

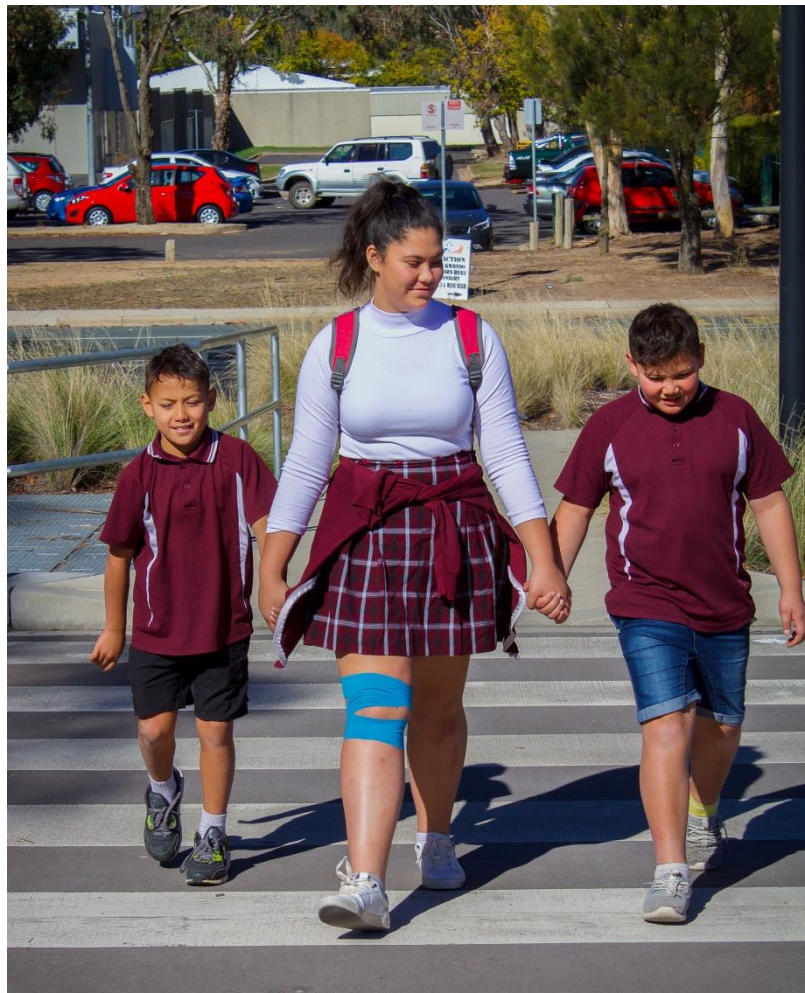


A LEARNING COMMUNITY

# Namadgi School

---

## Annual School Board Report 2017



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

## Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2017

Material in this publication may be reproduced provided due acknowledgement is made.

## Contents

---

School Board Chair Report.....	1
Context.....	1
Student Information .....	2
Student enrolment.....	2
Student attendance .....	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition .....	3
School Review and Development .....	4
School Satisfaction .....	4
Overall Satisfaction .....	4
Learning and Assessment .....	6
Performance in Literacy and Numeracy .....	6
Early years assessment .....	6
NAPLAN.....	6
Outcomes for College Students .....	<b>Error! Bookmark not defined.</b>
Post School Destination .....	<b>Error! Bookmark not defined.</b>
Performance in Other Areas of the Curriculum.....	7
Financial Summary.....	8
Professional Learning.....	9
Voluntary Contributions .....	9
Reserves.....	9
Endorsement Page.....	10
Members of the School Board .....	10

## School Board Chair Report

---

On behalf of the School Board we believe 2017 was a good year for the board and school. The board continued its close working relationship with the school and the executive team. The positive NAPLAN data demonstrated a positive outcome for years 3 & 5. There is still work to be done but improvements are there. The board has also worked closely with the executive on the schools budget and the staffing debt. The board is also very supportive of the staffs professional development as part of the schools improvement agenda.

The board also provided backing behind other actions to progress more urgent school improvements like the shade structure built over the senior play area. This construction was a big plus for the long term health and wellbeing of all students going through Namadgi. Having a shaded area to go and play in outside in the hot Canberra summers instead of being kept inside is a positive addition to the environment at Namadgi. This was a result of the combined effort of the entire school community including the Principal, Board and the P & C and demonstrated how the Namadgi school community united with the shared goal of improving the student learning environment. The Board has also continued to strengthen their relationship with the P & C and in 2017 enjoyed a close and cooperative working relationship which contributed towards combined goals to support a variety of school improvements.

