



Alfred Deakin High School

Annual School Board Report 2017



Alfred Deakin High School

values - *excellence responsibility community respect*



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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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School Board Chair Report

As you enter the school grounds, the first thing you see displayed is our school values – Excellence, Responsibility, Community and Respect. It is the heart and soul of our school. It is what makes ADHS stand out from the rest. The students, their parents and carers, and their teachers live it every day.

The Board is extremely proud of all the efforts and achievements attained throughout 2017. NAPLAN targets were surpassed, amazing sporting achievements together with strong team spirit displayed and another year of incredible results in Arts and Music.

We are very privileged to have such a supportive Parental Community. We thank them for their valuable feedback in our annual surveys. We deeply appreciate all the families making their Voluntary Contributions for the year. We are very excited to display around the school evidence of the improvements being made. This greatly improves every child's education and experience here at ADHS. Examples are the new shade sail in the science courtyard, new sound system in the gym, refurbishment of Horticulture and a fantastic refurbished school kitchen with new equipment and decking for a café.

We are also very proud of our students who successfully completed their year 7 and year 8 camps respectfully, and in September 29 students and four teachers travelled around Europe on a fantastic excursion. Enormous thanks to all the teachers for their efforts organizing the destinations and all the students who proudly represented the school.

During the year we also completed our external review. This occurs every four years and certainly it was a busy time for all the teaching staff and the School Board. The results came back with many commendations and recommendations that we look forward to implementing. A big congratulation to all the staff for a job well done.

Another wonderful response from our Parental Community was shown towards the new initiative from the ACT Education Directorate regarding the 'Future of Education'. Over 2500 pieces of feedback was received from school communities, parents and carers, teachers, students, community organizations and broader community. An absolutely fantastic result from Phase One of the project. The feedback has been divided into ten initial themes arising from the conversation. Equality underpins each of the initial themes with equality expected as inclusion and success for all children. Phase Two will continue to process these themes eventually resulting in a long term strategy for education in the ACT.

An enormously busy and successful 2017. The Board greatly applauds all the students and teachers at ADHS.

School Context

Alfred Deakin High School is a year 7–10 school located in the suburb of Deakin. The school was established in 1966 and commenced 2017 with an enrolment of 887 students, supported by 85 staff. Towards the end of 2017 our enrolment had increased to 908 students. The school's Index of Community Socio-Educational Advantage value has remained steady over the life of the strategic plan at around 1129.

Alfred Deakin High School is a high demand school with 52 % of students in 2017 enrolling from out of the Priority Enrolment Area (PEA). This percentage will decrease over the life of the next plan due to an increase in area population growth. The school draws students from more than 58 different cultural backgrounds and values the diversity of its population and celebrates the advantages that this diversity brings to the school.

The number of Aboriginal and Torres Strait Islander students and students with English as an additional language or dialect (EAL/D) students has remained steady over the life of the plan. Twenty-five International Private Students are currently enrolled at the school, a significant increase on previous years. The school has a Learning Support Centre (E-Study) that caters for 16 identified students, and an additional 19 students are accessing integration support.

The school promotes the development of the whole child through a broad range of learning experiences and opportunities. This includes a core and elective curriculum, academic extension and a gifted and talented program. Programs are centred on building wellbeing in students with a focus on restorative practices. Students are provided with flexible learning options to cater for learning needs such as accessing external programs (online language, CIT, AIE), undertaking independent projects, supporting elite athletes/performers, vocational education programs or assisting with health/wellbeing balance.

The school community values the diversity of its population and celebrates the advantages that this diversity brings to the school. Approximately 33% (228) of our students were born outside Australia and more than 32% (290) of our students speak another language at home. About one third of our students have at least one parent whose was born outside of Australia and 24% of our students have at least one parent who speaks another language. The number of Indigenous students and students speaking English as an Additional Dialect (EALD) is steady.

The current principal has been at the school since 2011 and is supported by two School Leader B staff who have also been at the school for some time. There are 64 teachers and 17 non-teaching staff. The school has a stable team with around 10 percent turnover of staff each year.

Students at ADHS value having diverse opportunities in a positive and inclusive atmosphere where everyone's individuality is respected. The school values the active and supportive relationships of its parents and carers and the respectful and friendly relationships that exist in the school.

