communications and newsletter survey and indicators of success include the high rate of usage by students and parents.

**Reviewing and refining the newsletter and website.** The school website was updated and two homework and newsletter/communications surveys were run for parents in term 4. Indicators of success were the positive response to the newsletter survey and higher number of parents responding to the surveys. Surveys conducted in the school in 2011 has 22 number of responses, while in 2013 there were 64 number of responses. A new look newsletter will be developed in 2014.

**Reviewing reporting structures and documents.** An aligned school assessment and reporting schedule has been embedded along with the introduction of Accelerus with better data storage and report writing capabilities. Open Nights, information evenings and transition days were available across the sectors and all year levels. Parent response to
surveys indicated 76% of parents agreed they receive appropriate information about their child’s learning. This was an increase of 3% over 2012 but did not reach the target of 85%.

To further the priority, Namadgi School has provided opportunities for collaborative learning with all members of the school and community in 2013. Highlights have been the learning journeys where parents can engage with learning activities in the classroom. Parent participation in the learning journeys in term 3 were the most successful to date with a high percentage of parents attending particularly for years 3-5.

Parent reading orientation sessions held for all parents in kindergarten and Parent Partnership Program in kindergarten inducts parents to reading and other learning strategies for home learning. The Early Childhood Science Night was a great success with parents where they were involved learning about how science works in many practical and fun ways. Parents also attended a workshop on occupational therapy and physiotherapy delivered by Therapy ACT in term 4.

Indicators of success for parent reading orientation sessions had 100% attendance. The parent Choice Theory workshop was postponed due to time constraints in semester 2.

These were the indicators for Parent and community participation in school events and projects:

There were six parent community events over the year starting with a parent initiated fundraiser, the World’s Greatest Shave in term 1 followed by the welcome BBQ in term 1, the Bush Tucker Garden opening at the preschool, and Early Childhood science evenings in term 2, Learning Journeys, two Reconciliation Action Plan (RAP) meetings for parents, Grandfriends morning and Namadgical in terms 3 and 4 and learning journeys and parent information evenings in term 3. The Seasons for Growth program ran in Term 4 and the RAP is expected to be completed early in 2014. Over 50 parents were present at the inaugural World’s Greatest Shave; 30 parents at the Bush Tucker Garden opening, 150 parents at the science evening and over 200 for the learning journeys (K-5) an increase of 25% over 2012. There was an increase of 10 percent of grandparents in 2013 (50) over 2012 (40).

In response to parent requests we moved our Community Arts Event Namadgical from Public Education Week in May to Children’s Week in October focused on the Canberra Centenary and had parent and community involvement for the interactive scenes as well as P&C support with a BBQ. The traditional Grandfriend’s morning was held again in Children’s Week with the kindergarten choir performance being very well attended. Grandparents and friends were invited to read with their grandchildren and to experience the unique learning environment of early childhood.

Parent responses to the homework survey in term 4 indicate a strong interest by parents in workshops in literacy, numeracy and science and they will be a focus for delivery in 2014.

Our efforts in 2013 as seen by our stakeholders, and as they relate to our identified targets for this priority show the school still has a way to go to achieve this priority. Note that some items no longer exist in the national parent and student survey.
Table: Percentage of stakeholders who agree or strongly agree with survey items

<table>
<thead>
<tr>
<th>Item</th>
<th>2012</th>
<th>Target</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent: Community partnerships are valued and maintained</td>
<td>63</td>
<td>85</td>
<td>54</td>
</tr>
<tr>
<td>Parent: Communication between the school and parents is effective*2013 Item: This school take parents opinions seriously</td>
<td>60</td>
<td>85</td>
<td>55</td>
</tr>
<tr>
<td>Parents: I received appropriate information about my child’s learning</td>
<td>73</td>
<td>85</td>
<td>76</td>
</tr>
<tr>
<td>Students: Communication between this school and my parents is good</td>
<td>59</td>
<td>85</td>
<td>NA</td>
</tr>
<tr>
<td>Teachers: Communication between this school and parents is effective</td>
<td>67</td>
<td>85</td>
<td>82</td>
</tr>
</tbody>
</table>

Source: System Satisfaction Survey, 2012-2013

Only 54% of parents believed that community partnerships are valued and maintained. This result will require further analysis as the number of community partnerships developed this year has increased and been maintained, for example the breakfast club with volunteers from the Smith Family, Bendigo Bank and the Communities@Work. The low number of parents completing the survey (62) is also a cause for further work in 2014.

While there is a low response to the item of effective communication or the new item of the school takes parents opinions seriously 81% of parents believed that they could talk to their child’s teacher about their concerns and 79% believed that their child’s learning needs were being met. Improving communication is important to Namadgi School and efforts have been put into developing and improving a number of communication channels. This has included the introduction of regular Principal’s morning teas, at which parents are encouraged to bring up any issues that concern them.

Preschool Unit- Quality Improvement
The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School’s Operating Plan.

