



MOUNT STROMLO
HIGH SCHOOL

Mount Stromlo High School
Annual School Board Report 2020

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

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

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

Summary of School Board activity

Mount Stromlo High School provides a nurturing, inspiring and dynamic learning community for its students. This is supported by a comprehensive and enriching academic program and an engaged approach to learning. This ethos carries over into the Mount Stromlo High School Board, which is a formal mechanism for parents, carers, staff and students to participate in the governance of the school.

Meeting six times during 2020, the working relationship of the Board, Executive, staff and students was highly collaborative, despite the challenges that COVID-19 and lockdown presented. The Board discussed a broad range of issues relating to teaching and learning within the school, improvements to the school environment, management of the school budget, and changes in education policies relevant to the operation of the school.

The Board recognised how well the school met the challenge of remote learning during 2020 and saw community relations strengthened through the popularity of the new bike and pump track available for use outside of school hours.

School Context

Mount Stromlo High School is proud to be a traditional coeducational public school providing high quality education for students in year 7 to year 10. Through purposeful educational experiences in and out of the classroom, teachers nurture and challenge students to become resilient, respectful and committed young people who make a positive contribution to the school and their community. Student learning and achievement is the core of our school. We have a strong sense of community as teachers, support staff, parents, carers and community organisations work together to support and develop our students. Our dedicated teachers are united in the belief that all students can learn to high levels and we are committed to building a collaborative and positive learning community that embodies the school values of respect, learning, pride and endeavour.

Student Information

Student enrolment

In this reporting period there were a total of 766 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	424
Gender - Female	342
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	19
LBOTE**	142

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

** Language Background Other Than English

Student attendance

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

Supporting attendance and managing non-attendance

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

Staff Information

Teacher qualifications

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

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

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all

school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	48.90
Teaching Staff: Full Time Equivalent Temporary	9.58
Non Teaching Staff: Full Time Equivalent	21.92

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 80% of parents and carers, 94% of staff, and 62% 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.

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

A total of 66 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	92
Staff are well supported at this school.	76
Staff get quality feedback on their performance.	66
Student behaviour is well managed at this school.	67
Students at this school can talk to their teachers about their concerns.	91
Students feel safe at this school.	83
Students like being at this school.	91
Students' learning needs are being met at this school.	82
Teachers at this school expect students to do their best.	92
Teachers at this school motivate students to learn.	92
Teachers at this school treat students fairly.	96
Teachers give useful feedback.	80
Teachers give useful feedback.	80
This school is well maintained.	79
This school looks for ways to improve.	92
This school takes staff opinions seriously.	76
This school works with parents to support students' learning.	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 157 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my child's teachers about my concerns.	86
My child feels safe at this school.	80
My child is making good progress at this school.	72
My child likes being at this school.	83
My child's learning needs are being met at this school.	75
Student behaviour is well managed at this school.	57
Teachers at this school expect my child to do his or her best.	78
Teachers at this school give useful feedback.	73
Teachers at this school motivate my child to learn.	70
Teachers at this school treat students fairly.	69
This school is well maintained.	75
This school looks for ways to improve.	80

This school takes parents' opinions seriously.	65
This school works with me to support my child's learning.	68

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Proportion of those who responded to each individual survey question

A total of 603 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

National opinion item	
I can talk to my teachers about my concerns.	46
I feel safe at this school.	53
I like being at my school.	51
My school gives me opportunities to do interesting things.	66
My school is well maintained.	44
My school looks for ways to improve.	61
My teachers expect me to do my best.	74
My teachers motivate me to learn.	55
Staff take students' concerns seriously.	52
Student behaviour is well managed at my school.	28
Teachers at my school treat students fairly.	43
Teachers give useful feedback.	48

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Proportion of those who responded to each individual survey question

Learning and Assessment

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

Financial Summary

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

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	293913.97	267052.26	560966.23
Voluntary contributions	17230.50	13552.50	30783.00
Contributions & donations	4920.00	9340.00	14260.00
Subject contributions	44117.42	35474.90	79592.32
External income (including community use)	14516.85	1000.00	15516.85
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5417.65	3982.82	9400.47
TOTAL INCOME	380116.39	330402.48	710518.87
EXPENDITURE			
Utilities and general overheads	56236.83	84900.99	141137.82
Cleaning	4993.64	0.00	4993.64
Security	0.00	372.35	372.35
Maintenance	236063.99	120098.33	356162.32
Administration	23609.48	40761.50	64370.98
Staffing	0.00	0.00	0.00
Communication	5009.88	7064.61	12074.49
Assets	74477.21	41311.60	115788.81
Leases	0.00	0.00	0.00
General office expenditure	19502.51	26842.04	46344.55
Educational	94499.20	51235.37	145734.57
Subject consumables	20276.52	40524.43	60800.95
TOTAL EXPENDITURE	534669.26	413111.22	947780.48
OPERATING RESULT	-154552.87	-82708.74	-237261.61
Actual Accumulated Funds	470107.17	622388.18	455928.18
Outstanding commitments (minus)	-21891.00	0.00	-21891.00
BALANCE	293663.30	539679.44	196775.57

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.

The Voluntary funds 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. There were no specific areas for spending the Voluntary Contributions however they help to “buffer” expenditure related to providing a quality educational facility for students at the school.

Reserves

Name and Purpose	Amount	Expected Completion
Special Project Grant 2020 For staff to have the chance to run a project or buy a specialised equipment which will increase the educational outcomes for Students.	\$10497.42	2020
Outdoor Education 2020 For outdoor education to buy extra equipment such as tents, sleeping bags, cooking equipment for camps.	\$2300.00	2021
Science textbooks 2020-23 We have been putting the contributions in the reserve to succession plan for purchasing new textbooks as their life span is approx. 4 years	\$1183.00	2023
Staffing 2021 In anticipation that we have a staffing debt	\$60000.00	2021
Tree Planting Maintenance 2022 To pay for the first year of watering and care for the trees planted by the directorate. Helps to improve the aesthetics of the school environment.	\$4000	2022
New Futsal Court 2022 To build a new outdoor soccer court which will be another pleasant outdoor area for the students to use and exercise on.	\$200000.00	2022

Endorsement Page

Members of the School Board

Parent Representative(s):	Deb Gradie
Community Representative(s):	Ben Sefton
Teacher Representative(s):	Rod Grieve Jaquie Campbell
Student Representative(s):	Ella Van Der Muellen James Webb
Board Chair:	Bronwyn Madge
Principal:	Peter Radford

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

2020 Board Chair Signature: Bronwyn Madge

Date: 20/06/2021

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Peter Radford

Date: 21 / 06 / 2021