



A LEARNING COMMUNITY

Namadgi School

Annual School Board Report 2021



Mr Richards and Year 2 Student Skyla who raised over \$4000 for the Jump Rope for Heart foundation.

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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

The Namadgi School Board (the Board) continued to play a key role in supporting the School Executive Team (the Executive) in managing the response to the ongoing risk of COVID-19 in 2021, while ensuring student outcomes and strategic maturity. As the pandemic continued to effect usual school operations; the Board, Executive and the school community worked together successfully to minimise resultant impacts of the changing restrictions on the learning environment.

It was important for the students and staff of Namadgi school to continue to adhere to the COVID restrictions, but to adapt as best as possible to ensure continued learning, professional development, and continued maturity of the school's strategic and engagement agendas. This, as in previous years, was crucial to safeguard the experience of the staff, students and families of the Namadgi School community; as positive, supportive and successful.

The Board welcomed several new members this year, and also had the pleasure of working with both Ms Mahon and Mr Richards in the role of school principal. The school captains, Oliver and Charlie, ably represented the student voice and brought forward great ideas about looking after student health and wellbeing, and feedback on workloads and assessment structures. The Board looks forward to hearing more from the student representatives in 2022, including from the primary student representative council.

An ongoing focus for the Board in 2021, was to continue 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 focus on the improvement of student progress and performance, and the development and active review of school policy, programs and strategies with a continued focus on the enhancement and evaluation; to support all Namadgi School students to achieve their full potential. A handful of very positive news stories were included in the local media, which was great recognition of the achievements of the Namadgi students and community, including a flagship community event in May in recognition of 'Walk Safely to School Day'.

The Board continued to meet virtually and progress Board actions during the year, lockdown periods, and ongoing restrictions. Budget and grounds management remained a key focus of the Board in 2021, as well as the following key activities:

- The endorsement of the new Namadgi School Indigenous Uniform, which was an incredible milestone for the students involved in the project over the last two years (some of whom had since graduated) and for the school recognising the contribution the Aboriginal and Torres Strait Islander students make to the school community. The Board would like to again

congratulate all of the students, past and present, involved in this project. All students are invited to purchase the uniform.

- Continued review of the traffic and parking conditions out of the front of the school and continued communication to keep the community informed about how best to get our students safely to and from school.
- Support for the transition of the Year 6 cohort back to the Primary school from the 2022 school year.
- Review of a collection of school policies, including the *Gifted and Talented students* and *Sunsmart practices* policies.
- Securing the continuation of the school Japanese languages program.
- Supporting the rollout of the digital report platform to the Primary school students, as well as the introduction of the digital parent teacher interview booking platform to restart meaningful parent-teacher engagement. It is important to acknowledge the way the Executive were able to successfully pivot the assessment methods for the end of year reporting period, to include the work completed during remote learning.
- The translation of complex COVID planning and risk management for the return to onsite learning, into consistent and simple messaging.

The Board celebrated the recognition of the work of the teachers and staff in the ACT Public Education Awards, through a number of nominations of teachers and support staff. The Board was very pleased that Educator **Bea Hale** was recognised across two categories, *Leader of the Year in supporting Diversity and Inclusion* and *Leader of the Year in Aboriginal and Torres Strait Islander Education*. Further, the Board was delighted that **Julie White** was awarded *Education Support Person of the Year* in recognition of her immense contribution to student engagement and learning outcomes through the Namadgi Kitchen Garden program. The nominations and results were again, great recognition of all who contribute to the Namadgi community to keep the community thriving.

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 Board actively supported the return to remote learning as required due to a peak in COVID cases and a snap lockdown in the ACT in August. With efficient and proactive preparation, the Namadgi school community again led a seamless transition to remote learning. This included ensuring all students, at very short notice, were supported to learn either in a different class setting onsite, or at home with appropriate supervision. 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. The clear communication around parents managing the remote learning experience for students from a minimum (check in daily) to the maximum (full learning engagement), was well received by the community.

The Board and P&C continued to progress a joint focus on building and maintaining a strong community spirit in Namadgi school. As such, the Board was very pleased to welcome back Gareth Richards, late in the year, following his placement at Harrison school. Limited and restricted opportunities to engage in person prevented the plans for the celebration of the school's 10th (+1) birthday, however, the Board looks forward to building on the momentum of the school's

improvement agenda in 2022. There will be continued focus on the Namadgi identity and strength in community spirit with the P&C with alternative celebratory events planned.