In 2017 we have addressed many changes in the school, including:

- Managing to continue an effective learning environment following a significant reduction in funding allocation in 2016 of \$300,000.
- Continuing to adjust to the new Student Resource Allocation (SRA) funding model for ACT Education.
- Creating an alternative learning space – the Gryphon room – to cater for students with additional needs in literacy, numeracy and organizational needs. The Gryphon room also provides high level support for students requiring flexible, alternative or additional education options.
- Evolving Outdoor Education into year-long electives. ADHS now conducts the most Outdoor Education excursions of any high school in the ACT.
- The refurbishment of Kitchen 1 into a contemporary learning environment that will assist students gain Hospitality competency certification.
- Refurbishment of the Horticulture gardens, including murals, raised garden beds for accessibility and open learning area for classes.
- Updating the media and photography labs with state of the art IT, including developing a green screen, sound proofed filming studio.
- Refurbishing the Staff Common room and providing a contemporary food preparation space for staff.
- Upgrading the gym lighting and installation of high quality fans for effective air movement during use in hot weather periods.

Known challenges for 2018 include:

- Implementing a new five-year Strategic Plan to ensure student learning outcomes are maximized across the curriculum.
- Complying with WH&S requirements for a 50-year-old school, including ensuring universal access to all curriculum offerings for students with additional needs.
- Installing a café style environment outside the new kitchen that also supports students with sensory, auditory processing and other challenging learning needs.
- Incorporating a new Learning Support Unit (LSU) in the provision of special needs education at ADHS and reducing the size of the Learning Support Centre (LSC).

Student Information

Student enrolment

In 2017 there were a total of 899 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	482
Female	417
Aboriginal and Torres Strait Islander	17
LBOTE*	271

*Language Background Other Than English
Source: Planning and Analytics, December 2017

Alfred Deakin High School caters for year 7 to year 10 students. The priority enrolment area includes Curtin, Hughes, Garran, Yarralumla, Lyons and Phillip.

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
7	94.0
8	90.0
9	91.0
10	90.0

Source: Planning and Analytics, December 2017

For students who are absent a range of procedures are followed including:

- A push message notification is sent to parents when students are not in class. This is an instant communication tool.
- Letters and emails are sent to parents when a student has truanted.
- Where non-attendance is of a concern the student services team intervenes and further parent contact is made to investigate and address any issues.
- For students absent for three consecutive days or where there is a pattern of absenteeism the roll group teacher makes contact with parents. After five days of consecutive absence TGTs call home to see if work can be provided. After seven days of accumulated absence without explanation a letter is sent home asking for an explanation for all absences. If a parent fails to reply to this letter a second letter will be sent from the Principal.

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 2017.

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

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	68

Source: Teacher Quality Institute, 16 December 2017

All teaching staff at ADHS are required to hold a teaching qualification. The table shows that 68% of our staff held a postgraduate qualification in 2017. These could include further degrees, Masters or Doctorates, Certificates or Diplomas.

Workforce composition

The 2017 workforce composition of [INSERT SCHOOL NAME] is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	68
Teaching Staff: Full Time Equivalent Permanent	54.40
Teaching Staff: Full Time Equivalent Temporary	9.60
Non Teaching Staff: Head Count	17
Non Teaching Staff: Full Time Equivalent	14.97

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

Volunteers

The voluntary involvement of our students' parents and other community members is crucial to the operation of our School. Examples of volunteering in our school include:

- School Board membership;
- Volunteering in the canteen;
- Library work – shelving, book covering etc;
- Assisting with sporting teams, excursions, competitions;
- Assisting at school events, open nights, discos, AAA and the Alfies;
- Participating on The Projects panels; and

- Assisting on awards evenings.

It is estimated that volunteers spent 900 hours working at ADHS during 2017.

School Review and Development

In 2017, 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 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.

Alfred Deakin High School was reviewed in 2017. A copy of the Review 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 2017 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 2017, 89% of parents and carers, 96% of staff, and 86% 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.

A total of 75 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.	96
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	96
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.	96
Parents at this school can talk to teachers about their concerns.	90
Student behaviour is well managed at this school.	80
Students like being at this school.	95
This school looks for ways to improve.	95
This school takes staff opinions seriously.	73
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	89
I receive useful feedback about my work at this school.	65
Staff are well supported at this school.	81

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 245 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.	90
Teachers at this school provide my child with useful feedback about his/her school work.	82
Teachers at this school treat students fairly.	89
This school is well maintained.	92
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	81
My child likes being at this school.	94
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	77

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 726 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 7 to 10 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	70
Teachers at my school treat students fairly.	65
My school is well maintained.	76
I feel safe at my school.	81
I can talk to my teachers about my concerns.	59
Student behaviour is well managed at my school.	45
I like being at my school.	74
My school looks for ways to improve.	83
My school takes students' opinions seriously.	69
My teachers motivate me to learn.	69
My school gives me opportunities to do interesting things.	81

Source: 2017 School Satisfaction Surveys, August/September 2017

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

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 2017, 0.00 % of year 7 students and 2.00 % of year 9 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 2017 mean scores achieved by our students compared to the ACT.

