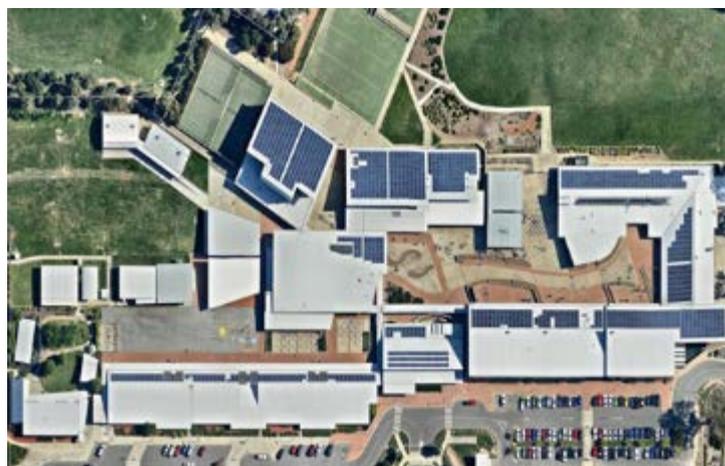




# Amaroo School

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## Annual School Board Report 2016



These photos show the front of Amaroo School as you enter the main entrance of the car park and an aerial view.

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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*'.

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The school website is [www.amaroos.act.edu.au](http://www.amaroos.act.edu.au).

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## School Board Chair Report

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Amaroo has had a fantastic 2016 with significant changes building on the successes of previous years. In 2016 we engaged a new Principal (Gai Beecher) who has mapped out a new direction for the school and is well supported by her executive team, teachers, support staff and students. The school completed its 5 yearly review with excellent results. Highlights included:

- A culture that promotes learning
- Targeted use of school resources
- Differentiated teaching and learning
- Effective pedagogical practices
- An expert teaching team

The school supports a broad range of extra-curricular activities including:

- Duke of Edinburgh award scheme
- Language excursions to Japan
- World challenge programs
- Careers expo
- School bands and many other great programs

Amaroo School is undergoing some major building works to prepare us for the coming years of Student growth. The school has also prepared well for the future with changes to structure and a continuation of the focus on Excellence and Inclusion. The School Board congratulates Gai and her team on the results achieved and looks forward to working closely to provide the financial governance, review and support its function requires.

## Context

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Amaroo School is located in the Gungahlin region and is the largest ACT public school. Our student enrolment in February 2016 was 1,690. Our student profile represents a highly diverse and multicultural background. We have 158 students from Australian Defence Force families and 550 students that speak English as their Second Language (EAL/D) in their homes. There are 18 Aboriginal and Torres Strait Islander students currently enrolled and we provide for 67 students with diagnosed special needs including two learning support classrooms for students with autism (LSUAs). We highly value our diversity as it represents the unique nature of the people in our school.

The establishment of Bonner as a new suburb and several new schools within the Gungahlin Network has had significant impact on the school's priority enrolment area. As a result, student enrolments will continue to grow and are expected to increase significantly in the next planning cycle, resulting in a potential school population in excess of 2000 students. In 2016 we had more students enrol in Year 7 from Neville Bonner Primary compared to 2015 and we expect the numbers to steadily increase. (During the 2016 school year we had 121 new enrolments across the school.) Due to the large number of Australian Defence Force families, the school has a transient enrolment pattern and at the end of 2015 there were 31 students who moved interstate or overseas.

## Student Information

### *Student enrolment*

In 2016 there were a total of 1,568 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	791
Female	777
Indigenous	23
LBOTE	545

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	93.0
1	94.0
2	94.0
3	94.0
4	94.0
5	96.0
6	94.0
7	94.0
8	92.0
9	93.0
10	91.0

Source: Planning and Analytics, December 2016

The table above shows that Amaroo School has very good attendance rates (above 90%) for all year levels.

