



# UC Senior Secondary College Lake Ginninderra

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## Annual School Board Report 2018



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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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School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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The school board has taken an active role in supporting the principal role to ensure the effective running of the college in 2018. Consideration has been given to the review of uniform/dress code in response to a request to schools by the minister for education. The closure by the P&C of the college community learning program, "LakeNiteLearning", was scrutinised in board discussions. The board has supported the student leadership group's ambition to reduce landfill waste at the college by increasing recycling. The board has also supported the development of a Makerspace for the sharing of talents and resources among staff and students. The board considered fairest manner to work with students whose chromebook provided by the ACT Government has been damaged.

The board paid significant attention to the development of the 2019 budget with improved clarity of spending and reserves in comparison with earlier budgets. In support of the budget process the board provided a letter requesting that the Education Support Office (ESO) accelerate its consideration of a finance decision which has a considerable impact on the 2019 budget. The requested correction to school finances remains unresolved at the commencement of 2019.

The immediate past board chair, who sits on the board as an appointed member, undertook an analysis of the school improvement plan in comparison with the ACT Future of Education Strategy and the ESO Strategic Plan 2018-9 in preparation for school review in 2019. His finding was that the school improvement plan was congruent with both of the new strategies. This gives rise to confidence in the outcomes of the review process in 2019.

## School Context

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The University of Canberra Senior Secondary College Lake Ginninderra (Lake G) is a centre of excellence for teaching and learning, specialising in the education of Year 11 and 12 students. Staff are dedicated to equipping students for the future, working with them, their families, the University of Canberra and other institutions to strive for the very best senior secondary education.

Situated on the shores of Lake Ginninderra, the college is centrally located and in close proximity to the facilities of the University of Canberra (UC), Australian Institute of Sport (AIS), Australian National University (ANU) and the CSIRO. Students are drawn from high schools in the ACT, the Australian Institute of Sport (Centre of Excellence athletes), International Private Students, and Overseas Exchange Students. The college provides a modern and well-resourced learning environment, offering students a wide range of courses.

Students are supported to achieve in traditional subject areas complemented by a diverse range of curriculum options and opportunities for extension and enrichment. At UC SSC LG we have a commitment to excellence in education that provides students with the skills and enthusiasm for a life of learning. The University of Canberra and the college pioneered a nationally significant and innovative partnership in 2011, focusing on new ways of thinking about providing and delivering education. This partnership has evolved into the Affiliated Schools model which involves many more schools with the university. Sharing resources, strategies, research and practice, the relationship strengthens teaching and learning initiatives at the college. Teachers have the opportunity to access post-graduate study options at the university.

The college is nationally renowned for its Outdoor Education Program which has a strong environmental, adventure and cultural emphasis. The program develops leadership and practical outdoor skills, and it produces and nurtures confident young people ready to take on leadership roles and to work productively as members of a team. Through the Outdoor extension program students are able to participate in a diverse range of national and international adventure excursions. In partnership with the AIS, ACT Academy of Sport, and other ACT sporting bodies, the college has a strong Elite Sports Program. This program is unique in Australia, and the college boasts many Olympians, Paralympians and hundreds of Australian sporting representatives among its alumni.

The Academic Excellence Program provides extensive opportunities for gifted and talented students. The program gives students an individual excellence plan and extension opportunities with an academic mentor, seminars, special events, visits to tertiary institutions and other organisations. Entry is by application and interview. The college also offers extension opportunities through the Student Community Group, Global Classroom's international conference and a variety of arts opportunities. Creative arts are a strong element of the school community, including events such as a professional level annual musical which draws performers, musicians and designers from across the school. The broad range of creative arts opportunities encourage our students to act, sing, dance, play, direct, produce, draw, paint, sculpt, film, edit, write and more.

Pastoral care programs at the college support the personal development of students. During their two years at college, students are assisted by the Student Services team, teachers and the college community in their educational and personal growth as they work towards pathways to their future success. The college community values and fosters life-long learning, respect and responsibility. We are committed to the success of our students and staff and working harmoniously and productively with others. Lake G prepares young people for life.

## Student Information

### *Student enrolment*

In 2018 there were a total of 559 students enrolled at this school.

**Table: 2018 Student enrolment**

Student type	Number of students
Male	291
Female	268
Aboriginal and Torres Strait Islander	18
LBOTE*	110

\*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages\***

Year level	Attendance rate
10	92.0
11	**
12	**

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

\*\* Attendance rate for years 11 and 12 was not available at the time of publication due to complications arising from transition to a new School Administration System. The Education Directorate is in the process of calculating this data. When finalised, 2018 'Attendance rate' data will be uploaded to our website by the Directorate as a separate document within the Annual School Board Report section.