School Context

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. Along with a dynamic curriculum, there is a strong focus on literacy and numeracy development across all learning areas from preschool to Year 10. The school offers a broad range of languages in a flexible learning environment. Technology is seamlessly integrated with Interactive LED boards, student laptops and ipads in all learning areas. The school has a high quality Performing Arts Centre, two dance studios, an Environment Centre (with an outstanding Stephanie Alexander Kitchen Garden 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 suite in primary and secondary to care for the individual needs of students. Namadgi School also caters for students with additional needs operating 5 small group programs for students with autism, learning needs and disability.

Due to the high quality professional spaces and as a hub for education, 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. Namadgi School community promotes the values of respect, caring, learning and a positive attitude in all its students.

Student Information

Student enrolment

In this reporting period there were a total of 650 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	338
Gender - Female	312
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	98
LBOTE**	142

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	89.0
2	88.0
3	88.0
4	88.0
5	83.0
6	84.0
7	86.0
8	82.0
9	81.0
10	79.0

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	41.12
Teaching Staff: Full Time Equivalent Temporary	10.60
Non Teaching Staff: Full Time Equivalent	36.02

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 will be reviewed in 2023.

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, 83.5% of parents and carers, 84.1% of staff, and 52.6% 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 44 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.	89
Staff get quality feedback on their performance.	34
Student behaviour is well managed at this school.	52
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	96
Teachers give useful feedback.	84
This school is well maintained.	91
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	50

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 91 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.	80
My child is making good progress at this school.	79
Student behaviour is well managed at this school.	58
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')	75

Teachers give useful feedback.	80
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	89
This school is well maintained.	92
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	60
This school works with me to support my child's learning.	77

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 253 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')	47
I feel safe at this school.	53
I am happy to be part of this school.(Replaces 'I like being at my school')	54
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	43
My school is well maintained.	40
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	77
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	63
Staff take students' concerns seriously.	55
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	68
Teachers give useful feedback.	57

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: Namadgi School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	50	87	35	52
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, 3.85 % of year 3 students, 5.45 % of year 5 students, 9.38 % of year 7 students and 4.29 % 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 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	375	437	476	515	497	541	567	584
Writing	381	418	455	475	508	522	538	544
Spelling	361	409	483	502	518	543	555	576
Grammar & Punctuation	384	426	458	497	489	538	545	576
Numeracy	363	404	450	492	511	548	565	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	716560.90
Contributions and Donations	14084.25
Subject Contributions	5495.45
Hire of Facilities	18191.82
External Revenue	9180.88
Sale of Assets	0.00
Interest Received	6340.41
Other School Revenue	47847.77
TOTAL INCOME	817701.48
EXPENDITURE	
Utilities and General Overheads	235347.90
Security and Caretaking	2085.26
Maintenance	83460.03
Administration	34241.15
Staffing Expenditure	12725.41
Communication	17189.73
Assets & Leases	100779.37
General Expenses	70502.79
Educational Resources	86568.72
Subject Consumables	4309.37
Directorate Funded Payments	22626.70
Other Payments	53259.55
TOTAL EXPENDITURE	723095.98
OPERATING RESULT	94605.50
Accumulated Funds	301130.13
BALANCE	395735.63

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
Staffing To enhance student learning by continuing to pay for additional support. PCYC, Menslink counsellor	\$40,000	2022
Furniture To maintain replacement of end-of-life furniture including student desks, chairs, teacher's office chairs and classroom setups as required	\$25,000	2022
Grounds maintenance To upkeep existing gardens, Astro turf, Softfall in playgrounds and maintain streetscape	\$20,000	2022
Villa enhancement To maintain internal painting, new walls and doors to create secure and separate learning spaces.	\$20,000	2022

Endorsement Page

Members of the School Board

Parent Representative(s):	Daniela Shleiser,	Margaret Beattie,	Nicole Donaldson.
Community Representative(s):			
Teacher Representative(s):	Peter Curtis,	Suzi Foley,	Luke Davidson.
Student Representative(s):	Charlotte Orman,	Brendan Johnston	
Board Chair:	Catherine McLachlan		
Principal:	Gareth Richards		

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

2021 Board Chair Signature: Catherine McLachlan

Date: 20 June 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:



Date: 20 June 2022