



Amaroo 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

Amaroo School is well positioned to continue to meet the needs of its growing community and remain as not just the largest school in the ACT, but also the best. Our focus on excellence, inclusion and helping students reach their potential will see our school community continue to thrive.

Despite interruptions with COVID-19, Amaroo School has experienced another wonderful year:

- Our students have certainly embraced our Positive Behaviours for Learning (PBL) expectations of Safe, Respectful, Responsible and Learner. Record number of students reached Bronze, Silver and Gold level awards in these expectations. Primary students were rewarded with a non-uniform day and movie day.
- The primary sector and SRC focus on sustainability brought changes to the school canteen as well as new tree plantings and sustainable gardens across the school.
- Staff and student awareness of indigenous perspectives have been enhanced through professional learning, and explicit teaching of cultural perspectives. The Mura Burranda room was established in the Inspire Centre, and the school has developed a 3 year Cultural Integrity Plan.
- Installation of a shade sail over the seating in the early child playground as well as over the hill playground.
- Our very active P and C provided the funds for a new electronic school sign at the front of the school.

School Context

Amaroo School is located in the Gungahlin region and is the largest ACT public school. Our student enrolment in February 2020 was 1,974 from Preschool to Year 10. Our student profile represents a highly diverse and multicultural background. We have 788 students with a language background other than English. There are 45 Aboriginal and Torres Strait Islander students currently enrolled, and we provide for over 200 students with diagnosed special needs including six learning support classrooms for students with autism (LSUAs). We also boast a high Defence Force population with 155 students from Australian Defence Force families. We highly value our diversity as it represents the unique nature of the people in our school.

Each year we have an increased student population enrol into our year 7 from Neville Bonner and Margaret Hendry Primary Schools and we expect the numbers to steadily increase each year.

Student Information

Student enrolment

In this reporting period there were a total of 1,835 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	978
Gender - Female	857
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	45
LBOTE**	788

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	111.68
Teaching Staff: Full Time Equivalent Temporary	12.45
Non Teaching Staff: Full Time Equivalent	55.78

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 will be reviewed in 2021.

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, 86% of parents and carers, 89% of staff, and 65% 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 119 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.	93
Staff are well supported at this school.	80
Staff get quality feedback on their performance.	74
Student behaviour is well managed at this school.	70
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	88
Students like being at this school.	87
Students' learning needs are being met at this school.	78
Teachers at this school expect students to do their best.	91
Teachers at this school motivate students to learn.	88
Teachers at this school treat students fairly.	90
Teachers give useful feedback.	80
This school is well maintained.	90
This school looks for ways to improve.	88
This school takes staff opinions seriously.	71
This school works with parents to support students' learning.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 245 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.	87

My child is making good progress at this school.	80
My child likes being at this school.	90
My child's learning needs are being met at this school.	79
Student behaviour is well managed at this school.	68
Teachers at this school expect my child to do his or her best.	87
Teachers at this school give useful feedback.	76
Teachers at this school motivate my child to learn.	83
Teachers at this school treat students fairly.	82
This school is well maintained.	86
This school looks for ways to improve.	78
This school takes parents' opinions seriously.	68
This school works with me to support my child's learning.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 948 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.	51
I feel safe at this school.	61
I like being at my school.	56
My school gives me opportunities to do interesting things.	62
My school is well maintained.	45
My school looks for ways to improve.	64
My teachers expect me to do my best.	78
My teachers motivate me to learn.	64
Staff take students' concerns seriously.	54
Student behaviour is well managed at my school.	36
Teachers at my school treat students fairly.	54
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

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 (Calendar year January – December 2020)

INCOME	January-June	July-December	January-December
Self-management funds	480,834.66	565,711.03	1,046,545.69
Voluntary contributions	13,115.00	33,394.70	46,509.70
Contributions & donations	8,334.05	7,664.50	15,998.55
Subject contributions	4,144.00	15,640.00	19,784.00
External income (including community use)	32,363.64	18,278.89	50,642.53
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3,380.88	3,409.49	6,790.37
TOTAL INCOME	542,172.23	644,098.61	1,186,270.84
EXPENDITURE			
Utilities and general overheads	151,423.97	260,450.08	411,874.05
Cleaning	0.00	584.96	584.96
Security	2,838.45	2,810.10	5,648.55
Maintenance	161,617.46	83,697.08	245,314.54
Administration	14,601.89	5,633.48	20,235.37
Staffing	0.00	0.00	0.00
Communication	8,996.19	11,132.44	20,128.63
Assets	35,765.18	24,165.88	59,931.06
Leases	15,068.92	14,386.43	29,455.35
General office expenditure	37,140.96	51,637.92	88,778.88
Educational	114,374.32	68,378.47	182,752.79
Subject consumables	4,407.32	10,464.72	14,872.04
TOTAL EXPENDITURE	546,234.66	533,341.56	1,079,576.22
OPERATING RESULT	-4,062.43	110,757.05	106,694.62
Actual Accumulated Funds	197,346.72	204,815.27	164,106.52
Outstanding commitments (minus)	-374.13	0.00	-374.13
BALANCE	192,910.16	315,572.32	270,427.01

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

Name and Purpose	Amount	Expected Completion
ICT Replacement To purchase devices to replace broken or out-of-date technology.	\$40,000.00	2021
Literacy This is a goal from school plan to improve Literacy.	\$6,970.00	2022-2023
Numeracy This is a goal from school plan to improve Numeracy.	\$7,055.74	2022-2023
Softfall Junior Playground To replace & repair existing softfall in the Junior Playground	\$20,000.00	2021
Staffing Required in the event we have a staffing debt in 2021-2024	\$50,000.00	2024
Pear Deck Teacher resource	\$5,000.00	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Ian Phillips	Helen Cheung	Shannon Holland
Teacher Representative(s):	Jacqueline Krek	Raye Down	
Student Representative(s):	Mohid Hussain	Yangton Liu	
Board Chair:	Ian Phillips		
Executive Principal:	Gai Beecher		
Primary Principal:	Will Johnston		
Secondary Principal:	Diana Whymark		

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

2020 Board Chair Signature: Ian Philips

Date: 21/ 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:

Gai Beecher

Date: 21/ 06/ 2021