Amaroo School has a number of processes in place to support the compulsory attendance of students across P – 10. These processes are communicated to all staff and the parent community via emails, information evenings, newsletter and reporting procedures.

- All students have roll call at the start of each day, with absences sent to the secondary and primary administration areas.
- Parents are requested to call the school or use the students absence app if their child is away so this can be recorded.

- An SMS message is sent to parents notifying them of their child's absence if the school has not received any prior notification of absence. When the school receives an explanation for absence, records are updated.
- Attendance is then checked an additional time during the day for primary, and each lesson change for secondary. Any variations are communicated to the administration areas where staff check to see if students have signed out, gone to sick bay, are attending excursions or special programs or with other school personnel.
- If a student is absent three or more consecutive days a phone call will be made to parents to confirm absences and determine when the student will be returning.

## 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 2016.

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

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	38

Source: Teacher Quality Institute, 16 December 2016

### *Workforce composition*

The 2016 workforce composition of Amaroo School is highlighted 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	117
Teaching Staff: Full Time Equivalent	111.5
Non Teaching Staff: Head Count	41
Non Teaching Staff: Full Time Equivalent	31.8

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are three indigenous staff members at this school.

Amaroo School has had continual growth in enrolments between 2013 and 2016 creating the need to recruit additional staff each year (the staffing profile grew by 27 classroom teachers and 19

administrative staff during this period). A number of permanent staff were also put on contracts to cover staff taking maternity leave.

## Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 6500 (this includes volunteers for home reading, P & C, Board, canteen, Amaroo Angels, excursions, transport, uniform shop and maths support).

## School Review and Development

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In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Amaroo School was reviewed in 2016. 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 2016 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 2016, 85% of parents and carers, 93% of staff, and 77% 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.

The results for the 95 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	97
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	95
This school is well maintained.	80
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	66
Students like being at this school.	89
This school looks for ways to improve.	94
This school takes staff opinions seriously.	67
Teachers at this school motivate students to learn.	98
Students' learning needs are being met at this school.	89
This school works with parents to support students' learning.	93
I receive useful feedback about my work at this school.	75
Staff are well supported at this school.	75

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 174 parents who took part in the survey are tabled below.

**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.	88
Teachers at this school provide my child with useful feedback about his or her school work.	79
Teachers at this school treat students fairly.	80
This school is well maintained.	88
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	73
My child likes being at this school.	86
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	78

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 569 students who took part in the survey are tabled below.

**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.	93
My teachers provide me with useful feedback about my school work.	72
Teachers at my school treat students fairly.	59
My school is well maintained.	55
I feel safe at my school.	74
I can talk to my teachers about my concerns.	57
Student behaviour is well managed at my school.	38
I like being at my school.	66
My school looks for ways to improve.	78
My school takes students' opinions seriously.	49
My teachers motivate me to learn.	73
My school gives me opportunities to do interesting things.	70

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Amaroo School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	50	125	49	121
<b>Mathematics</b>	39	53	39	54

Source: Planning and Analytics

*NAPLAN assessment*

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 2016, 1.00 % of year 3 students, 0.00 % of year 5 students, 1.00 % of year 7 students and 0.00 % 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 2016 mean scores achieved by our students compared to the ACT.

**Table: Amaroo School 2016 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	429	441	501	514	549	558	581	601
Writing	425	420	477	474	499	519	550	557
Spelling	424	421	488	490	542	546	572	590
Grammar & Punctuation	436	442	498	511	543	552	565	588
Numeracy	406	412	491	497	542	556	580	597

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

There have been many highlights in both Primary and Secondary sectors in all key learning areas during 2016:

