



Amaroo 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

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 continues to meet the needs of its growing community. Our focus on excellence, inclusion and helping students reach their potential will see our school community continue to thrive.

Meeting seven times during 2022, the working relationship of the Board, Executive, staff and students has been highly collaborative and positive.

The school farewelled Mrs Gai Beecher as Principal. Gai's contribution to Amaroo School was celebrated by the community. We welcomed Cindie Deeker as Executive Principal, Nicole Graham as Principal for the Primary sector and Ed Cuthbertson as Principal for the Secondary sector.

Our staff and students have enjoyed the opening of Cooida Terrace. This building allows for multiple uses to support learning through its flexible and open plan design.

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 the well-being of staff and students.

School Context

Amaroo School is in the Gungahlin region and is the largest ACT public school. Our student enrolment in February 2022 was 1,834 from Preschool to Year 10. Our student profile represents a highly diverse and multicultural background. We provide for over 200 students with a disability including six small group programs. We also boast a high Defence Force population with approximately 150 students from Australian Defence Force families. We highly value our diversity as it represents the unique nature of the people in our school community.

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

At Amaroo School we value excellence and inclusion by being safe, respectful and responsible learners. The two values that guide our work:

- Excellence, in all that we do and expect.

- Inclusion of all members of our school community through, respect, tolerance and recognition of difference.

We aim to maximise learning for all students through supporting and challenging them to develop their talents to their full potential. We promote a culture of belonging by collectively contributing to a safe and welcoming environment for all.

Student Information

Student enrolment

In this reporting period there were a total of 1,834 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	955
Gender - Female	873
Aboriginal and Torres Strait Islander	47
LBOTE*	840
Non-binary or other**	6

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 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
1	88.0
2	87.0
3	87.0
4	88.0
5	89.0
6	86.0
7	87.0
8	86.0
9	87.0

10	84.0
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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	111.14
Teaching Staff: Full Time Equivalent Temporary	6.60
Non Teaching Staff: Full Time Equivalent	48.45

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

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 2021. 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, 80.1% of parents and carers, 91.8% of staff, and 64.9% 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 147 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.	90
Teachers give useful feedback	85
Teachers at this school treat students fairly.	91
This school is well maintained.	85
Students feel safe at this school.	71
Students at this school can talk to their teachers about their concerns.	94
Parents at this school can talk to teachers about their concerns.	91
Student behaviour is well managed at this school.	57
Students like being at this school.	81

This school looks for ways to improve.	95
This school takes staff opinions seriously.	67
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	82
This school works with parents to support students' learning.	91
Staff get quality feedback on their performance	58
Staff are well supported at this school.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 271 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.	88
Student behaviour is well managed at this school.	60
My child likes being at this school.	81
This school looks for ways to improve.	73
This school takes parents' opinions seriously.	63
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	80
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	72
Teachers at this school expect my child to do his or her best.	85
Teachers give useful feedback	75
Teachers at this school treat students fairly.	77
This school is well maintained.	87
My child feels safe at this school.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 975 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.	78
Teachers give useful feedback	64
Teachers at my school treat students fairly.	61
My school is well maintained.	46
I feel safe at this school	52

I can talk to my teachers about my concerns.	49
Student behaviour is well managed at my school.	32
I like being at my school.	55
My school looks for ways to improve.	64
Staff takes students' concerns seriously	56
My teachers motivate me to learn.	64
My school gives me opportunities to do interesting things.	62

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: Amaroo School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	56	135	37	57
ACT	65	122	40	55

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, 1.32 % of year 3 students, 1.32 % of year 5 students, 1.22 % of year 7 students and 1.63 % 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	435	450	499	522	526	554	569	591
Writing	420	427	482	492	521	536	547	565
Spelling	415	420	513	510	553	554	581	584
Grammar & Punctuation	425	439	491	503	527	541	570	586
Numeracy	394	409	486	496	530	552	576	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	1220117.46
Contributions and Donations	64165.70
Subject Contributions	5744.00
Hire of Facilities	139417.95
External Revenue	4068.18
Sale of Assets	31414.25
Interest Received	25246.52
Other School Revenue	21217.63
TOTAL INCOME	1511391.69
EXPENDITURE	
Utilities and General Overheads	472216.59
Security and Caretaking	0.00
Maintenance	261328.63
Administration	44235.21
Staffing Expenditure	3236.91
Communication	24708.02
Assets & Leases	287265.20
General Expenses	117313.24
Educational Resources	184389.87
Subject Consumables	5900.00

Directorate Funded Payments	54535.62
Other Payments	25029.33
TOTAL EXPENDITURE	1480158.62
OPERATING RESULT	31233.07
Accumulated Funds	578095.51
BALANCE	609328.58

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	2023
Literacy This is a goal from school plan to improve Literacy.	\$10,000	2023
Numeracy This is a goal from school plan to improve Numeracy.	\$7,000	2023
Softfall Junior Playground To replace & repair existing softfall in the Junior Playground.	\$20,000	2023
Staffing Required in the event we have a staffing debt in 2021-2024	\$50,000	2023
Canteen Refurbishment Joint Project with P&C	\$50,000	2023
Lockers To replace existing lockers. Funded from Locker hire Payments	\$10,000	2024
Outdoor Ed Equipment Fund To replace Outdoor Ed Equipment. Funded from an OED excursion equipment levy.	\$7,000	2023
Fitness Room Fund 2023 To purchase more fitness equipment. Funded from AmFit.	\$1,800	2023
Café Equipment To purchase new and replacement equipment for Café. Funded from Café profits.	\$3,000	2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Nadia Swanepoel,	Charmaine Vearing.
Community Representative(s):		
Teacher Representative(s):	Kaitlin Flannery,	Whitney Pitt.
Student Representative(s):	Kyan Christopher,	Jenna Akbar.
Board Chair:	Tran Tran	
Principal:	Cindie Deeker	Ed Cuthbertson Nicole Graham

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

2022 Board Chair Signature: *Tran Tran*

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: *Cindie Deeker*

Date: 01.05.2023