Table: Alfred Deakin High School 2017 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	584	554	612	590
Writing	544	512	585	550
Spelling	563	541	594	582
Grammar & Punctuation	573	545	599	580
Numeracy	579	552	616	591

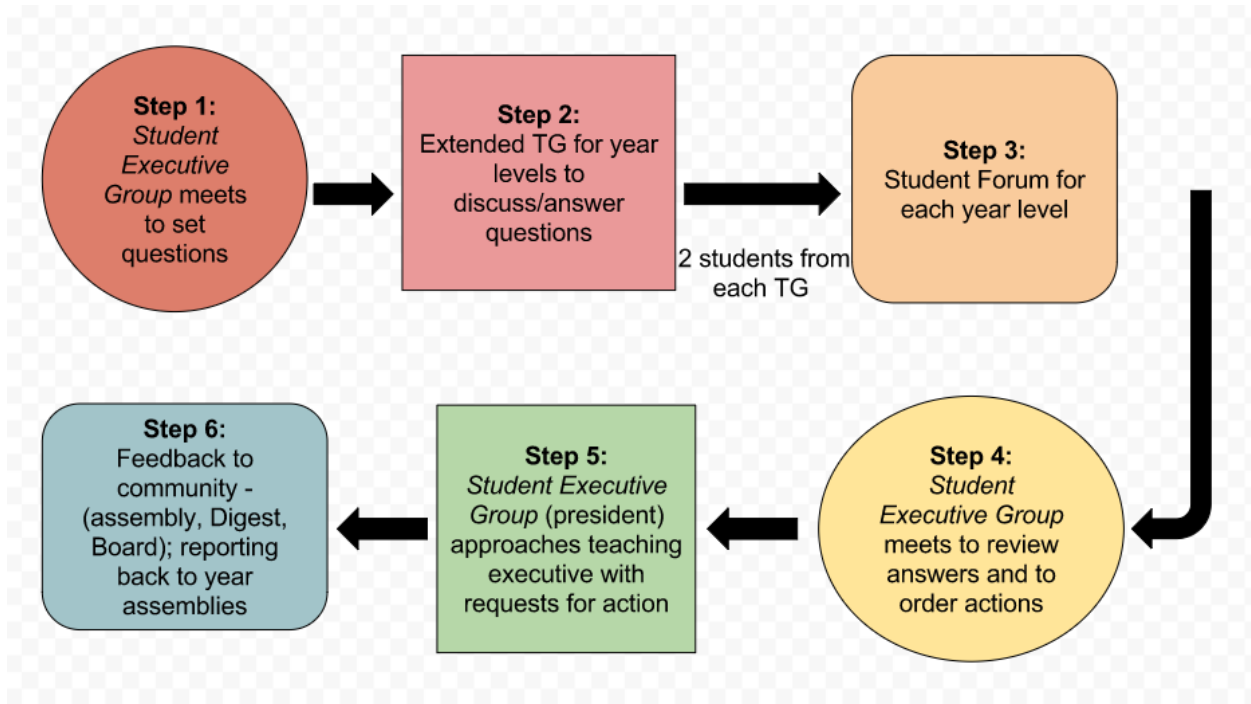
Source: Planning and Analytics

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

Performance in Other Areas of the Curriculum

Student Executive Group

The Student Executive Group (SEG) is the rebranded SRC at ADHS. It consists of up to 8 students from each year level. SEG is responsible for the promotion of student voice and action in the school community and is one of the only opportunities that year 7 and 8 students have to be involved in leadership activities at the School. The process of getting student feedback is achieved through holding student forums in semester one, and feeding back change through the following flow chart:



Semester two sees the forum format change to more general topics and held under the banners of 'junior' and 'senior' forums. Members of the Student Executive Group received training as how to host, record and facilitate the forums. Some of the suggested feedback for change in our school community that the group has actioned are new student microwaves, the fixing of bathroom locks, swearing across the school, use of devices in classrooms and understanding of the class streaming process here at ADHS. This change has been driven by students and seen students engage more with their year level in order to promote the change.

SEG students attended the Minister's Student Congress, and a number of other network and ACT wide events. SEG hosted a fundraiser for the 'For the love of the Reef' campaign raising over \$1,000.

Pastoral Care & Hour of Wellbeing (PCHOW)

During 2017 Pastoral Care and Hour of Wellbeing (PCHOW) have run fortnightly for all students at ADHS. PCHOW aims to promote positive well-being and connection for students and staff through the curriculum and a variety of programs and opportunities offered. During semester 1, students in Year 7 & 10 participated in the Pastoral Care program and Year 8 & 9 students engaged in the Hour of Wellbeing program. During semester 2, these groups then switched therefore giving all students a semester involved in each of the programs.