- The Arts - our newly formed choir sang at the BIG GIG, which was streamed live across the world. Amaroo School contributed to the Limelight exhibition at the Australian National University where student's artworks from Kindergarten to Year 3 were on show. The school Summer Concert showcased the secondary schools art, dance and music programs with some outstanding performances and art displays. We also had the 9/10 dance class perform at the Canberra Theatre for Dance Fest.
- Technology - students had the opportunity to develop skills in a number of areas. Some special events included: Kindergarten students made some fantastic toys, Year 6 – 8 STEM classes created some very strong seats and ropes made only of paper, the 9/10 ASTECS class supported staff and students across the school with ICT and developed personal skills, Food Technology students competed in cooking competitions at the Belconnen Markets and show cased their talents by hosting lunches for staff and students across the school.
- French and Japanese Year 3 to Year 6 - We were again successful in the Languages Perfect competitions placing 1st in the ACT and 6<sup>th</sup> in the World overall and 4<sup>th</sup> in the world for our school size category. The Languages Team coordinated another hugely successful Multicultural Day for Amaroo School. This included a languages assembly as well as a huge range of stalls ran by staff and students from across the school at an extended B1. The school raised a huge **\$3610** for the Tabaka Academy in Kenya! We were also asked to be involved in a new initiative between our two schools; the **Mirror Book Project**, where students contributed artwork about their lives, which will come together to create a book to help students better understand each other's lives and culture.
- Humanities - Pre School had a successful visit to the Australian War memorial to learn about the contributions animals had to war, Year 2 prepared a "World Expo" which they shared with parents, Year 7 participated in archaeological digs and a liveability study of the Gungahlin centre and Year 10 went on an excursion to Sydney to the Jewish Museum where they gained a deeper understanding of the persecution and trauma that occurred during World War II.
- PE and Health - The Athletics, Swimming and Cross Country carnivals were very successful with high levels of participation. We had students represent at all district and state carnivals and we have entered teams in a number of sports including AFL, touch football, basketball, cricket, soccer, volleyball, netball, and futsal. Our Year 5/6 teams won the Basketball and Futsal competitions and the 7/8 girls won the Summer Rugby 7's. A number of community organisations visited the school to run clinics and Kindy students learnt a lot about safety with the help of Kenny Koala and some fire fighters who visited the school. In the senior school a very successful Young Men's and Young Women's day was organised covering issues such as mental health, self-esteem, resilience and body image. Amaroo School also held their first ever Adidas School Fun Run. A great day was shared by all students from Kindergarten to Year 10. A lot of money was raised to help promote Health and Physical Education in 2017 and students who fundraised enjoyed receiving their prizes!
- Science - a number of successful events, across both the primary and secondary sectors, during "Science Week" and applied knowledge of scientific method during events such as the Year 7 Science Fair. We had two students attending week-long conference for ANSTO: (Australian National Nuclear Research and Development Organisation), Zoology elective offered for the first time and we had 34 entries in ICAS Science (Years 6-10): 2 Distinction, 8 Credit, 7 Merit, 17 Participation
- Students across the school participated in national competitions for Geography, History, Science, Computing, Languages, Mathematics, English, Chemistry and Spelling.

- Students entered 4 major Mathematics Competitions:
  - > Australian Mathematics Competition (replacing ICAS maths). Year 3-10
  - > 2016: 129 Entries: 16 Distinction, 40 Credit, 49 Proficient, 24 participation
  - > Maths Challenge (Years 7-10, 2016) Entries 14: 1 High Distinction, 2 Distinction, 4 Credit, 7 Participation (Years 3-6 will occur 2017)
  - > Maths Enrichment (Years 7-10 2016) Entries 5: 1 Credit, 4 Participation (Years 3-6 will occur 2017)
  - > Australian Intermediate Mathematics Olympiad (AIMO) (Year 9-10) Entries 8: 8 Participation
  - \* Startsmart Financial Literacy Talks were also initiated Year 8-10.
- A number of students in Year 9 and 10 also completed a number of challenges to gain Bronze and Silver awards for Duke of Edinburgh's program. Along the way they developed skills in mechanics, gardening and leadership whilst also contributing to community projects like Gungahlin Mustard Seed Food Pantry.
- 16 students and 2 teachers participated in World Challenge trip to Borneo.
- Amaroo School continued to develop students social and emotional skills through a number of initiatives across the school including: a very successful buddies program (P-10), student leadership opportunities, Mindmatters and Kidsmatter, extra-curricular activities and whole school events like Amaroo's Got Talent, Have You Got Game and the Handball Competition.
- The Gifted and Talented Program is regularly refined with the procedures being revised to best reflect the practice at Amaroo School (in line with Directorate Policy). We have continued to build our Gifted and Talented pathways for children P-10 and have provided professional learning for staff to build their capacity to understand how to cater for gifted and talented students. The school continues to develop the partnership between Gungahlin College and Amaroo School with 10 students taking up positions in 2017 in the Year 10 SMART program (one of these being a Year 8 student in 2016).

