

Mount Stromlo High School

Annual School Board Report 2021



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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 2021, the working relationship of the Board, Executive, staff and students was highly collaborative, despite the ongoing challenges that a second year of COVID-19 and lockdowns 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. There was a particular focus on the well-being of staff and students.

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 809 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	440
Gender - Female	369
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	15
LBOTE**	159

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

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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
7	90.0
8	86.0
9	84.0
10	87.0

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, 135 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	45.08
Teaching Staff: Full Time Equivalent Temporary	7.80
Non Teaching Staff: Full Time Equivalent	24.02

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, 72.6% of parents and carers, 96.5% of staff, and 68.0% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 57 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.	95
Staff get quality feedback on their performance.	56
Student behaviour is well managed at this school.	68
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	91
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	98
Teachers give useful feedback.	82
This school is well maintained.	77
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 146 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	
My child feels safe at this school.	75
My child is making good progress at this school.	61
Student behaviour is well managed at this school.	52
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	63
Teachers give useful feedback.	72
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	81
This school is well maintained.	65
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	55
This school works with me to support my child's learning.	64

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 465 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	48
I feel safe at this school.	58
I am happy to be part of this school.(Replaces 'I like being at my school')	67
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	52
My school is well maintained.	52
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	80
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	67
Staff take students' concerns seriously.	62
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	73
Teachers give useful feedback.	59

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.

In this reporting period, 1.30 % of year 7 students and 0.49 % 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 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	544	541	586	584
Writing	517	522	542	544
Spelling	544	543	575	576
Grammar & Punctuation	546	538	574	576
Numeracy	551	548	587	588

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-December
Directorate Funding	714814.27
Contributions and Donations	48367.49
Subject Contributions	64836.47
Hire of Facilities	47239.31
External Revenue	13314.77
Sale of Assets	0.00
Interest Received	7206.50
Other School Revenue	51604.59
TOTAL INCOME	947383.40
EXPENDITURE	
Utilities and General Overheads	90439.38
Security and Caretaking	0.00
Maintenance	186735.05
Administration	66746.79
Staffing Expenditure	1583.44
Communication	12727.89
Assets & Leases	157139.74
General Expenses	38819.07
Educational Resources	182129.92
Subject Consumables	35461.41
Directorate Funded Payments	2221.90
Other Payments	16281.63
TOTAL EXPENDITURE	790286.22
OPERATING RESULT	157097.18
Accumulated Funds	322449.49
BALANCE	479546.67

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
Science Textbooks. Students are charged a nominal fee of hiring the textbooks and this hire money is put aside to purchase new books. This enhances the student learning as they have access to a copy of the books in all Science classes.	1183.00	2023
Kitchen Upgrade. The Kitchens are extremely old and need up dating and we have offered to the Directorate to contribute money towards the project. Having ne kitchens will enhance student learning as it will be a safer environment and they can run hospitality classes in there and they will be able obtain certificates in hospitality.	100000.00	2022
Staffing Debt. This reserve was created as we were not sure with the new modelling of staffing that we would need to have some money put aside. Also with Covid we were unsure how it would affect staff absences. It enhances student learning as we were able to confidently provide adequate teachers.	60000.00	2022
Special Project Grant 2020. This money is for teachers to apply for a special project that wasn't in the scope of the school budget. le Bike track	10497.00	2022
Outdoor Ed Equipment. We have been putting some money aside from the Outdoor education fees to help pay for extra equipment for camps and	2300.00	2022

specialised equipment eg rock-climbing harnesses, helmets etc.		
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Endorsement Page

Members of the School Board

Parent Representative(s):	Sharon Canning	
Community Representative(s):		
Teacher Representative(s):	Rod Grieve	Pinky Soni
Student Representative(s):	Ashton Martin	Flynn Katsoolis
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.

2021 Board Chair Signature: Bronwyn Madge

Date: 27 / 06 / 2022

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: 27 / 06 / 2022