During the Pastoral Care program, each of the year groups focus and participated in the following programs.

Year 7: Introductions to Alfred Deakin High School and closely worked with the year 10 Youth Leaders. Year 7 students also had opportunities to improve their personal organisational skills by learning how to keep a work diary and to be planned for their school work. Students also participated in a range of team building and cooperative activities that prepared them for Year 7 camp to Jindabyne NSW.

Year 8: Students participated in a series of 5 different workshops that were targeted to engage and educate students based on data that we collected from students during semester 1. The workshops included Resume Writing, Sexting and appropriate device use, Goal setting, Services students can access in the community and Mental Health focused Apps and Resources. Students also were engaged in Social Media workshops and how students can best take control of their own social media use.

Year 9: Students in year 9 were engaged in the Worlds of Work program which is aimed at demonstrating to students the types of knowledge and skill set they will need to succeed in the 21st century workforce. It gave students the exposure to what types of careers and job opportunities are available to them and access to resources in the community they could connect with. Students also participated in the Leadership program in term 4 in which students could demonstrate their leadership qualities and nominate to be a part of various leadership programs in 2018 as year 10 students.

Year 10: Transitions, college enrolments and WEX is the main focus for year 10 students. During semester 1, all students were exposed to all aspects of transitioning beyond ADHS and what opportunities they have available to them in the coming years. Students had many different guests delivery a wide variety of content which mainly focused on College and how this different educational setting operates. Students were also given time to catch up on various assessment tasks in focused study sessions.

During the Hour of Wellbeing program, students were provided with a range of different wellbeing activities that were on offer for the term. In semester 1, students in years 8 & 9 were mixed together and in semester 2, students in years 7 & 10 were mixed. Students were able to engage with other peers who shared a similar interest to them and were able to engage with a teacher or community member to participate in this activity. Students were therefore able to connect and build relationships with students from different year groups but had the connection of common interest or passion. Students participated in these sessions 5 times for the term and then had the opportunity to engage in something different in the following term. Some of the Hour of Wellbeing activities that ran during 2017 included:

Study Club	Court Sports
Dance crew &/ or Contemporary troupe	AFL Eastlake
Colouring in and Music Appreciation	Mountain Biking
Red Hill Nature Exploration & Bushwalking	Court Sports
Europe Trip Preparation and Organisation	Cricket skills and net sessions
Creative Writing Workshops	Debating and public speaking club
Year 10 Committees (Formal, Graduation, End of Year Assembly)	Dot Painting Indigenous Art class
Table & Strategic Gaming	Fitness Bootcamp
Get lost in a book	Gardening
STEAM	Handball
Coding club	Japanese Felt dolls “Ondori” creation
Ashtanga Yoga	Origami
Paddle Tennis	Philosophy / What is the Meaning of Life?
Deakin Startup	Photo Scavenger hunts
Rock Climbing	Science and Engineering
Bush & Survival Skills	Soccer for fun
Music Club	Textiles Bombing

Lifestyles, Education and Nutrition (LEAN)

There are 16 staff that teach in the faculty of LEAN (PE and NFS) and 50 classes that are taught to our students at Alfred Deakin High. Students are challenged in a variety of ways and are taught both unique and important life skills.

PE has delivered a successful program for all students at Alfred Deakin High. Students were exposed to a variety of sports and consequently learnt a number of fundamental motor skills. Teachers placed a strong emphasis on participation and enjoyment, promoting physical activity as a lifelong objective. Once a fortnight students focussed on their personal fitness. Teachers offered choice in the fitness activities, targeting different components of fitness. Students were then able to do sessions that were relevant to their identified needs. Personal testing and evaluations were logged in students’ fitness journals. We believe that this has helped to promote a greater awareness of fitness and its relation to health and wellbeing.

Money was spent in semester 2, updating sporting equipment for PE. Most notable mentions include: New installation of badminton posts in the school gym. 4 new table tennis tables, class set of golf clubs, 40 new mini tennis racquets, 8 mini nets and 120 mini tennis balls. Further plans are in place to purchase a second hand fleet of mountain bikes. These purchases have enhanced the learning opportunities for all of our students.

School sport has been extremely busy this year. We have participated in a range of sports; tennis, rugby union, beach volleyball, swimming, basketball, AFL, volleyball, touch football, oztag, cross country, hockey, table tennis, netball, soccer, rock climbing, ultimate frisbee, athletics, badminton

and cricket. In many of these sports we competed at both Southside and ACT levels and it is important to note that many teachers have given up time to coach all of these teams and take them to compete in the events throughout the day.