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: 2018 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	36.80
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Full Time Equivalent	12.78

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## School Review and Development

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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'*. 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2019. 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 82% of parents and carers, 91% of staff, and 84% 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 53 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.	92
Teachers give useful feedback.	86
Teachers at this school treat students fairly.	98
This school is well maintained.	83
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	79

Students like being at this school.	87
This school looks for ways to improve.	81
This school takes staff opinions seriously.	56
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	82
Staff get quality feedback on their performance	46
Staff are well supported at this school.	68

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 79 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**

<b>National opinion item</b>	
Teachers at this school expect my child to do his or her best.	95
Teachers give useful feedback.	78
Teachers at this school treat students fairly.	88
This school is well maintained.	92
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	86
Student behaviour is well managed at this school.	81
My child likes being at this school.	87
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	80
My child is making good progress at this school.	68
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 310 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in years 11 to 12 in agreement with each national opinion item**

National opinion item	
My teachers expect me to do my best.	90
Teachers give useful feedback.	77
Teachers at my school treat students fairly.	85
My school is well maintained.	81
I feel safe at this school.	82
I can talk to my teachers about my concerns.	64
Student behaviour is well managed at my school.	68
I like being at my school.	73
My school looks for ways to improve.	80
Staff take students' opinions seriously.	82
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	83

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement Plan) is available on the school website.

## Learning and Assessment

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### Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving an ACT Senior Secondary Certificate (ACT SSC) and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

**Table: Year 12 outcomes for students by percentage**

Outcome	Proportion of students
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	87.3
Receiving an ACT Senior Secondary Certificate	87.3
Receiving an ATAR	33.8

Source: Board of Senior Secondary Studies 2018

## Post School Destination

The following graph shows the post school destination of college students who were awarded an ACT Senior Secondary Certificate in 2018. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

**Table: Comparison of post school destinations for students in 2018 by percentage**

<b>Outcome</b>	<b>College</b>	<b>ACT</b>
<b>University</b>	28.9	41.1
<b>CIT/TAFE</b>	13.3	12.7
<b>Other training provider</b>	6.3	5.3
<b>Deferred Studies</b>	39.1	31.0
<b>Employed</b>	70.3	74.9
<b>Not studying or employed</b>	13.3	6.6

Source: Planning and Analytics

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	422882.01	533865.85	956747.86
Voluntary contributions	18450.00	5036.25	23486.25
Contributions & donations	8731.09	48005.00	56736.09
Subject contributions	5557.90	5570.00	11127.90
External income (including community use)	9656.24	15822.67	25478.91
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	12634.93	12977.26	25612.19
<b>TOTAL INCOME</b>	<b>477912.17</b>	<b>621277.03</b>	<b>1099189.20</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	83540.27	121546.25	205086.52
Cleaning	86748.20	86194.08	172942.28
Security	1606.80	3583.29	5190.09
Maintenance	137690.66	32686.85	170377.51
Administration	11370.00	7513.13	18883.13
Staffing	0.00	22278.01	22278.01
Communication	8346.57	11773.50	20120.07
Assets	152309.56	50718.46	203028.02
Leases	6333.60	6696.45	13030.05
General office expenditure	116540.58	33563.36	150103.94
Educational	32713.48	40447.03	73160.51
Subject consumables	12895.01	6995.81	19890.82
<b>TOTAL EXPENDITURE</b>	<b>650094.73</b>	<b>423996.22</b>	<b>1074090.95</b>
<b>OPERATING RESULT</b>	<b>-172182.56</b>	<b>197280.81</b>	<b>25098.25</b>
<b>Actual</b> Accumulated Funds	656537.75	614689.21	638353.07
Outstanding commitments (minus)	-31008.91	0.00	-31008.91
<b>BALANCE</b>	<b>453346.28</b>	<b>811970.02</b>	<b>632442.41</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 2018.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
College Bus Maintenance Buses are aged and may require unexpected large maintenance. Used for excursions each week.	\$15,000	2020
Computer Purchase Student lab addition with enrolments	\$60,000	2021
Library Upgrade Modernise library space for teachers and students	\$50,000	2019
Gym/Theatre Floor upgrade Introduce Live Production course	\$25,000	2021
Boatshed maintenance Storage for Outdoor Ed equipment	\$25,000	2021

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Robert Edwards,	Fiona Toms,	Vacant.
<b>Community Representative(s):</b>	Anthony Perkovic.		
<b>Teacher Representative(s):</b>	Gerard Barrett,	Rebecca Gill.	
<b>Student Representative(s):</b>	Emily Hitchman,	Mia Maxwell.	.
<b>Board Chair:</b>	Emily Hitchman		
<b>Principal:</b>	Gerard Barrett		

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

Board Chair Signature: Emily Hitchman

Date: 22 / 05 / 2019

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: Gerard Barrett

Date: 22 / 05 / 2019