It is clearly evident that the entire school community has a high level of confidence in the school's executive team as well as all staff members and Namadgi community spirit has significantly increased as a result. The Board is satisfied that 2017 was a year for continued growth in strategic development and planning at Namadgi School. The building of confidence, trust and collaboration in the Executive team and further development of communication and community spirit across all levels was appreciated by the Board and in turn enabled the school and Board to function at a high level.

## School Context

---

The focus at Namadgi School has consistently been to develop a P-10 structure operating a middle school model with Years 6,7,8. The current model focusses on a Preschool setting, a Kindergarten to Year 5 structure as a Primary School, Years 6,7,8 as a Middle School and Years 9,10 as a High School.

In 2017 Namadgi School embarked on significant staffing changes with senior management. In May 2017, following a period of another acting principal colleague, the current principal was appointed. By July a two deputy principal model was introduced and three school leader C positions were added to the existing executive structure. During this cycle Namadgi School has changed signification proportions of teaching staff and leadership staff.

The student population increased in 2018, building from 2017. Current numbers indicate 712 students attending inclusive of special needs. New enrolments have been accepted from the Catholic and Independent school systems along with our local feeder in-area school.

## Student Information

### *Student enrolment*

In 2017 there were a total of 621 students enrolled at this school. This enrolment data does not include special needs students.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	310
Female	311
Aboriginal and Torres Strait Islander	72
LBOTE*	124

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2017. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: 2017 Attendance rates in percentages**

Year level	Attendance rate
K	91.0
1	91.0
2	87.0
3	90.0
4	91.0
5	92.0
6	91.0
7	88.0
8	85.0
9	84.0
10	86.0

Source: Planning and Analytics, December 2017

Namadgi P-10 School supports student attendance through the Directorate Policy as well as our school priorities to improve positive relationships. Embedded within the schools five year strategic plan and annual action plan are key improvement strategies that target student attendance.

2017 strategic plans included improving attendance data of Aboriginal and Torres Strait Islander students.

Non-attenders were managed through school procedures that include phone calls to families, letters home from the Deputy Principal and Principal, support from the NSET team along with school-based parent interviews to address attendance concerns.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	56

Source: Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of Namadgi School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	56
Teaching Staff: Full Time Equivalent Permanent	42.20
Teaching Staff: Full Time Equivalent Temporary	9.80
Non Teaching Staff: Head Count	24
Non Teaching Staff: Full Time Equivalent	19.99

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander teaching staff member at this school and one Indigenous Education Officer.

## School Review and Development

---

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. 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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Namadgi School was reviewed in 2017. A copy of the Review Report can be found on the school website.

## School Satisfaction

Schools 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 2017 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 2017, 70% of parents and carers, 69% of staff, and 66% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

A total of 48 staff responded to the survey. Please note that not all responders answered every question.



**Table: Proportion of staff in agreement with each national opinion item**

National opinion item	
Teachers at this school expect students to do their best.	93
Teachers at this school provide students with useful feedback about their school work.	82
Teachers at this school treat students fairly.	87
This school is well maintained.	75
Students feel safe at this school.	74
Students at this school can talk to their teachers about their concerns.	87
Parents at this school can talk to teachers about their concerns.	85
Student behaviour is well managed at this school.	35
Students like being at this school.	74
This school looks for ways to improve.	87
This school takes staff opinions seriously.	53
Teachers at this school motivate students to learn.	87
Students' learning needs are being met at this school.	69
This school works with parents to support students' learning.	73
I receive useful feedback about my work at this school.	50
Staff are well supported at this school.	51

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 67 parents responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of parents and carers in agreement with each national opinion item**

National opinion item	
Teachers at this school expect my child to do his or her best.	84
Teachers at this school provide my child with useful feedback about his/her school work.	69
Teachers at this school treat students fairly.	80
This school is well maintained.	85
My child feels safe at this school.	82
I can talk to my child's teachers about my concerns.	79
Student behaviour is well managed at this school.	58
My child likes being at this school.	85
This school looks for ways to improve.	67
This school takes parents' opinions seriously.	63
Teachers at this school motivate my child to learn.	70
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	68
This school works with me to support my child's learning.	64