Some notable successes during the year were:

ACT Senior Table Tennis champions

ACT Senior boys soccer champions

Southside and ACT Junior girls volleyball champions

Southside volleyball champions and ACT Senior girls volleyball runners-up

ACT Senior badminton runners-up

ACT athletics – many individual achievements

Our outdoor education program is a popular elective and we are lucky to have highly qualified and experienced staff that can lead multiple outdoor adventure activities. Alfred Deakin High conducts the most outdoor adventure camps for any high school in the ACT. Students are given the unique experience of being challenged, both physically and mentally in the activities; but also learn about personal organisation and positive communication/ cooperation with their peers. Advanced Outdoor Education moved to a yearlong subject. Students in this class were offered multiple outdoor adventure activities right throughout the seasons. Students thrived, being together for the year.

There were 10 NFS classes in Semester 2. Students were given the opportunity to cook every week in their NFS classes. Students learnt important life skills, being able to cook healthy food options for themselves and their families. Students learnt about the methods of cookery, nutrition, food supply and sustainability. They are challenged to design and create dishes for guests, using a budget, from a variety of different cultures around the world. This year we had a kitchen refurbishment which has been a really inspiring place for students and staff. The layout offers for a more flexible learning and working space. The equipment is industry standard, providing students with a greater experience and skill set if they have ambition to pursue the hospitality workplace. Further plans are made to build an outside seating area, which opens up possibilities for a school cafe and the ability to grow our own herbs and vegetables.

Languages (English/LOTE)

It was another busy year for our hard working Languages faculty. We welcomed a number of new staff and new educators to the ever growing faculty and this enabled formal and informal mentoring partnerships to successfully flourish between staff.

Like any year, there were a number of competitions, excursions and performances to further enhance the quality teaching and learning moments that occur every day.

Other activities, successes and competitions we engaged in included:

- Almost 100 French and Japanese students went to the National Zoo and Aquarium
- Bell Shakespeare Performance – an excursion to Sydney Opera House to see ‘Macbeth’.
- Gryphon Program – continued to work with identified students to improve their literacy
- Ex-ADHS Unicorn students delivered a lesson to current Year 10 Unicorn students about College English

- Our Indonesian teacher (Kirsten Stobbe) continues to lead the Indonesian Teacher Network in the ACT
- English staff participated and took a lead in providing critical professional development in the area of gifted and talented education
- Japan sister-school visit (from Tomioka).
- Nanorimo – national novel writing month - continues to inspire dozens of students to give up their recess and lunch times to write millions of words
- The introduction of Panthers and Elements English
- Elements English excursion to see *Hidden Figures*
- NAPLAN online platform testing
- Poetry in Action incursion
- The Europe trip saw 30 students travel to Germany, Austria and Italy.
- A Year 8 student topped the ACT and NSW in ICAS English and travels to Sydney to accept his medal
- LOTE ACER Competency test results were excellent
- Japanese Short Exchange Program demonstrated our growing partnerships
- Japanese students participating in the ANU Extension Program
- 33 IPS students at ADHS adding diversity to our school and our programs

Throughout Term two and three, the Indonesian classes enjoyed the support of language assistants via a programme with the Embassy of Indonesia and the Education Directorate. The assistants gave students colourful insights into Indonesian culture as well as targeted and specific opportunities to use their developing language skills. The Indonesian classes also hosted a large group of Maths teachers keen to learn about Australian teaching methods and many of the students travelled on our trusty school bus to see the return concert by their favourite Indonesian singer, Michael J. The Alfred Deakin students were a hit at this concert and had a ball!

Humanities and Social Sciences (HaSS)

During the academic year of 2017 the Humanities faculty have embedded all four ACARA subjects into the teaching units for years 7 to 9. Students have studied integrated units of History and Civics & Citizenship and discrete units on Geography and Business & Economics. The faculty are now investing time in reframing History looking at how Social Science skills can be taught through the lenses of the General Capabilities, focusing on Ethical Understanding and Intercultural Understanding. Our year 10 students continue to thrive with the diverse range of elective units provided by the HaSS faculty during the second semester, with options including Legal Studies, Sociology & Psychology, Extended History and Business Studies.

All HaSS teachers engage in the moderation process using the Common Assessment Tasks designed for each year group at least once a semester. This provides an effective platform to refine assessment planning and teaching foci, as well as ensuring that students are graded at a consistent level across the school, which aligns with the ACARA work samples. Student engagement and the inclusion of formative assessment both continue to be priorities within the faculty. Students in HaSS are provided with regular opportunities to engage in the Google classroom space and staff actively seek innovative ways in which to use IT within the classroom.