## Progress Against School Priorities in 2016

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Below is Amaroo School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
  
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	636361.51	727136.47	1363497.98
Voluntary contributions	38640.50	21223.00	59863.50
Contributions & donations	8818.00	-6678.00	2140.00
Subject contributions	11668.00	7933.50	19601.50
External income (including community use)	26212.98	42339.98	68552.96
Proceeds from sale of assets	1858.55	48.18	1906.73
Bank Interest	18411.56	14501.02	32912.58
<b>TOTAL INCOME</b>	<b>741971.10</b>	<b>806504.15</b>	<b>1548475.25</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	180105.49	149580.14	329685.63
Cleaning	130967.06	137518.08	268485.14
Security	2870.45	4006.23	6876.68
Maintenance	172837.29	241056.23	413893.52
Administration	29608.38	27537.07	57145.45
Staffing	0.00	0.00	0.00
Communication	55554.63	5681.31	61235.94
Assets	75061.06	153775.18	228836.24
Leases	0.00	0.00	0.00
General office expenditure	33385.03	33135.58	66520.61
Educational	194558.48	135898.13	330456.61
Subject consumables	5615.73	13051.35	18667.08
<b>TOTAL EXPENDITURE</b>	<b>880563.60</b>	<b>901239.30</b>	<b>1781802.90</b>
<b>OPERATING RESULT</b>	<b>-138592.50</b>	<b>-94735.15</b>	<b>-233327.65</b>
<b>Actual</b> Accumulated Funds	626642.20	692789.17	756389.17
Outstanding commitments (minus)	-89402.62	0.00	-89402.62
<b>BALANCE</b>	<b>398647.08</b>	<b>598054.02</b>	<b>433658.90</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$336.

## 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 2016.

## Reserves

Name and Purpose	Amount	Expected Completion
School Bus replacement	\$15,000.00	ongoing
Garden upgrades	\$5,000.00	2018
Senior gym equipment	\$5,005.00	2018
Information Technology	\$30,000.00	2018
ICT Teacher devices	\$10,000.00	2019
Literacy	\$34,070.00	2018
MAC replacements	\$10,000.00	2018
Numeracy	\$23,055.74	2018
Staff PL	\$32,017.00	2018
Colour copier	\$7,100.00	2018
Disability Education	\$10,000.00	2018
Staffing	\$80,000.00	2018
<b>TOTAL</b>	<b>\$261,247.74</b>	<b>-</b>

## Endorsement Page

I declare that the Amaro School Board has operated in accordance with the provisions of the ACT *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) contravenes 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

<b>Parent Representative(s):</b>	Ian Phillips	Laurine Kelson
<b>Teacher Representative(s):</b>	Kathleen Chambers	Sarajayn Middleton
<b>Student Representative(s):</b>	Lea Wallner	Piper Roberts
<b>Board Chair:</b>	David Smith	
<b>Principal:</b>	Gai Beecher	

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 2016.

Principal Signature:  Date: 01 / 05 / 2017

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

Board Chair Signature:  Date: 01 / 05 / 2017