



Monash School

Monash Primary School

Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.monashps.act.edu.au>.

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School Board Chair Report

I am extremely pleased to have been part of the Monash Primary School community; a community that continues to grow from strength to strength. Monash Primary School has created a culture of inclusion, academic excellence and innovation, which is evident throughout the school and the broader community.

Mr Carpenter, together with his leadership team, has focused on the development of teacher capacity and continue their outstanding work in building a strong sense of community. Positive home/school partnerships are a feature of our community and an integral part of the school vision.

School satisfaction data reflects the high levels of confidence in Monash School amongst key stakeholders within the parent, staff and student cohorts.

The School Board is very excited by the direction and leadership of the school and has full confidence moving into 2017 and beyond.

Francis Owusu
Chair

Context

Monash Primary School continues to encourage and foster an approach that creates a caring and supportive environment, which will enable students to “touch the earth, reach the sky and challenge the future” and (of course) provide students with a high quality education. The ten nominated school values permeate every aspect of the school, from classroom to community. This is informed by the belief that child-centred, personalised learning is a key to student engagement.

In 2016, Monash School saw the appointment of a number of acting school leaders whilst the relevant substantive officers were either on maternity leave, or acting in higher duty positions elsewhere. Throughout this change stability was still maintained enabling the staff, students and community to continue focus on reviewing, developing and implementing systematic school improvement.

A significant focus for 2016 has been on expanding and embedding the whole school coaching model that includes teacher visits to classrooms and opportunities to observe and discuss classroom practice. The coaching model has developed to include explicit coaching with descriptive feedback from the Classroom Practice Continuum, Teacher Expert Database, a Mentoring Committee, Collaborative Coaching and Action Inquiry.

In collaboration with the School Board, 2016 saw a significant investment in upgrading technology resources across the school. By the end of 2016, the school had purchased resources to facilitate Google Chrome technology for every student from years 3-6. These assets remain the property of the school. In addition to this, intensive work was undertaken to develop teacher capacity in the use of research and evidence based approaches including the use of innovative and emerging technologies (google chrome, STEM), co-constructed and print rich environments.

In 2016, staff engaged in extensive professional development around the effects of trauma on students and their families. Subsequent to this, significant work was undertaken to embed school wide frameworks to enable the effective management of student wellbeing with a focus on positive mental health. The focus on well-being for all will continue throughout 2017 and beyond as we implement the new Safe and Supportive School policy.

Strengthening positive home/school partnerships and community engagement has continued to be a focus throughout 2016. The school is keen to continue and build on innovative practices that have been developed in this domain in 2017 and beyond.

Student Information

Student enrolment

In 2016 there were a total of 392 students enrolled at this school.

Student enrolments were 479 in 2015 and numbers remained steady at 457 in 2016.

Table: 2016 Student Enrolment Breakdown

| Group | Number of Students |
|------------|--------------------|
| Male | 211 |
| Female | 181 |
| Indigenous | 14 |
| LBOTE | 79 |

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

| Year Level | Attendance Rate % |
|------------|-------------------|
| K | 93.0 |
| 1 | 90.0 |
| 2 | 93.0 |
| 3 | 94.0 |
| 4 | 92.0 |
| 5 | 92.0 |
| 6 | 89.0 |

Source: Planning and Analytics, December 2016

Student absences are monitored by the classroom teacher. When a child has been absent for three consecutive days the classroom teacher makes an initial phone call to the family. Frequent and/or ongoing absences are communicated to the Student Engagement Team and followed up directly with families.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

| Qualifications | % Teaching Staff |
|----------------------------|------------------|
| Certificate/Diploma/Degree | 100 |
| Postgraduate | 32 |

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Monash is highlighted 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.