Students during 2017 were offered a number of opportunities to extend understanding and

demonstrate their knowledge, this included the Geography and History Competitions, our annual visit to the Sydney Jewish Museum, a Cotter Dam excursion, walks within the local community, the Australian War Memorial and a major international excursion to Italy, Austria and Germany. These provided invaluable chances for students to see the real world applications of Humanities.

Special Education – Learning Centre and E-study

The Special Educational Needs faculty has finalised curriculum documents in English and Humanities, providing staff with a guiding document to support the range of differentiation and personalisation of the curriculum required within the E Study. This year we have trialled a range of approaches to the teaching of Science and Mathematics to find the most suited style to deliver this curriculum for our Learning Centre students; this will help to inform our course structure in the coming years and create stronger curriculum documents for these Learning Areas that link directly to age appropriate Australian Curriculum.

This year the faculty increased the collaborative approach that goes into the creation of Individual Learning Plans for students in the Learning Centre and on Inclusion Support by engaging with parents and carers, and asking students to help create their own goals. This has provided students greater autonomy over their learning and has helped to develop their independence.

Students in the Learning Centre are given a range of opportunities to engage with the wider community, including theatre and movie outings and work experience for senior students. Inclusive technologies continue to be used to support learning for students in the Special Educational Needs faculty enabling them to take greater ownership over their work.

Arts & Tech Faculty

This year the elective hub of the Arts and Tech Faculties worked to further reinvigorate and develop an authentic and even more engaging curriculum that allows students to access their creative talents in a number of areas. Here at ADHS we offer comprehensive studies in a variety of classes for each of our subject areas; Visual Art, Fashion Design, Drama, Dance, Media, Music, Design Technologies, Digital Photography and Information Technology. In each of these subjects there are specialist study options of Unicorn Visual Arts, Unicorn Performing Arts and Orchestra. In addition to the everyday curriculum learning the Arts and Tech Faculty was involved in the following extra curricula activities:

Music

- ACT Band Championship Year 7/8 Orchestra with a score of A-
- Australian National Eisteddfod - 7/8 Orchestra won Silver Award.
- ADHS music students in the Instrumental Music Program Senior and Junior ensembles.
- Live Performances at the Walkathon, Black Mountain Peninsula.
- Sight and Sound – A celebration concert for music and visual art
- Lunchtime Concerts

Dance

- Semester 1 Senior dance class choreographed their own children's dances which they took on tour to both Curtin and Hughes primary Schools where they performed and taught the Kindergarten students
- Ausdance Dance Festival – Senior dance class choreographed pieces with a theme of "Right here – Right now".
- ACT Public Education Festival when they worked collaboratively with the UVA students who designed and created individual artworks on t-shirts for the dancers in the ACT Public Education Festival 'Step into the Limelight – festival "inspire.... The artist within....
- Performances at full school assemblies and AAA at the Canberra College Performing Arts Centre.

Art

- ACT Public Education Festival 'Step Into the Limelight' - Art students works were exhibited at ANU Art Gallery for 2 weeks as part of this Festival.
- AAA Art Exhibition at Canberra College Performing Arts Centre.
- Parent Teacher Nights PowerPoint Presentation of student's artworks.
- Year 10 Graduation Night Exhibition - Art Exhibition.
- Assembly PowerPoint Presentations of student artworks.
- Art and Ceramic exhibitions in the School Front Foyer
- Students collaborated with horticulture class to create a series of murals based on what was grown in the horticulture area

Fashion and Design

- Students have created individual garment designs in variety of fabrics and styles.
- Students collaborated with photography production class to produce magazine based on plastics and sustainability.

Drama

JPA

- The inaugural Junior Performing Arts (JPA) class started with 24 year 7 students enrolled in a whole year class
- Worked collaboratively with UPA on Hotel California and AAA with a mash up performance based on Matilda

UPA

- UPA Camp to Birrigai - planning and preparing for the UPA show.
- UPA's annual show in the school hall – 'Hotel California'. This production was written by a UPA student and with the addition of a dinner show option. JPA worked as the waiters coordinating a 3 course meal purchased from a local cafe
- Performed at AAA in Matilda medley and in their Swing version of "I Wanna Be Like You"
- Assembly performances
- UPA Band will perform a 1.5hour gig at ACT Education Awards

Year 8

- School Performances Semester 1 and 2 (two performances in total). One Performance was written and directed by students and the other found online with students taking on all production roles

9/10 Drama

- ‘A night of Drama’ – first semester year 7, 8, 9 and 10 classes performed in the evening for a public audience
- Theatre Production class performed their full-length play “Choose your Own Wizard of Oz” in the school hall. The students performed to 600+ Primary school Kindergarten and Year 1-2 Classes. Then they performed for a community audience in the evening.
- Drama class performed at AAA with their take on Dr Sues’s “Oh the Place You’ll Go”

Media

- Live recordings of major dramatic arts productions for ADHS
- Student work entered into Tropfest Senior and Junior
- Media studio created by Gerry Satrapa in the backroom of the Media Lab
- The Alfies – Our annual Film, Fashion and Photography Festival showcasing the best work from Media in a public presentation.

