

University of Canberra High School Kaleen

Annual School Board Report 2019



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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

2019 saw a year of significant achievement for the UCHSK Board; from discussing the shape of a new assessment and reporting policy for our students to working collaboratively with our Parents & Citizens Association (P&C) and the ACT government on improvements to our school grounds.

The year began with an opportunity to meet senior Education Directorate staff, as well as other volunteer Board Chairs, at a special breakfast discussing the future of education strategy for Canberra's public schools. UCHSK Board members were also able to benefit from free face to face training sessions on our roles and responsibilities provided by the Education Directorate, with a special session on understanding Board finances proving particularly useful.

Having this 'big picture' understanding of the role of the Board and the strategic direction for the ACT helped inform discussions between our staff, parent and student representatives on the shape of a new assessment and reporting policy for UCHSK. As Board Chair I also participated in the selection process to recruit a new Principal for our school, with our community very pleased to see Daniel Mowbray formally confirmed in the role.

With growing enrolments capital works was a focus for the Board in 2019, with a new bus shelter built and extensive discussions around plans for a school fence, to allow the construction of new sporting and recreation facilities, and better comply with animal welfare regulations for our school farm.

Our fantastic P&C worked with the Principal and ACT government to organise letter box drops and information sessions for our school community and local residents on plans for the proposed fence, with feedback received allowing improvements for all. These were outlined in a letter of support sent to Education Minister Yvette Berry, co-signed by myself as Board Chair and the P&C President. We very much hope to see approval of final plans for the construction of the fence, and improvements to community facilities such as footpaths in our surrounding area, in 2020.

As part of our more regular business voluntary subject contributions were also discussed, with the Board voting for small increases to ensure budget levels are maintained into the future. The Library Trust Fund in particular allows our school to provide access to the latest learning opportunities through online subscriptions, and helps our students enjoy board games, books, and other resources. We encourage all school members to contribute ideas on the use of our Library funds for the benefit of our current and future school community.

As I write this summary I find it hard to believe that our Board meets only twice a term throughout the school year. My thanks to our Principal Daniel Mowbray and the staff, students and parents who together contributed to the great work of the Board in 2019.

Annette Healy, Board Chair UCHSK 2019

School Context

University of Canberra High School Kaleen (UCHSK) offers a high quality educational program to students from Kaleen, Giralang, McKellar, Lawson and neighbouring suburbs in north Canberra. The school enjoys unique links to the University of Canberra, that provide a wide range of educational opportunities for all members of the school community. UCHSK's mission is to function as a Professional Learning Community and do whatever it takes to ensure all students achieve success. The core values of the school are Kindness, Achievement, Respect and Endeavour, and these are exemplified in the school's use of Positive Behaviours for Learning in the management of student wellbeing.

UCHSK is an inclusive school, incorporating a Learning Support Unit and a Learning Support Autism Unit, and offering a broad curriculum that caters for the diverse learning needs of all students. A compulsory core curriculum of English, Mathematics, Science, Physical Education and Studies of Society and the Environment (SOSE) is complimented by an elective program with student choice in Performing Arts, Visual Arts, Design and Technology, Japanese, Agriculture, STEM, and Outdoor Education. Student progress and achievement are closely monitored, informing a culture of teacher development and differentiated, personalised learning that sets high expectations and is delivered at point of need.

UCHSK is a safe and supportive school community, nurturing students on their pathways to future success. A unique feature of the school are its links to the wider community. UCHSK forms partnerships with a diverse range of community organisations, like the Warehouse Circus, which both; support the school's commitment to academic and vocational pathways and also support the emotional wellbeing of all students. All staff play a role in the inclusive Pastoral Care program, promoting the belief that all UCHSK stakeholders belong to a community of learners.

Student Information

Student enrolment

In this reporting period there were a total of 376 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	211
Female	165
Aboriginal and Torres Strait Islander	22
LBOTE*	72

Source: ACT Education Directorate, Analytics and Evaluation Branch

*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.

Table: Attendance rates in percentages

Year level	Attendance rate
7	89.0
8	87.0
9	84.0
10	83.0

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, 119 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	20.81
Teaching Staff: Full Time Equivalent Temporary	6.80
Non Teaching Staff: Full Time Equivalent	21.98

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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in 2020. A copy of the most recent Validation Report 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 79% of parents and carers, 72% 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.