Table: 2016 Workforce Composition Numbers

| Staff Employment Category | Total |
|--|-------|
| Teaching Staff: Head Count | 27 |
| Teaching Staff: Full Time Equivalent | 26.4 |
| Non Teaching Staff: Head Count | 14 |
| Non Teaching Staff: Full Time Equivalent | 10.8 |

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 900.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Monash School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 93% of parents and carers, 97% of staff, and 78% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 38 staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

| National Opinion Item | (%) |
|--|-----|
| Teachers at this school expect students to do their best. | 95 |
| Teachers at this school provide students with useful feedback about their school work. | 97 |
| Teachers at this school treat students fairly. | 97 |
| This school is well maintained. | 87 |
| Students feel safe at this school. | 92 |
| Students at this school can talk to their teachers about their concerns. | 97 |
| Parents at this school can talk to teachers about their concerns. | 100 |
| Student behaviour is well managed at this school. | 79 |
| Students like being at this school. | 92 |
| This school looks for ways to improve. | 100 |
| This school takes staff opinions seriously. | 68 |
| Teachers at this school motivate students to learn. | 97 |
| Students' learning needs are being met at this school. | 95 |
| This school works with parents to support students' learning. | 100 |
| I receive useful feedback about my work at this school. | 76 |
| Staff are well supported at this school. | 82 |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 171 parents who took part in the survey are tabled below.

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. | 96 |
| Teachers at this school provide my child with useful feedback about his or her school work. | 93 |
| Teachers at this school treat students fairly. | 90 |
| This school is well maintained. | 93 |
| My child feels safe at this school. | 89 |
| I can talk to my child's teachers about my concerns. | 97 |
| Student behaviour is well managed at this school. | 82 |
| My child likes being at this school. | 94 |
| This school looks for ways to improve. | 90 |
| This school takes parents' opinions seriously. | 87 |
| Teachers at this school motivate my child to learn. | 95 |
| My child is making good progress at this school. | 93 |
| My child's learning needs are being met at this school. | 90 |
| This school works with me to support my child's learning. | 91 |

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 59 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

| National Opinion Item | (%) |
|---|-----|
| My teachers expect me to do my best. | 97 |
| My teachers provide me with useful feedback about my school work. | 86 |
| Teachers at my school treat students fairly. | 80 |
| My school is well maintained. | 73 |
| I feel safe at my school. | 76 |
| I can talk to my teachers about my concerns. | 69 |
| Student behaviour is well managed at my school. | 60 |
| I like being at my school. | 75 |
| My school looks for ways to improve. | 90 |
| My school takes students' opinions seriously. | 78 |
| My teachers motivate me to learn. | 78 |
| My school gives me opportunities to do interesting things. | 84 |

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Monash Primary School PIPS 2016 mean raw scores

| | School | | ACT | |
|--------------------|--------|-----|-------|-----|
| | Start | End | Start | End |
| Reading | 46 | 120 | 49 | 121 |
| Mathematics | 38 | 53 | 39 | 54 |

Source: Planning and Analytics

NAPLAN assessment

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 2016, 9.00 % of year 3 students and 8.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Monash Primary School 2016 NAPLAN Mean Scores

| Test Domain | Year 3 School | Year 3 ACT | Year 5 School | Year 5 ACT |
|-----------------------|---------------|------------|---------------|------------|
| Reading | 431 | 441 | 468 | 514 |
| Writing | 395 | 420 | 440 | 474 |
| Spelling | 406 | 421 | 446 | 490 |
| Grammar & Punctuation | 421 | 442 | 462 | 511 |
| Numeracy | 392 | 412 | 473 | 497 |

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

At Monash we have a strong commitment to improving the literacy and numeracy skills of all students but we also ensure we provide quality learning experiences to develop the whole child.

At Monash School we have a well-developed social/emotional learning program based on the Friendly Schools Plus Program and closely aligned to our school values. Explicit learning opportunities to explore self-awareness, self-management, social awareness and social management ensure our students have the skills to interact positively with their peers, teachers and wider school community. These learning experiences have had a positive impact on our school climate and resulted in a reduction in classroom and playground management issues. We also provide a range of KidsMatter lunch time clubs that provide an additional level of structure for students during break times. These have included Coding Club, Boys Club, Girls Club, Singing Club, Bike Club, Gardening Club and many more.

The Kitchen Garden Program, with a strong emphasis on environmental sustainability and health and nutrition, provides opportunities for students to see the direct links from dirt to dish. Students from kindergarten to year 6 are active participants in the Kitchen Garden Program with responsibilities such as; seed collection, propagation, crop rotations, composting and mulch and care for the Monash chickens. Our Growing Healthy Habits program is incorporated throughout each day to ensure students understand how making good choices about food and movement can have a positive impact on their learning and their future.