Design Technology

- Year 7 students: completed one term of Design Technology, designing and building a CO₂ powered dragster, before racing on the “F1 in Schools” track.
- Year 8 Students – projects included a kitchen stand, wood turned bowl, novelty peg and metal etched pendant.
- 9/10 Woodwork units included a range of projects that allowed for student selection and input including coffee and side tables, bowls, charging stations, boxes and one plank projects. Students utilised a range of different timbers and joining techniques and demonstrating the skill and creativity of ADHS students.
- 9/10 Metalwork students took advantage of the laser etcher that found a home in their workshop; it’s sheer size meant it couldn’t fit in any other place. The laser etcher meant that students could incorporate coloured acrylic and wooden materials into projects created in the metalwork domain. Frames for stools and bedside tables could be fabricated in traditional ways, before laser cut embellishments could be added to seats and table tops.
- CAD students demonstrated amazing development and understanding of highly technical and complex programs. Students developed a range of 3D models and applied materials to give a realistic view, along with gaming video animations, just like industry standard.

Digital Photography

- Students developed their skills in the genres of portraiture, documentary, reportage and creative self-expression and showcased their work in the Term 4 Alfies - Film Photography and Fashion night.
- Students in the Publications class collaborated with Textiles students to produce layouts for a fashion magazine on garments designed and made from recyclable materials. They also produced a program for the UPA production and point of sale promotional display for a Protein Ball food product that staff could enjoy with their morning coffees.

ICT

2017 saw the movement into our 3rd year of our Strategic Plan with a focus on teaching and learning and improved pedagogy. This was our fourth year of BYOD, and most year 7 students arrived with their own devices ready to commence high school. We continued to roll out the Digital Citizenship course and the Introduction to GAFE with the year 7 students. As more students come to the school with experience in GAFE it continues to be important to ensure all students

have solid skills in working online.

In 2017 we have completed the upgrades to all of the labs including moving the media lab from Macs to Windows PC that more easily connect and share on the network. As it has been 4 years since we purchased the first Chromebooks they are reaching the end of their usable life, 30 new Chromebook were purchased and placed in Languages. Borrowing of Chromebook has moved to borrowing by the basket (5 at a time) rather than by the trolley this is the result of more students bringing their own devices. The process of replacing the iMacs in the library has seen the purchase of Windows laptops and Chromebook, some of which are now permanently placed in the Flexilab. As the Gryphon room came online a set of computers was purchased for the students working in this space.

As we prepare for 2018 we look forward to the directorate issuing Chromebooks to every students and the implement of the new School Administration System which will replace MAZE that has been in schools for more than 20 years.

Mathematics

As the numbers in the school increased so did the Maths staff, Roger Barlow joined us to teach Maths and Science; McArthur Fryz joined us at the beginning of the first half of the year to teach Maths and Tech and Anthony Tate replaced McArthur for the second half of the year teaching Maths and Science.

The Mathematics faculty was active and involved with:

- Luna Park excursion for year 8 students with 103 students attending.
- Resit tests conducted on an as-required basis through consultation between individual teachers and students.
- Lunch Box Maths expanded to 4 days a week.
- Focus on increased problem solving in year 7..
- 126 students participated in Australian Mathematics Competition, with 75 percent of students receiving notable awards; 1 Medal, 4 High Distinctions, 38 Distinctions and 51 Credits;
- 60 students undertook the Mathematics Challenge for Young Australians, 2 receiving High Distinctions; 5 Distinctions and 16 Credits
- 12 students undertook the Australian Intermediate Mathematics Olympiad
- 34 students completed the MCYA Enrichment
- ANU Enrichment program: The number of students who were involved in Enrichment Mathematics at the ANU college continues to grow. Students worked on engaging and challenging mathematical concepts and problems and were involved in the Tournament of Towns.

· Commencement of Mathematics support through the Gryphon Program
 Mathematics continued to refine and improve our testing and assessment regime for all years, to ensure we were using quality instruments that gave accurate information on student learning. This has allowed us to moderate work across different classes within the faculty.

