



A LEARNING COMMUNITY

# Namadgi School

## Annual School Board Report 2020



Photographs on Front page

1. *Namadgi School Principal and Sarah Richards (Murrawuy Journeys) holding Sarah's artwork "Love and Kindness". The artwork is inspired by the quote "leave footprints of love and kindness wherever you go".*
2. *Namadgi School front facade*
3. *Namadgi students showcasing the new student led Indigenous designed uniforms*

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

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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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The Namadgi School Board (the Board) played a key role in supporting the School Executive Team (Executive) in managing the response required to manage the risk of COVID-19 in 2020. While the pandemic certainly had a substantial impact on usual school operations, the strength of the relationship between the Board, Executive and the school community ensured that Namadgi school was able to both adapt to the changing conditions necessitated to respond to the pandemic conditions, and continue to focus on the progression of the school's improvement agenda. This was important so as to ensure the experience of the staff, students and families at Namadgi was as positive, supportive and successful as possible.

During the ACT lockdown period between April and July 2020, the Board was proud to support the Executive, especially the Principal, with rapid action to prepare the community for remote learning. This included ensuring all students were supported to learn either in a different class setting onsite, at an alternative venue offsite, or at home with appropriate supervision. With efficient and proactive preparation, the Namadgi school community had a seamless transition to remote learning by the second day of the stay at home period. The Board commended the Executive and all of the school staff including teachers and the administrative staff on their fast, adaptive and responsive action to ensure students' learning was as unaffected as possible. Also, the school's particular response to at risk students was also commended.

Specific activities such as the "No assembly Friday" productions that were released to families to maintain connection brought humour, joy and hope in a difficult time for many. The Board was pleased to support the nomination for Principal Gareth Richards, for School Leader of the Year in the ACT Public Education Awards, which he won in November 2020. The award specifically recognised Mr Richard's contribution to the Namadgi school community and noted "the academic gains under his leadership have been exceptional, the growth in community spirit is incomparable and the connection between staff as well as with their students is inspirational". A number of other support staff and teachers were nominated or won an award. This was great recognition of the strength of all who contribute to the Namadgi community in times of normality and crisis.

The phased return of students to onsite learning was equally seamless. The Board supported all measures taken to ensure adherence to the ACT Government's COVID safe plans including check in QR codes, reduced parental presence on school grounds and ensuring students and teachers did not attend school grounds if unwell. As activities within the school environment returned to a post-pandemic normal in term 3 of 2020, the Board continued to strongly support the development and active review of school policy, programs and strategies with a continued focus on the enhancement, and subsequent evaluation. Support for academic and wellbeing programs to support our students, especially after the disruption experienced, were prioritised. An ongoing focus of the Board was to

ensure a positive impact on student learning as well as the strengthening of early intervention and support systems to work with students in need.

The Board also continued to support 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. Also, the Board strongly supported the alignment of literacy goals through 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 further development of student engagement has shown continued success through the Tier 3 Offsite iNspire program.

Budget and grounds management remained a key focus with works progressed during the period of remote learning to enhance our school facilities. This included two new audio visual screens in the Visual and Performing Arts Centre to enhance the experience for our community at assemblies and ceremonies. Further carpark maintenance and renewed safety measures were also introduced and playground enhancements were made in the preschool grounds.

Finally, the Board and P&C shared a joint focus on building and maintaining a strong community spirit in Namadgi school as best as possible in 2020 with limited opportunities to engage in person, but plans well and truly underway to celebrate the school's 10th birthday in 2021. The Board looks forward to building on the momentum of the school's improvement agenda in 2021, with continued focus on the Namadgi community identity and strength in community spirit with the P&C in celebration of this milestone for the school.

## School Context

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Namadgi School is a school located in the southern Canberra suburb of Kambah. The school opened in 2011 and caters for students from preschool to Year 10. Namadgi School provides a high quality holistic education in a safe and nurturing environment. The school takes pride in the academic and social growth of every student.

The school is well resourced to cater for every student's learning needs including gifts and talents. Along with a dynamic curriculum, there is a strong focus on literacy and numeracy development across all learning areas. In a growing Arts program the school has two school bands, a choir, Dance, Music and Drama Program alongside a highly evolved Visual Arts Program. Most recently the school has begun to showcase this growing strength through community performances and Exhibitions. Japanese language instruction is taught across the P-10 Curriculum with up to 30 languages offered in a flexible learning environment. Integration of technology is evident with Interactive whiteboards, laptops in all learning areas with an additional Apple Mac Lab for specialist courses. The school has a high quality Performing Arts Centre including two dance studios, an Environment Centre and a Gymnasium.

The sense of community between families, students, and teachers has created a safe and supportive school climate. Strong partnerships have been formed with community organisations which utilise the school facilities after hours. The school has a well resourced pastoral care and Response to Intervention model in primary and secondary to cater for the individual needs of students.

