



A LEARNING COMMUNITY

# Namadgi School

## Annual School Board Report 2019



Mr Richards reading with Kindergarten students in the library during break time.

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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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# Contents

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Reporting to the community.....	1
Summary of School Board activity .....	1
School Context .....	2
Student Information .....	2
Student enrolment.....	2
Student attendance .....	3
Supporting attendance and managing non-attendance.....	3
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition .....	4
School Review and Development .....	4
School Satisfaction .....	4
Overall Satisfaction .....	5
Learning and Assessment .....	7
Performance in Literacy and Numeracy .....	7
Early years assessment .....	7
NAPLAN .....	7
Financial Summary.....	8
Voluntary Contributions .....	9
Reserves .....	9
Endorsement Page.....	11
Members of the School Board .....	11

## Reporting to the community

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Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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In 2019, the relationship between the school community, Executive Team and the Namadgi School Board continued to strengthen which resulted in further, positive progression of the school's improvement agenda.

As in previous years, the Board has strongly supported the development and active review of policy, programs and strategies with a particular focus this year, on the building and enhancement of academic and wellbeing programs to support our students. For example, the Board continued support for the activities of the school's Professional Learning Communities (PLCs), which included continued focus on school-based processes to strengthen curriculum, assessment, moderation and reporting in all learning areas P-10. The Board supports the strengthening of early intervention and support systems to work with students in need, as well as the continued focus on writing and literacy development with the Primary team engaged in the Early Years Literacy Program and the High School being involved in the High School Writing Project. The Board is strongly supportive of the alignment of literacy goals with the improvement agenda to ensure a positive impact on student learning.

Budget and grounds management was also a key focus with works plans progressing on a "drop off and pick up" zone, carpark maintenance and renewed safety measures, and playground improvements planned for 2019/20. The Indigenous ceremonial garden in the middle of the school grounds was successfully constructed to reflect Namadgi's cultural integrity journey and was opened in Term 4, 2019. The Board also supported the construction and opening of a memorial garden and bench in honour of one of our primary school students who passed away in 2018.

The further development of student engagement has been a significant milestone with the development of several programs including the Tier 3 Offsite iNspire program, PCYC, Lions Youth Haven Farm, Sailing and parental engagement through activities such as the preschool working bee's and the dry creek bed.

Finally, the Board and P&C have continued to forge a strong and unified approach to building and maintaining a strong community spirit in Namadgi school. A particular focus shared by the staff, Board and P&C this year was the promotion of community spirit within our Namadgi families through the united planning and celebration of school events, community partnerships, school wellbeing services and cultural integrity across the school. The Board initiated a successful annual partnership with the Kids in Care ACT Christmas Giving Tree Appeal, and the Namadgi community donated over 100 gifts to this charity for children in need in the ACT, in December.

The Board looks forward to building on the momentum of the school's improvement agenda in 2020, with continued growth efforts in the Namadgi community identity.

## School Context

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Namadgi School is a school located in the southern Canberra suburb of Kambah. The school opened in 2011, features modern teaching facilities and caters for students from Preschool to Year 10. It operates a middle school model with Years 6,7,8 as a Middle School and Years 9,10 as a High School. The school takes pride in promoting academic growth and engagement and wellbeing for all students.

The Namadgi School values are; Learning, Caring, Respect and Positive Attitude. Our students, staff and community helped to shape these values and are explicitly taught through a Positive Behaviours for Learning (PBL) focus. As a school we value diversity and nurture social, cultural and academic differences. The Namadgi School P-10 setting means that students can grow and learn with their cohort from Preschool entry to Year 10 graduation.

Student enrolments were again consistent throughout 2019 with slight growth towards the back end of Term 4. Data indicated 719 students attending during this period (including Preschool data). New enrolments continue to be accepted from the Catholic and Independent school systems along with our local feeder in-area school. The PEA policy is having a positive impact on our school growth.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 633 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	329
Female	304
Aboriginal and Torres Strait Islander	93
LBOTE*	132

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

## Student attendance

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

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	87.0
2	88.0
3	88.0
4	88.0
5	87.0
6	85.0
7	87.0
8	85.0
9	82.0
10	83.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

## Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	46.20
Teaching Staff: Full Time Equivalent Temporary	6.40
Non Teaching Staff: Full Time Equivalent	35.09

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Namadgi School was last reviewed in 2018. A copy of the Report of Review can be found on our school website alongside other Annual School Board Reports. Namadgi School will be reviewed again in 2022. Preparations for the 2022 Review are currently underway.

## School Satisfaction

Schools use a range 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 students from year 5 and above through an online survey.

## Overall Satisfaction

In this period of reporting, 75% of parents and carers, 77% of staff, and 54% of students 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.

A total of 53 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	
Staff are well supported at this school.	57
Parents at this school can talk to teachers about their concerns.	96
Staff get quality feedback on their performance.	43
Student behaviour is well managed at this school.	55
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	74
Students like being at this school.	79
Students' learning needs are being met at this school.	70
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	96
Teachers at this school treat students fairly.	91
Teachers give useful feedback.	80
This school is well maintained.	81
This school looks for ways to improve.	89
This school takes staff opinions seriously.	64
This school works with parents to support students' learning.	83
Teachers give useful feedback.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 102 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**

<b>National opinion item</b>	
I can talk to my child's teachers about my concerns.	90
My child feels safe at this school.	84
My child is making good progress at this school.	73
My child likes being at this school.	87
My child's learning needs are being met at this school.	72
Student behaviour is well managed at this school.	63
Teachers at this school expect my child to do his or her best.	80
Teachers at this school give useful feedback.	70
Teachers at this school motivate my child to learn.	76
Teachers at this school treat students fairly.	79
This school is well maintained.	92
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	63
This school works with me to support my child's learning.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 254 students responded to the survey. Please note that not all responders answered every question.