A total of 43 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.	98
Staff are well supported at this school.	65
Staff get quality feedback on their performance.	52
Student behaviour is well managed at this school.	49
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	70
Students like being at this school.	67
Students' learning needs are being met at this school.	63
Teachers at this school expect students to do their best.	88
Teachers at this school motivate students to learn.	84
Teachers at this school treat students fairly.	79
Teachers give useful feedback.	86
This school is well maintained.	91
This school looks for ways to improve.	86
This school takes staff opinions seriously.	63
This school works with parents to support students' learning.	84
Teachers give useful feedback.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 193 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 likes being at this school.	82
I can talk to my child's teachers about my concerns.	81
My child feels safe at this school.	75
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	73
Student behaviour is well managed at this school.	63
Teachers at this school expect my child to do his or her best.	89
Teachers at this school give useful feedback.	76
Teachers at this school motivate my child to learn.	75
Teachers at this school treat students fairly.	80
This school is well maintained.	87
This school looks for ways to improve.	82

This school takes parents' opinions seriously.	69
This school works with me to support my child's learning.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 311 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.	44
I feel safe at this school.	48
I like being at my school.	52
My school gives me opportunities to do interesting things.	67
My school is well maintained.	45
My school looks for ways to improve.	68
My teachers expect me to do my best.	88
My teachers motivate me to learn.	64
Staff take students' concerns seriously.	53
Student behaviour is well managed at my school.	23
Teachers at my school treat students fairly.	54
Teachers give useful feedback.	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

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, 1.60 % of year 7 students and 2.60 % 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	529	550	586	592
Writing	470	509	486	544
Spelling	518	542	573	584
Grammar & Punctuation	527	544	574	580
Numeracy	535	552	592	594

Source: ACT Education Directorate, Analytics and Evaluation Branch

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-June	July-December	January-December
Self-management funds	288141.48	259391.11	547532.59
Voluntary contributions	3060.00	4558.74	7618.74
Contributions & donations	6267.82	653.64	6921.46
Subject contributions	8600.00	5055.00	13655.00
External income (including community use)	22221.33	15858.72	38080.05
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5833.50	4512.76	10346.26
TOTAL INCOME	334124.13	290029.97	624154.10
EXPENDITURE			
Utilities and general overheads	87900.11	106978.16	194878.27
Cleaning	55317.60	1850.54	57168.14
Security	1978.70	11880.53	13859.23
Maintenance	73909.54	60618.71	134528.25
Administration	53006.02	65011.23	118017.25
Staffing	24050.00	-24050.00	0.00
Communication	10763.01	4091.13	14854.14
Assets	1386.60	5133.79	6520.39
Leases	0.00	0.00	0.00
General office expenditure	14841.38	41628.63	56470.01
Educational	15484.51	26968.28	42452.79
Subject consumables	2181.82	0.00	2181.82
TOTAL EXPENDITURE	340819.29	300111.00	640930.29
OPERATING RESULT	-6695.16	-10081.03	-16776.19
Actual Accumulated Funds	214347.23	204142.59	228263.49
Outstanding commitments (minus)	-281.82	0.00	-281.82
BALANCE	207370.25	194061.56	211205.48

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
Reserve Teacher Staffing 20-21 <ul style="list-style-type: none"> • 2020 will see multiple substantive SLC appointments at UCHSK. This is critical to the establishment of a stable Executive Team. • This reserve was created to cover any possible staffing loss associated with these appointments. 	\$81,728.00	Prior to December 2021
Reserve Band Program 20-21 <ul style="list-style-type: none"> • Created to cover any shortfall in the cost of Rock Band tuition program. • This program covers for the absence of an online music program in the UCHSK curriculum. 	\$25,235.48	Completed March 2020
Reserve Admin Staffing 20-21 <ul style="list-style-type: none"> • Created to cover the cost of additional front office staffing where required. 	\$35,346.00	Prior to December 21

Endorsement Page

Members of the School Board

Parent Representative(s):	Andrew Kable,	Annette Healy,	Helene Nash.
Community Representative(s):			
Teacher Representative(s):	Janet Richardson,	Emily Fisher.	
Student Representative(s):	Alia Bourne,	Xinze He.	
Board Chair:	Annette Healy.		
Principal:	Daniel Mowbray.		

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

Board Chair Signature: Annette Healy

Date: 19 / 06 / 2020

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: Daniel Mowbray

Date: 19/ 06 / 2020