Due to the high quality professional spaces and as a hub for adult learning, the school is popular for professional learning for teachers across the ACT. Before and after-school care and holiday care is available on site. Every child at Namadgi School is challenged and supported to develop their skills and talents to their full potential, develop a strong sense of belonging and contribute to the building

of a safe and welcoming environment for all. The Namadgi School community focuses on the Positive Behaviour Learning values of Respect, Safety and Learning.

At Namadgi school, each student matters and each individual staff member acts as a powerful force for change in the lives of children and young people. [www.namadgi.act.edu.au](http://www.namadgi.act.edu.au)

## Student Information

### *Student enrolment*

In this reporting period there were a total of 713 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	372
Gender - Female	341
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	104
LBOTE**	83

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* If the number of non binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

\*\* 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	49.27
Teaching Staff: Full Time Equivalent Temporary	3.70
Non-Teaching Staff: Full Time Equivalent	35.78

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.

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, 81% of parents and carers, 82% of staff, and 47% 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 49 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.	50
Staff get quality feedback on their performance.	33
Student behaviour is well managed at this school.	50
Students at this school can talk to their teachers about their concerns.	90
Students feel safe at this school.	70
Students like being at this school.	76
Students' learning needs are being met at this school.	74
Teachers at this school expect students to do their best.	90
Teachers at this school motivate students to learn.	92
Teachers at this school treat students fairly.	84
Teachers give useful feedback.	65
This school is well maintained.	86
This school looks for ways to improve.	70
This school takes staff opinions seriously.	40
This school works with parents to support students' learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 69 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.	93
My child feels safe at this school.	81

My child is making good progress at this school.	71
My child likes being at this school.	90
My child's learning needs are being met at this school.	68
Student behaviour is well managed at this school.	58
Teachers at this school expect my child to do his or her best.	88
Teachers at this school give useful feedback.	79
Teachers at this school motivate my child to learn.	84
Teachers at this school treat students fairly.	78
This school is well maintained.	94
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	75
This school works with me to support my child's learning.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 131 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.	29
I feel safe at this school.	40
I like being at my school.	36
My school gives me opportunities to do interesting things.	52
My school is well maintained.	30
My school looks for ways to improve.	47
My teachers expect me to do my best.	73
My teachers motivate me to learn.	54
Staff take students' concerns seriously.	54
Student behaviour is well managed at my school.	12
Teachers at my school treat students fairly.	46
Teachers give useful feedback.	51

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## 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 BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

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

#### *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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	309455.17	294424.87	603880.04
Voluntary contributions	8992.00	2870.00	11862.00
Contributions & donations	630.00	9446.95	10076.95
Subject contributions	11430.00	1710.00	13140.00
External income (including community use)	8392.73	25312.99	33705.72
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3510.15	2874.06	6384.21
<b>TOTAL INCOME</b>	<b>342410.05</b>	<b>336638.87</b>	<b>679048.92</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	92344.55	158265.11	250609.66
Cleaning	0.00	0.00	0.00
Security	332.56	0.00	332.56
Maintenance	34330.59	39742.69	74073.28
Administration	32345.83	10090.88	42436.71
Staffing	0.00	30821.34	30821.34
Communication	7516.12	8153.53	15669.65
Assets	44632.41	20003.64	64636.05
Leases	0.00	0.00	0.00
General office expenditure	21653.65	25522.21	47175.86
Educational	52773.96	38185.15	90959.11
Subject consumables	6019.64	1602.73	7622.37
Other Payments	0.00	6526.48	6526.48
Directorate Funded Payments	0.00	2634.66	2634.66
<b>TOTAL EXPENDITURE</b>	<b>291949.31</b>	<b>341548.42</b>	<b>633497.73</b>
<b>OPERATING RESULT</b>	<b>50460.74</b>	<b>4909.55</b>	<b>55370.29</b>
<b>Actual</b> Accumulated Funds (31.12.20)	221511.10	211142.61	432653.71
Outstanding commitments (minus)	-1339.90	0.00	-1339.90
<b>BALANCE</b>	<b>270631.94</b>	<b>216052.16</b>	<b>486684.10</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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
<b>Staffing 2021</b> To enhance student learning by continuing to pay for additional support. PCYC, Menslink counsellor	40,000	2022
<b>Furniture 2021</b> To maintain replacement of end-of-life furniture including student desks, chairs, teacher's office chairs and classroom set-ups as required	25,000	2022
<b>Grounds maintenance</b> To upkeep existing gardens, astro turf, Softfall in playgrounds and maintain streetscape	20,000	2022
<b>Villa enhancement</b> To maintain internal painting, new walls for secure and separate learning spaces.	20,000	2021

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Ngaire Harvey	
<b>Community Representative(s):</b>	Vacant	
<b>Teacher Representative(s):</b>	Peter Curtis	Lisa Wilson
<b>Student Representative(s):</b>	Rahni Linn	
<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.

2020 Board Chair Signature: *Catherine McLachlan* Date: 12/07/2021

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: *Tiffany Mahon* Date: 12/07/2021