Education program and practice
- The Early Years Learning Framework is used to scaffold planning. Staff have attended a number of professional learning in relationship to this curriculum framework.
- Programming is directly linked to the children’s ideas and play.
• Children’s learning is scaffolded with intentional teaching episodes planned and delivered.
• Regular opportunities for families to contribute to programming through informal conversations, programs on display and learning journeys and stay and play.
• The majority of families have contributed to genuine goals through beginning of year interviews.
• Preschool philosophy developed with input from families and educators.
• Aboriginal and Torres Strait Islander perspectives embedded in practice and programs.
• Educator programs are annotated to show evidence of critical reflection.
• Incursions and events to support Inclusion and engagement through the Indigenous Dance program, Obstacleathon, Farm and National Zoo

Children’s health and safety
• O’Halloran and Boddington Campus participated in Catch Me If You Can gross motor program.
• Planned gross motor experiences for children to participate in daily.
• Extra staffing to ensure that children with additional needs are adequately supervised (for example 24 hour oxygen requirements)
• Educators trained in First Aid, Anaphylaxis, Asthma at both O’Halloran and Boddington sites.
• Vegetable gardens promote Slow Food.
• Model and promoting healthy eating.
• Accurate completion of risk assessments for preschool events.

Relationships with children
• Social skills explicitly taught and celebrated.
• Documentation shows planned and spontaneous activities.
• Time spent with children debriefing incidents and supporting children to construct multiple solutions.
• Children are encouraged to develop independence – process is in place to allow for self-help skills to be developed.
• Transition programs developed to support students in moving towards Kindergarten.

Staffing arrangements
• Strong sense of communication, support, respect and collaboration between preschool educators – sharing of resources and experiences, professional discussion.
• Social relationships contribute to productive professional relationships.
• Planning and reflection time allocated for teacher/LSA ensures active and reflective planning.
• Relief staff handbook produced.
• Interagency support, cross-sector support, network opportunities in terms of sharing afternoons.
• Educators undertake quality, relevant professional learning.
• Professional Pathways and performance review processes followed.
Leadership and management
- Professional learning community – through sharing practice and knowledge through team and staff meetings.
- Leadership undertake reflection practices and include staff input in decision-making processes.
- Leadership is shared amongst preschool staff.
- Importance of continuity of educators recognised and planning and staffing reflect this.
- All staff involved in development of Quality Improvement Plan.
- Philosophy developed with input from all stakeholders.
- Comprehensive relief folder and routines displayed to assist in inducting new staff.
- Policies and paperwork readily available for staff in staff room and on website.
- Policies developed through consultation and approved by the School Board (Nutrition, Interaction with Children, Acceptance and Refusal of Authorisations, Delivery and collection of Children and Determining the Responsible person).

Physical environment
- Promotion of sustainable practices: light timers, worm farm, vegetable garden, recycling, sorting of lunch scraps/packaging.
- Classroom furniture able to create nooks and quiet areas.
- Musical machine challenges children, allows for exploration, risk taking.
- Children use a range of resources during play experiences, which allow children to explore, solve problems, create and construct.
- COLES Junior Landcare grant received for the Bush Tucker garden Project was completed.

Collaborative partnerships with families and communities
- Boddington Campus PPA very active and successful – both in terms of fundraising and social events for families.
- Orientation to Preschool 2013 – enrolment schedule developed; information night, information folder, family orientation visits, individual family interviews.
- Transition to kindergarten program – EC assemblies, Science night, visits to library, canteen, gym, Village performing Arts Centre, buddy program with EC students, Kindergarten class visits, Kindergarten Info Evening, Parent interviews.
- Term Overviews provide opportunities for families to give feedback about planned experiences.
- NQS quarterly newsletter – updates families on our self-study process and invitations to contribute to meetings, surveys, working parties etc.
- Strong partnership with Early Intervention Unit and TACT.
- Application for ACT Preschool Matters grant to improve opportunities for family engagement.
- Develop family/community network through events such as the Family Bush Dance, Mothers’ and Fathers’ Day, Stay and Play and community BBQs.
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 $995.00

Voluntary contributions
This school received $14,476.36 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 2013.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing 2013</td>
<td>$50,384</td>
<td>June 2014</td>
</tr>
</tbody>
</table>
**Endorsement Page**

I declare that the Namadgi 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-
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) Contravene 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-
   a) be present when the board considers the issue or
   b) 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: Matt Breakwell  David Dutton  Katie Preston
Community Representative: Coralie McAllister
Teacher Representative: Ros Woods  Cathy Radisich
Student Representative: Jack Feint  Maddy Young
Board Chair: Matt Breakwell
Principal: Pam Rosser and Charlie Morrice

We certify that to the best of our 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: [Signature]
Date: 20/3/14

Principal Signature: [Signature]
Date: 20/3/14

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

Board Chair Signature: [Signature]
Date: 20/3/14