



# Mount Stromlo High School

Annual School Board Report 2022



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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

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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

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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 2022, the working relationship of the Board, Executive, staff and students was highly collaborative. 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 improving school culture and engaging with the wider community to develop a school purpose.

## School Context

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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 876 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	476
Gender - Female	400
Aboriginal and Torres Strait Islander	23
LBOTE*	195
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

\*\* 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.

### *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.

**Table: Attendance rates in percentages**

Year level	Attendance rate
7	83.0
8	83.0
9	78.0
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, 153 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	57.35
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Full Time Equivalent	27.38

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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The ACT Education Directorate’s Strategic Plan 2022-2025 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, 71.1% of parents and carers, 91.9% of staff, and 55.6% 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.

A total of 62 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	
Teachers at this school expect students to do their best.	94
Teachers give useful feedback	74
Teachers at this school treat students fairly.	90
This school is well maintained.	65
Students feel safe at this school.	76
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	57
Students like being at this school.	76
This school looks for ways to improve.	94
This school takes staff opinions seriously.	77
Teachers at this school motivate students to learn.	92
Students' learning needs are being met at this school.	84
This school works with parents to support students' learning.	87
Staff get quality feedback on their performance	47
Staff are well supported at this school.	74

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 128 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	
Teachers at this school expect my child to do his or her best.	82
Teachers give useful feedback	66
Teachers at this school treat students fairly.	70
This school is well maintained.	62
My child feels safe at this school.	65



I can talk to my child's teachers about my concerns.	83
Student behaviour is well managed at this school.	46
My child likes being at this school.	73
This school looks for ways to improve.	74
This school takes parents' opinions seriously.	57
Teachers at this school motivate my child to learn.	63
My child is making good progress at this school.	65
My child's learning needs are being met at this school.	59
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 597 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	
My teachers expect me to do my best.	74
Teachers give useful feedback	55
Teachers at my school treat students fairly.	57
My school is well maintained.	36
I feel safe at this school	45
I can talk to my teachers about my concerns.	46
Student behaviour is well managed at my school.	26
I like being at my school.	46
My school looks for ways to improve.	54
Staff takes students' concerns seriously	55
My teachers motivate me to learn.	55
My school gives me opportunities to do interesting things.	63

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### 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, 0.42 % of year 7 students and 1.00 % 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	554	583	591
Writing	522	536	555	565
Spelling	534	554	579	584
Grammar & Punctuation	526	541	575	586
Numeracy	547	552	582	592

## 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	726122.27
Contributions and Donations	60722.21
Subject Contributions	120742.87
Hire of Facilities	111472.40
External Revenue	9694.80
Sale of Assets	200.00
Interest Received	20618.64
Other School Revenue	44811.06
<b>TOTAL INCOME</b>	<b>1094384.25</b>
EXPENDITURE	
Utilities and General Overheads	144984.26
Security and Caretaking	300.00
Maintenance	140876.73
Administration	103580.99

Staffing Expenditure	2644.32
Communication	11853.31
Assets & Leases	138922.24
General Expenses	47455.82
Educational Resources	179055.97
Subject Consumables	87488.10
Directorate Funded Payments	19033.43
Other Payments	14327.36
<b>TOTAL EXPENDITURE</b>	<b>890522.53</b>
<b>OPERATING RESULT</b>	<b>203861.72</b>
Accumulated Funds	577158.73
<b>BALANCE</b>	<b>781020.45</b>

## 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. There were no specific areas for spending the Voluntary Contributions however they help to support expenditure to provide a quality educational facility for students at the school.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Potential staffing debt	\$100000	2024
Maths textbooks	4320	2023
Science Textbooks 2020-2023	4470	2023

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Tammy Sattler,	Melanie Selems
<b>Community Representative(s):</b>		
<b>Teacher Representative(s):</b>	James Hall,	Molly Jones
<b>Student Representative(s):</b>	Lacey O'Brien,	Luca Giugni
<b>Board Chair:</b>	Bronwyn Madge	
<b>Principal:</b>	Peter Radford	

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

2022 Board Chair Signature: Bronwyn Madge

Date: 01/ 05/ 2023

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: 01/ 05/ 2023