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

<b>National opinion item</b>	
I can talk to my teachers about my concerns.	49
I feel safe at this school.	35
I like being at my school.	50
My school gives me opportunities to do interesting things.	65
My school is well maintained.	31
My school looks for ways to improve.	55
My teachers expect me to do my best.	84
My teachers motivate me to learn.	66
Staff take students' concerns seriously.	49
Student behaviour is well managed at my school.	17
Teachers at my school treat students fairly.	50
Teachers give useful feedback.	57

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

**Table: Namadgi School PIPS 2019 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	46	109	39	56
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

Whilst preschool is not considered a compulsory year of schooling it is a focus area of Namadgi's Early Intervention program enacting intentional teaching and learning through the Early Years Learning Framework.

#### *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 this reporting period, 3.50 % of year 3 students, 8.10 % of year 5 students, 5.50 % of year 7 students and 1.90 % of year 9 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

**Table: 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	413	438	461	516	525	550	540	592
Writing	410	418	436	474	499	509	500	544
Spelling	368	408	470	497	528	542	538	584
Grammar & Punctuation	416	440	447	500	509	544	513	580
Numeracy	379	411	451	496	515	552	564	594

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Financial Summary

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

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	543577.48	430311.15	973888.63
Voluntary contributions	5717.00	2202.00	7919.00
Contributions & donations	6681.00	2467.30	9148.30
Subject contributions	9915.00	1905.00	11820.00
External income (including community use)	22914.91	30839.58	53754.49
Proceeds from sale of assets	127.27	0.00	127.27
Bank Interest	6244.90	5301.36	11546.26
<b>TOTAL INCOME</b>	<b>595177.56</b>	<b>473026.39</b>	<b>1068203.95</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	94220.21	173587.28	267807.49
Cleaning	136568.22	140959.08	277527.30
Security	425.37	48.00	473.37
Maintenance	36648.63	80848.97	117497.60
Administration	30551.55	8851.53	39403.08
Staffing	0.00	14941.37	14941.37
Communication	7501.73	17134.84	24636.57
Assets	28326.02	10024.92	38350.94
Leases	0.00	23797.92	23797.92
General office expenditure	28780.02	30746.87	59526.89
Educational	53409.41	28872.83	82282.24
Subject consumables	10916.74	-96.20	10820.54
<b>TOTAL EXPENDITURE</b>	<b>427347.90</b>	<b>529717.41</b>	<b>957065.31</b>
<b>OPERATING RESULT</b>	<b>167829.66</b>	<b>-56691.02</b>	<b>111138.64</b>
<b>Actual</b> Accumulated Funds	104924.99	224924.99	104924.99
Outstanding commitments (minus)	-92798.56	0.00	-92798.56
<b>BALANCE</b>	<b>179956.09</b>	<b>168233.97</b>	<b>123265.07</b>

## Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for this reporting period.

## Reserves

Name and Purpose	Amount	Expected Completion
<p>The reserve name: Staffing 2022</p> <p>a) This reserve was created to cover any potential staffing shortfall due to overstaffing the school for the purposes of OV risks such as lower class sizes, additional support staff or teachers.</p> <p>b) This reserve enhances student, school and community outcomes by providing safer learning environments and support mechanisms for students.</p>	<p style="text-align: center;">\$40,000</p> <p>This amount may not cover a total cost but will supplement other funding mechanisms such as CRS carry-over days.</p>	<p>To be completed if/when required by 2022. This could include any debt carried over from the 2021 school year.</p>
<p>The reserve name: Furniture 2022</p> <p>a) This reserve was created to replace broken / damaged furniture as required. It will also support the replacement and disposal of old interactive whiteboards.</p> <p>b) This reserve enhances student, school and community outcomes by allowing students to work at desks and sit on chairs that are safe and in appropriate working condition.</p>	<p style="text-align: center;">\$25,000</p>	<p>To be completed if/when required by 2022.</p>
<p>The reserve name: Grounds</p> <p>a) This reserve was created to enhance outdoor learning spaces for students, maintain safe playgrounds and improve the street scape of the open concrete areas of the school.</p> <p>b) This reserve enhances student, school and community outcomes by keeping equipment safe and</p>	<p style="text-align: center;">\$20,000</p>	<p>To be completed if/when required by 2022.</p>

<p>demonstrating a level of care for our learning environments.</p>		
<p>The reserve name: Villa Enhancements</p> <p>a) This reserve was created to enhance school buildings called Villas. It includes painting of murals and enhancements that sit outside of general maintenance costs.</p> <p>b) This reserve enhances student, school and community outcomes by improving the aesthetic appeal of our school walls and surrounds.</p>	<p>\$20,000</p>	<p>To be completed if/when required by 2022.</p>

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Ngairé Harvey.	
<b>Community Representative(s):</b>		
<b>Teacher Representative(s):</b>	Peter Curtis,	Lisa Wilson.
<b>Student Representative(s):</b>	Riley Kelly,	Mikayla Welsh.
<b>Board Chair:</b>	Catherine McLachlan	
<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: Catherine McLachlan

Date: 22 / 06 / 2020

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: Gareth Richards

Date: 22 / 06 / 2020