Students from preschool to year 6 have access to the Japanese Language Program which is taught by a specialist language teacher. The language program is closely linked to the class inquiry unit to enable learning connections that are relevant and meaningful. Our goal is to lift the Japanese language learning profile in 2017 to enable more learning opportunities for students beyond the classroom. This will include

attendance at cultural performances, excursions, a Japanese Fun Day and special project work for seniors to develop language materials for the early years.

Inquiry learning continued in 2016 as a core component of the curriculum at Monash Primary. All teachers participated in a professional learning day at the beginning of the year with Nadine Crane an expert from the University of Melbourne and continued to build upon the school developed scope and sequence. The Inquiry based approach allows us to carefully meet the learning needs of students, while also meeting the requirements set by the Australian Curriculum.

Units of Inquiry concentrate on significant content that recognises the students' cultural perspectives, their prior knowledge and identities and support student understanding, skills and knowledge in a range of Key Learning Areas (KLAs) including Science, History, Geography, Technology, The Arts, Language and Health and Physical Education and align with the Australian Curriculum.

In 2016 the Units of Inquiry aimed to help students gain an understanding of local and global issues with a focus of empowering students to ask and answer questions.

Progress Against School Priorities in 2016

Below is Monash School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version

- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

| INCOME | January to June | July to December | January to December |
|---|------------------------|-------------------------|----------------------------|
| Self management funds | 202940.00 | 181600.20 | 384540.20 |
| Voluntary contributions | 8208.00 | 3496.00 | 11704.00 |
| Contributions & donations | 16401.60 | 600.00 | 17001.60 |
| Subject contributions | 5198.60 | 1052.00 | 6250.60 |
| External income (including community use) | 13267.07 | 16646.03 | 29913.10 |
| Bank Interest | 3836.19 | 4280.05 | 8116.24 |
| TOTAL INCOME | 249851.46 | 207674.28 | 457525.74 |
| EXPENDITURE | | | |
| Utilities and general overheads | 36602.78 | 59521.60 | 96124.38 |
| Cleaning | 52665.42 | 52733.64 | 105399.06 |
| Security | 86.00 | 592.00 | 678.00 |
| Maintenance | 16701.45 | 15011.99 | 31713.44 |
| Administration | 5940.62 | 2602.05 | 8542.67 |
| Staffing | -14140.20 | 11592.00 | -2548.20 |
| Communication | 6283.66 | 2066.00 | 8349.66 |
| Assets | 17939.94 | -1799.07 | 16140.87 |
| General office expenditure | 14483.56 | 12538.18 | 27021.74 |
| Educational | 29466.09 | 3230.04 | 32696.13 |
| Subject consumables | 6467.68 | 743.85 | 7211.53 |
| TOTAL EXPENDITURE | 172497.00 | 158832.28 | 331329.28 |
| OPERATING RESULT | 77354.46 | 48842.00 | 126196.46 |
| Actual Accumulated Funds | 49879.51 | 49894.06 | 49894.06 |
| Outstanding commitments (minus) | -4530.39 | 0.00 | -4530.39 |
| BALANCE | 122703.58 | 98736.06 | 171560.13 |

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$632.96

Voluntary Contributions

The total amount received from voluntary contributions in 2016 was \$11,704. 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 2016.

Reserves

| Name and Purpose | Amount | Expected Completion |
|--|----------|---------------------|
| Major Site Works: Shade Sail Structure | \$91,000 | 2017 |

Endorsement Page

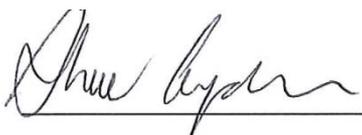
I declare that the Monash Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
 - a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
 - a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

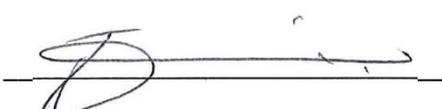
Members of the School Board

| | | | |
|-------------------------------------|-----------------|----------------|----------------|
| Parent Representative(s): | Richard Tuffin | Haley Websdane | Jenny Woodward |
| Community Representative(s): | Francis Owusu | | |
| Teacher Representative(s): | Lili Jankovic | Mikaela Logan | |
| Board Chair: | Francis Owusu | | |
| Principal: | Shane Carpenter | | |

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  _____ Date: 04 / 05 / 2017

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

Board Chair Signature:  _____ Date: 04 / 05 / 2017