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 171 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in years 5 to 10 in agreement with each national opinion item**

National opinion item	
My teachers expect me to do my best.	88
My teachers provide me with useful feedback about my school work.	69
Teachers at my school treat students fairly.	58
My school is well maintained.	54
I feel safe at my school.	58
I can talk to my teachers about my concerns.	47
Student behaviour is well managed at my school.	32
I like being at my school.	56
My school looks for ways to improve.	63
My school takes students' opinions seriously.	49
My teachers motivate me to learn.	71
My school gives me opportunities to do interesting things.	71

Source: 2017 School Satisfaction Surveys, August/September 2017

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 Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## 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 1 and 2.

**Table: Namadgi School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	38	88	35	48
ACT	51	124	39	55

Source: Planning and Analytics

## NAPLAN

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

In 2017, 7.00 % of year 3 students, 8.00 % of year 5 students, 2.00 % of year 7 students and 11.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

**Table: Namadgi School 2017 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	397	442	479	517	492	554	561	590
Writing	378	412	435	475	445	512	500	550
Spelling	380	411	456	494	483	541	550	582
Grammar & Punctuation	357	441	449	503	485	545	545	580
Numeracy	371	417	450	496	492	552	563	591

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

## Performance in Other Areas of the Curriculum

In 2017 Namadgi school was congratulated for achieving higher than National average growth in Year 5 Reading. Confirmation of this achievement came in an email from Robert Randall, Chief Executive Officer of ACARA (Australian Curriculum, Assessment and Reporting Authority).

Work has commenced to improve planning and delivery of the Australian Curriculum from Kindergarten to Year 10 with the aim being to close the gap in other curriculum areas across the school.

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	445595.14	403880.06	849475.20
Voluntary contributions	5830.00	1580.00	7410.00
Contributions & donations	350.00	1352.00	1702.00
Subject contributions	8490.00	400.00	8890.00
External income (including community use)	63279.35	32423.10	95702.45
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3197.41	2699.72	5897.13
<b>TOTAL INCOME</b>	<b>526741.90</b>	<b>442334.88</b>	<b>969076.78</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	91824.92	190443.91	282268.83
Cleaning	120705.70	129775.82	250481.52
Security	965.00	5568.15	6533.15
Maintenance	64314.85	41212.99	105527.84
Administration	30906.10	21603.97	52510.07
Staffing	1464.43	841.26	2305.69
Communication	23850.92	7531.05	31381.97
Assets	27529.68	47239.25	74768.93
Leases	27366.18	23554.68	50920.86
General office expenditure	4836.96	29007.53	33844.49
Educational	68009.86	41944.35	109954.21
Subject consumables	21311.69	12129.51	33441.20
<b>TOTAL EXPENDITURE</b>	<b>483086.29</b>	<b>550852.47</b>	<b>1033938.76</b>
<b>OPERATING RESULT</b>	<b>43655.61</b>	<b>-108517.59</b>	<b>-64861.98</b>
<b>Actual</b> Accumulated Funds	151104.02	140509.11	140509.11
Outstanding commitments (minus)	0.00	0.00	0.00
<b>BALANCE</b>	<b>194759.63</b>	<b>31991.52</b>	<b>75647.13</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,224.

## Voluntary Contributions

All Voluntary Contributions were used to support the general operations of the school in 2017. The spending of voluntary contributions is in line with the approved budget for 2017 and include resourcing consumables (Primary and Preschool) and elective resources (High School).

Total Voluntary Contributions received in 2017: \$7,410

## Reserves

Name and Purpose	Amount	Expected Completion
No reserves were set in the 2017 budget		

## Endorsement Page

---

### Members of the School Board

<b>Parent Representative(s):</b>	Catherine McLachlan,	Carrie Coghlan,	Rita Palasrinne.
<b>Community Representative(s):</b>			
<b>Teacher Representative(s):</b>	Peter Curtis,	Helen Lascaris	
<b>Student Representative(s):</b>	Dylan Nagy,	Shaun Payne	
<b>Board Chair:</b>	Matt Breakwell		
<b>Principal:</b>	Gareth Richards		

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

Board Chair Signature: Matthew Breakwell

Date: 30 / 4 / 2018

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 in 2017.

Principal Signature: Gareth Richards

Date: 30 / 4 / 2018