



Monash School

Monash Primary School
Annual School Board Report 2021



This page is intentionally left blank.

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

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2022

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community.....	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	6
Financial Summary	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

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.

School Context

Monash School was established in 1982 and has a long-held reputation as a community school with a strong focus on inclusion and quality teaching. At Monas, learning takes place in an engaging environment which encourages our students to enact our motto 'touch the earth, reach the sky and challenge the future'.

- Touch the Earth – We aim to foster children to be culturally aware and environmentally conscious. This is supported through our Kitchen Garden program and focus on sustainability.
- Reach the Earth – We believe every student can learn at high levels with personalised learning goals in key curriculum areas.
- Challenge the Future – We are a hub for 21st Century education in which students learn skills that will support them in being successful beyond school.

At Monash, we set high expectations for all children in their academic learning and staff are supported with ongoing professional learning to support the implementation of evidence-based practices. Our daily teaching and learning programs are complemented by our Science, Performing Arts, Physical Education, Visual Arts and Sustainability programs which support students to create and take responsibility for the future.

At Monash, we highly value home/school partnerships and the support of families in the school through their involvement in classrooms, carnivals, assemblies, excursions, parents/carers workshop, P&C and School Board. We are also part of the Tuggeranong network of schools and work together with all the public schools ensuring connected transitions for every student. In particular, we work closely with the Isabella Plains Early Childhood School and Wanniasa School.

Student Information

Student enrolment

In this reporting period there were a total of 426 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	219
Gender - Female	207
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	15
LBOTE**	111

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
1	92.0
2	94.0
3	93.0
4	93.0
5	93.0
6	89.0

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	31.15
Teaching Staff: Full Time Equivalent Temporary	4.14
Non Teaching Staff: Full Time Equivalent	21.90

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 2019. 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, 89.3% of parents and carers, 90.2% of staff, and 75.7% 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 51 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.	96
Staff get quality feedback on their performance.	66
Student behaviour is well managed at this school.	80
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	94
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	98
Teachers give useful feedback.	84
This school is well maintained.	86
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	83

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 122 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.	94
My child is making good progress at this school.	85
Student behaviour is well managed at this school.	78
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')	82
Teachers give useful feedback.	87
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	96
This school is well maintained.	88
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	66
This school works with me to support my child's learning.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 173 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')	59
I feel safe at this school.	68
I am happy to be part of this school.(Replaces 'I like being at my school')	74
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	62
My school is well maintained.	63
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	90
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	85
Staff take students' concerns seriously.	68
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	79
Teachers give useful feedback.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

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.

Table: Monash Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	60	120	39	57
ACT	58	125	38	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

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, 3.70 % of year 3 students and 6.45 % of year 5 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
Reading	436	437	485	515
Writing	402	418	456	475
Spelling	414	409	473	502
Grammar & Punctuation	418	426	484	497
Numeracy	383	404	467	492

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	348952.29
Contributions and Donations	20791.48
Subject Contributions	5271.00
Hire of Facilities	20554.30
External Revenue	3123.78
Sale of Assets	0.00
Interest Received	3267.65
Other School Revenue	41213.94
TOTAL INCOME	443174.44
EXPENDITURE	
Utilities and General Overheads	56158.89
Security and Caretaking	0.00
Maintenance	52834.07
Administration	15381.92
Staffing Expenditure	1204.00
Communication	4923.07
Assets & Leases	38783.00
General Expenses	41758.14
Educational Resources	45714.68
Subject Consumables	5900.00
Directorate Funded Payments	12873.27
Other Payments	34263.66
TOTAL EXPENDITURE	309794.70
OPERATING RESULT	133379.74
Accumulated Funds	155421.04
BALANCE	288800.78

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.



Enhance the approach to Positive Behaviour for Learning by purchasing merchandise to promote the four school values.



Purchase of our Mascot Gula for the continual promotion of our school values



Increased the range of books for the home reading program, including more decodable books to support beginning readers.



Purchased more picture and chapter books to create classroom 'libraries' across the school.



Created home reading book bags with quality picture books, discussion ideas and resources (these will commence when it is Covid-safe to do so).



Continued to upgrade classrooms across the school by purchasing new pinboards for classrooms (more to come over the coming years).

Reserves

Name and Purpose	Amount	Expected Completion
Return to Work	\$5,000	End of 2021
Interactive Whiteboards	\$15,000	End of 2021
Chrome Books	\$1,000	End of 2021
Building Upgrades	\$20,000	End of 2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Ed Cocks	Jess O'Callaghan	Kate Kaylock
Community Representative(s):	Nil		
Teacher Representative(s):	Tracey Hanson	Sharon Swift	
Student Representative(s):	Nil		
Board Chair:	Ed Cocks		
Principal:	Matthew Holdway		

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

2021 Board Chair Signature: Ed Cocks

Date: 20/7/2022

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: Matthew Holdway

Date: 20/07 / 2022