We now have full implementation of the Australian Curriculum. The known complexities of the year 10 (10/10A) curriculum saw the reorganisation of the year 10 curriculum into 4 levels this year and the introduction of two additional maths electives. This restructure has been well received with the year 10's enabling more students to focus on their areas of need.

After 3 years working with Mathletics and the alignment of exercises to the Essential Mathematics textbook, in 4th term we trialled a new program Mathspace. Mathspace is a new online portal that has many added benefits over Mathletics including: it is more intuitive for students to use; it requires students to get the questions correct, it steps them through hints and videos to help them achieve mastery of topics; and the program can be used to measure the level of

student understanding using Adaptive tasks that change depending on the answers to previous questions.

Science & Horticulture

This year saw a huge amount of activity in the Science faculty. 2017 brought new staff and an increase in the number of programs students could access throughout the year. Student achievement continued to be strong and the engagement with the range of opportunities has been excellent. Not only was this evident in academic achievement, but in the involvement of students in a range of new experiences. These included visits from Questacon, a forensics workshop, a Cancer Council sun damage camera visit and many visits from David Powell, our Scientist in School.

A New Year 10 science elective 'Introduction to College Science' was introduced in semester two, which has proven to be a great success. Students travelled to the coast to begin the unit, exploring mangrove ecosystems. Later the students visited the ACT Government Analytical Laboratory. The unit focussed on preparing students for college science studies, especially in managing data and reports. Its success will contribute to some changes in the faculty's approach to year 10 opportunities in the future.

Academic highlights included student successes in the extracurricular ICAS Science Quiz, RACI Chemistry Quiz, ASI Science Olympiads and Education Perfect Science Challenges.

Throughout the year selected students in grades 4 and 5 from our four feeder primary schools attended ADHS to work with Mr Barlow on a range of projects as part of the TiTaN program. Students investigated solar ovens, designed experiments and learned science in a problem based, enjoyable fashion.

Our horticulture area has undergone a significant renovation with a new chicken coop, installation of raised beds and an improved irrigation system. It is looking great and we are looking forward to fully planting it out in the New Year.

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	437761.97	440087.36	877849.33
Voluntary contributions	26579.70	10773.80	37353.50
Contributions & donations	6561.50	6750.50	13312.00
Subject contributions	55789.00	19080.25	74869.25
External income (including community use)	96783.54	-60673.99	36109.55
Proceeds from sale of assets	0.00	609.91	609.91
Bank Interest	10544.66	10905.95	21450.61
TOTAL INCOME	634020.37	427533.78	1061554.15
EXPENDITURE			
Utilities and general overheads	95664.97	124624.54	220289.51
Cleaning	96003.24	92277.44	188280.68
Security	258.00	20068.08	20326.08
Maintenance	159283.37	93317.64	252601.01
Administration	11705.61	-145.41	11560.20
Staffing	0.00	0.00	0.00
Communication	30235.25	6029.53	36264.78
Assets	94553.89	106609.71	201163.60
General office expenditure	16646.36	27946.32	44592.68
Educational	40160.74	56047.47	96208.21
Subject consumables	26667.39	37430.77	64098.16
TOTAL EXPENDITURE	571178.82	564206.09	1135384.91
OPERATING RESULT	62841.55	-136672.31	-73830.76
Actual Accumulated Funds	306895.89	417176.40	368176.40
Outstanding commitments (minus)	-242085.35	0.00	-242085.35
BALANCE	127652.09	280504.09	52260.29

Professional Learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$230.84/teacher.

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 2017.

Reserves

<u>Ledger</u>	<u>Name</u>	<u>\$</u>	<u>Spent</u>
9910	Healthy Hub/Sensory Garden	65,000	\$65,000
9911	School Sign	29,000	\$29,000
9912	Bus Replacement	\$65,000	
9913	Synthetic Turf	80,000	
9914	Infrastructure Improvements	50,000	30,000
9915	School Development Plan 2017-18	16,000	
9916	Furniture/Equip-Staff/Classrooms	16,000	
9917	Upgrade Staff Toilets	20,000	
9918	E-Hub Laptops	51,000	50,000

Endorsement Page

Members of the School Board

Parent Representative(s):	Julia Graczyk	Sigrid Tjis
Community Representative(s):		
Teacher Representative(s):	William Sheppard	Elizabeth Lorenz
Student Representative(s):	Charlotte Yeoh	Gunhee Kim
Board Chair:	Anne Twyman	
Principal:	Belinda Bartlett	

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

Board Chair Signature:



Date: 18.05.2018

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 2017.

Principal Signature:



Date: 18.05.2018.